

Minnesota Principals Academy

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Written and Prepared by:

Molly F. Gordon, Research Associate
Kristin Peterson, Research Fellow

COLLEGE OF EDUCATION
+ HUMAN DEVELOPMENT

UNIVERSITY OF MINNESOTA

Principal Investigator, Kyla Wahlstrom



With assistance from:

Sarah Berman-Young, Research Assistant
Kim Diggles, Research Assistant
Dave Klingbeil, Research Assistant
Sue Rickers, Research Assistant
Jessica Werner, Research Assistant

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Section I. Executive Summary

The CAREI evaluation team collected several forms of data in order to assess the degree to which the Minnesota Principals Academy (MPA) met program goals. Data included: (1) observations of MPA units, (2) an online survey of principals; (3) an online survey of teachers; (4) phone interviews with principals; and (5) phone interviews with training facilitators. In addition, the CAREI team analyzed participant evaluations of MPA units that were administered by program coordinators. The following is a summary of results.

Unit observations

Overall, we found that participants were actively engaged in the MPA sessions. Facilitators used the existing curriculum to teach the lessons, but they often added testimony of their own experiences to clarify or expand on the unit topics. We also observed differences in the quality of MPA facilitators, but we thought the majority of facilitators were effective. In addition, we observed that facilitators and participants made several connections to “real world” situations.

Principal survey results

We administered an online survey to 60 principals who took part in the MPA. Forty-eight principals completed the survey; a response rate of 80%.

The following statements had the highest level of principal agreement: 100% of principals agreed that “student effort is more important than natural ability in producing achievement.” Over 90% of principals agreed with these statements: “I am comfortable defining for my teachers what constitutes effective standards for instructional practice;” “We provide an aligned curriculum for students across the grades;” “There is a strong commitment in this school to a common set of shared goals;” and “Team leadership at all levels focuses on the guidance, direction, and support of sustained improvement in instructional practice and student learning.” Results also showed that approximately 90% of respondents agreed or strongly agreed that their teachers are able to monitor the progress of their students, have a sense of collective responsibility for student learning, and have the knowledge and skills they need to improve student learning.

The following statements had the highest level of principal disagreement: About 42% did not agree that “the schedule provides adequate time for collaborative teacher planning.” Thirty-three percent of principals disagreed with the statement, “I have established a clear, written statement of learning and teaching principles for teachers to guide their improvement efforts.” Also, 29% of principals disagreed that teachers in their school prepare all students for college.

The last question on the survey asked principals to rate the quality of the MPA compared to other leadership development programs outside of their degree program. Eighty-one percent of respondents rated the quality of the MPA as *excellent* and 17% rated it *good*. Only one respondent rated it as *average*. We asked principals to explain their rating in an open-ended question. Principals gave a variety of answers to why they rated the quality of the MPA highly including because it helped to improve their

instructional leadership, was more practical and applicable than other professional development programs, improved their knowledge of standards-based systems, and they greatly enjoyed networking with other colleagues. Lastly, two principals indicated that the program increased their confidence as leaders.

Principals also gave an array of responses to the question “What concept(s) discussed about leadership in the MPA have had the greatest impact on you or your approach to being an educational leader?” This indicates that the MPA appeals to principals for a variety of reasons and that the MPA’s breadth of concepts taught and strategies given fit the needs and expectations of the participants. The majority of principals said that lessons or units on standards-based systems had the greatest impact on their leadership. The concepts of safety nets and strategic thinking and planning were also mentioned widely as having had the greatest impact.

Teacher survey results

The teacher survey was given to teachers whose principal took part in the MPA, and 448 teachers responded to the survey.

Statements with the highest level of teacher agreement were as follows: Ninety-one percent of teachers either agreed or strongly agreed that, “The principal in this school invites feedback from parents” and “Our principal is responsive to the needs and concerns expressed by community members.” Eighty-six percent of teachers also agreed that student assessment practices were aligned with curriculum. Also, 81% of teachers agreed that “if my principal promises to do something, she/he follows through.”

The statements with the most amount of teacher disagreement included the following: 33% percent of teachers did not agree that “all students receive the same quality of instruction in our school.” Approximately 32% did not agree that their principal “ensures that the school schedule is organized to accommodate PLCs,” and 43% of teachers disagreed that their school administrator “allows time for teachers to observe and provide instructional feedback to each other. About 33% also did not agree that their school’s safety nets were successful in getting struggling students back on track.

Principal and teacher survey comparison

We compared overall principal survey responses with aggregated school level teacher responses. Even though most principal and teacher questions did not match word-for-word and response sets differed in some areas, comparing principal answers with teachers was valuable in that it highlighted areas where principals and teachers were in agreement and areas where there were some discrepancies. Several noteworthy results emerged from the data and are presented below:

Sixty-six percent of principals said that they buffer teachers from distractions to their instruction on a daily basis (and 21% said they do so weekly or 2-3 times a week). Similarly, about 71% of teachers agreed that their school administrator buffered them from distractions to their instruction. Principals varied in their responses to questions having to do with the amount of time teachers have to meet and collectively plan. For example, almost 42% of principals disagreed that the school schedule provides

adequate time for collaborative teacher planning. Teachers were in agreement in that about 32% did not agree that their school administrator ensures that the school schedule is organized to accommodate PLCs.

Principals and teachers were mostly in agreement on survey items having to do with preparing all students for college/post-secondary education. For example, about 71% of principals agreed that teachers in their school prepare all students for college. Correspondingly, 83% of teachers agreed that one of their school's missions is to prepare all students to go on to post-secondary education.

Out of all of the areas in the survey, principals and teachers had the most varied responses on items having to do with school safety nets. For instance, about 69% of principals reported that they have a range of differentiated safety nets available at the individual student level. At the same time, more principals (83%) agreed that they ensure that their school's safety nets (the ones they do have) are successful in getting struggling students back on track. However, fewer teachers (67%) agreed that their school's safety nets are successful in getting struggling students back on track.

We also compared individual principal responses with school level teacher responses. Overall, there were three schools in which the majority of teachers agreed with the principal on most comparable survey items. Also, there were three schools where the principal and teachers were not in agreement on the majority of comparable survey items. Eleven of the 17 comparison schools, however, had mixed agreement. Principals and teachers disagreed mostly on survey items having to do with school safety nets (11 schools) and teacher instructional habits and ability (8 schools). On the other hand, principals and teachers across the comparison schools were mostly in agreement on items having to do with standards-based curriculum and alignment, and communication of school vision, mission, and goals.

Principal Interviews

We conducted 10 phone interviews in November, 2009 with principals who had completed the MPA. Interviewees reported that the benefits of participating in the MPA include gaining a big picture perspective, building confidence, networking with other principals, learning how to be an instructional leader, and gaining practical tools to apply to their school setting.

Although principals differed considerably on which units or lessons were harder or easier to implement, participants did report that, as a result of being a part of the MPA, they changed structures in their school, their practices, and their beliefs. In addition, principals reported several ways in which teacher leadership and capacity developed including using in-house consultants, staff development or teacher training, and principal-to-teacher coaching.

Similar to the open-ended principal survey question, interviewee responses were mixed on what they thought was the most important thing they learned from being a part of the MPA. Each interviewee had a different perspective on which units/lessons were the most important. This suggests that the MPA appeals to different principals for different reasons. All of the principals praised the MPA overall.

Principals did give a couple of suggestions for improving the MPA such as updating videos and other materials, and including teachers in the program. Principals were mixed on whether or not there was enough time during the MPA for principals to discuss topics and collaborate.

Facilitator Interviews

We conducted eight phone interviews with facilitators in November 2009. Most (75%) of the respondents did not find the prescriptive nature of the units and lessons constraining. The curriculum was identified as flexible which allowed facilitators to use Minnesota data and to insert their own ideas.

There was mixed reaction concerning the amount of time spent on the material. Some facilitators thought there was enough time to get through the materials and others thought the MPA needed more time for principals to discuss and reflect. All eight facilitators reported experiencing cohort effects. For instance, several facilitators reported that the makeup of each group impacted the type of discussions that the group had.

According to the facilitators, the MPA was very applicable to the school environment and met the needs of principals in all settings and at all levels. Facilitators identified five important lessons that principals learned from being a part of the MPA: (1) principals learn how to be an instructional leader; (2) principals learn that they cannot do business “as usual;” (3) principals must continue to learn and grow because they have a tremendous amount of responsibility with their job; (4) principals’ day-to-day actions need to be focused intentional and strategic; and (5) the MPA teaches principals how to approach systemic reform.

Overall, facilitators praised the MPA and reported that it was a great program, but they gave a few suggestions for improvement including: (1) keep cohort sizes small; (2) strengthen literacy and math units; (3) tailor more to Minnesota; (4) keep information current; (5) institute attendance rules; (6) add more time for professional conversations; (7) Add a follow-up component; (8) continue to use high quality facilitators; (9) do not schedule sessions at the beginning or end of the school year; and (10) add a unit or lesson on ELL and special education.

Unit evaluations

Overall participants provided positive feedback on the sessions. When asked if the program met their expectations, every unit had 90% or more of the respondents report they agree. Of the thirteen units included, Unit 1: “The Educational Challenge” had a slightly lower level of agreement than the other units.

Section II. Program Overview

The purpose of the Minnesota Principals' Academy (MPA) is to create a statewide network of district and charter school leaders who are motivated and have the skills to create and sustain schools in which all students are on the path to college readiness by the end of high school.

Using the National Institute for School Leadership (NISL) model, the MPA enables cohorts of practicing principals to implement leadership best practices from education, business, military and other fields to work on behalf of their students and schools. The MPA is designed after the NISL train-the-trainer program, and is delivered in two and three-day segments that span over the course of one year. The program's curriculum combines face-to-face instruction in workshops, seminars, and study groups using interactive Web-based learning.

The Minnesota Principals' Academy is made up of the following 13 units:

- Unit 1: The Educational Challenge
- Unit 2: Principal as Strategic Thinker
- Unit 3: Elements of Standards-based Instructional Systems and School Design
- Unit 4: Foundations of Effective Learning
- Unit 5: Leading for Excellence in Literacy
- Unit 6: Leading for Excellence in Math
- Unit 7: Leading for Excellence in Science
- Unit 8: Promoting Professional Learning and Phase I Simulation
- Coaching Unit
- Unit 9: Principal as Instructional Leader and Team Builder
- Unit 10: Principal as Ethical Leader
- Unit 11: Driving for Change
- Unit 12: Leading for Results
- Unit 13: Culminating Simulation

More specifically, according to program coordinators, the MPA program goals include: (1) the principal spends at least 50% of his/her time on instructional activities; (2) school staff confirm that the principal focuses on continual instructional improvement; (3) the principal has shared leadership with teachers and staff; (4) the school has a clear structure of safety nets; (5) the school has implemented a formal teacher-led instructional improvement model; and (6) data are used in assessment of instruction and student performance.

MPA began in 2006 with the first group, called the Leadership Team, trained by the NISL trainers. This leadership team served as the primary facilitators for the subsequent cohorts. Forty-eight school leaders, administrators and directors took part in the initial NISL training; however two participants did

not complete the full MPA program. Each Leadership Team member agreed to facilitate a minimum of one unit for an upcoming MPA cohort following completion of the program.

Additional cohorts were formed beginning in June 2007. The first consisted of 24 principals from around the state. The second cohort consisted of 20 principals primarily from northern Minnesota in the Hibbing area and began in June 2008. In October 2008, the third cohort began, including 15 principals from the southern part of the state with sessions conducted in Rochester. Finally, a fourth cohort began in August 2009, involving 30 principals from the Twin Cities metro area.

Section III. Research Design and Methodology

In order to assess the degree to which MPA met program goals, the CAREI evaluation team collected several forms of data including: (1) observations of MPA units; (2) an online survey of principals; (3) an online survey of teachers; (4) phone interviews with principals; and (5) phone interviews with training facilitators. In addition, the CAREI team collected participant evaluations of MPA units that were administered by program coordinators for analysis.

Members of the CAREI team observed six days of the program to learn more about the topics and themes covered, to assess the level of engagement of participants, and to observe the quality of the facilitation. For most of the observations, evaluation team members observed only one day of a unit. We observed one day of the Hibbing area cohort, one day of the Rochester area cohort, and four days of the newly formed Twin Cities cohort between June 2009 and October 2009. We analyzed observation notes and reported on our overall perceptions of the sessions.

We randomly selected participants for phone interviews from each cohort to obtain a representative sample. We conducted these phone interviews in October and November 2009 with twelve principals who completed the MPA and eight MPA facilitators. Principal interview questions focused on the applicability and implementation of MPA lessons, including actions they have taken in their buildings as a result of the MPA. In addition, we asked principals for their perceptions of what they thought was the most important lesson learned from being a part of MPA (See Appendix D for a complete list of interview questions). Facilitator interviews focused on their perception of cohort effects in the sessions they taught, the applicability of the sessions for principals, and perceived time constraints. We also asked facilitators their opinions about the MPA, and asked if they had suggestions for program improvement. Each interview lasted approximately 30 minutes. Interviews were recorded, transcribed, and analyzed based on themes that emerged from the data.

CAREI team members developed and then administered the principal and teacher online surveys in early October 2009. The principal survey was sent via the online survey tool Zoomerang directly to the sixty principals who completed the MPA program. For the teacher survey, we generated an anonymous URL using Zoomerang, which was sent to teachers by the building principals. Both teacher and principal survey responses could only be accessed by the CAREI evaluation team. We sent the principals two reminders to fill out the principal survey and asked them to remind their teachers to fill out the teacher survey. Respondents were given three weeks to complete the surveys. Forty-eight principals and 448 teachers completed the surveys. We had a subset of 17 schools where we had both a principal survey and at least 10 teachers who completed the teacher survey, which allowed us to compare individual principal responses with corresponding school staff responses (These results appear in "Principal and Teacher Survey Comparisons," page 28). Several questions were matched from the two surveys and included in the data analysis. For the surveys, we analyzed overall teacher and principal frequencies as well as frequencies at the individual school level.

Finally, we tallied session evaluations that were administered by the MPA program directors by unit and included them in data analysis (See Unit Evaluation Results, page 81).

Section IV. Evaluation Results

Unit Observations

We observed units in Hibbing (Day 1, Unit 12: Leading for Results), Rochester (Day 1, Unit 1: Principal as Instructional Leader and Team Builder) and the Twin Cities (Days 1 and 2, Unit 1: The Educational Challenge; Days 1 and 2, Unit 2: Principal as Instructional Leader). Evaluators looked for the level of engagement among MPA participants, the general themes and topics covered, and quality of the session facilitators. Evaluators also observed the allocation of time in groups and for individuals, and noted any connections made to real world situations.

Overall, participants were actively engaged in the MPA sessions. Some topics lent themselves to greater engagement than others, but participants appeared to be eager to participate. In all sessions observed, the topics covered the program's curriculum. Facilitators often added testimony of their own experiences to clarify or expand on the unit topics.

The quality and effectiveness of MPA facilitators varied. While all of the presenters appeared to be capable of presenting the information, there were facilitators who were more effective at energizing and engaging the participants. In those sessions, group discussions were richer and participants were more likely to provide input and feedback.

The majority of the observed sessions were presented in a whole group with exercises that required participants to work in small groups, or at times, individually. During one session participants spent time downloading and reviewing their school data from the Minnesota Department of Education website. After spending some time with the data on their own, participants discussed their findings with partners and then again as a whole group.

Finally, facilitators and participants made several connections to "real world" situations during the observed units. For example, topics covered required participants to look at their work through global eyes. This helped principals realize the importance of their positions as school leaders in preparing students for the world after graduation. There were also connections made to business and military best practices in order to provide examples of how to implement some of the concepts covered in the sessions.

Highlights of Overall Principal Survey Results

We administered an online survey to 60 principals who completed the Minnesota Principal Academy. Forty-eight principals took the survey and were included in the data analysis: a response rate of 80%. Of those who completed the survey, 42% were elementary principals, 15% were middle school or junior high principals, 33% were high school principals, and the remaining 10% were principals at schools with other grade configurations.

Principals were asked a variety of questions regarding general characteristics of curriculum, assessment, and professional development in their respective schools. In addition, principals were asked about teacher instructional habits, ability, and beliefs. Furthermore, we asked principals to report on the frequency with which they participated in several leadership activities. Finally, participants were asked to rate their own level of expertise in seven critical areas of school leadership (Please see Appendix A for a complete list of principal survey questions with frequencies and means).

Table 1 below shows the principal survey items with the highest level of agreement among all principal respondents. All principals agreed that “Student effort is more important than natural ability in producing achievement.” This is notable because one of the key principles of learning, teaching, and curriculum discussed at the MPA focuses on the importance of student effort. A great number of principals also agreed with the following statements: “I am comfortable defining for my teachers what constitutes effective standards for instructional practice” (98%); “We provide an aligned curriculum for students across the grades” (94%); “There is a strong commitment in this school to a common set of shared goals” (94%); and “Team leadership at all levels focuses on the guidance, direction, and support of sustained improvement in instructional practice and student learning” (94%).

Table 1: Principal survey items with the highest level of agreement (N=48)

	<i>Strongly Disagree (1)</i>	<i>Disagree (2)</i>	<i>Agree (3)</i>	<i>Strongly Agree (4)</i>	<i>Mean</i>
Student effort is more important than natural ability in producing achievement.	.0%	.0%	39.6%	60.4%	3.60
I am comfortable defining for my teachers what constitutes effective standards for instructional practice.	.0%	2.1%	77.1%	20.8%	3.19

There were several statements where approximately one-third of principals disagreed with a survey item. For example, 33% of principals disagreed with the statement, “I have established a clear, written statement of learning and teaching principles for teachers to guide their improvement efforts.” In addition, 31% did not agree with the statement, “We have a range of differentiated safety nets available at the individual student level” (31%). Slightly more than one-third of principals (42%) did not agree that “The schedule provides adequate time for collaborative teacher planning.”

Principals were asked several questions about teachers in their school, including questions on teachers' instructional habits, abilities, and beliefs. Results showed that approximately 90% of respondents agreed or strongly agreed that their teachers are able to monitor the progress of their students, have a sense of collective responsibility for student learning, and have the knowledge and skills they need to improve student learning. However, even though one of the main goals of the MPA program is to create schools where all students are on the path to college readiness, 29% of principals disagreed that teachers in their school prepare all students for college.

Sixty-eight percent of principals reported that they discuss instructional issues with their teachers at least weekly. Similarly, 62% of principals said they give teachers specific ideas for improving instruction at least weekly. However, when asked how often they model instructional strategies for teachers, only 6% of principals reported doing so on a weekly basis. Forty-five percent of principals said they model instructional strategies once or twice a month and nearly half (49%) said they do this less than monthly.

When asked about classroom observations, 92% of principals said they visit classrooms at least weekly, with 34% reporting they observe classrooms on a daily basis. When asked how often they watch an entire lesson, fewer principals (58%) reported doing so weekly. On the other hand, most principals (60%) reported that teachers only observe classrooms on an annual basis.

When asked about their use of data, 79% said they use research evidence in decision making at least weekly, and 83% agreed that they have established an effective data management system to collect student performance data continuously throughout the school year. In addition, 70% of respondents said they ask teachers about their use of data in instructional decision making at least weekly.

In addition to asking principals about teachers, school curriculum, and professional development, we also asked them to rate their level of expertise in different leadership areas. As illustrated on Table 2, p. 15, most principals rated their level of expertise as *good* in all areas except solving problems systematically by examining the whole picture, rather than isolated parts; for this statement about 51% of principals rated themselves as *highly developed*.

Table 2: Principal survey items rating own level of expertise (N=47)

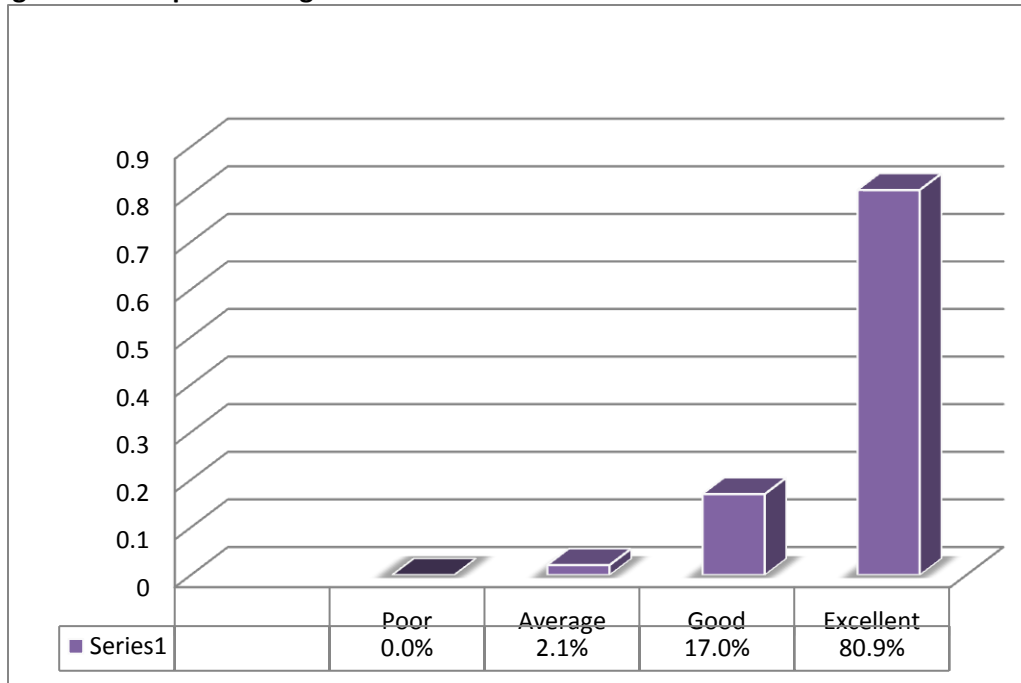
	<i>Basic (1)</i>	<i>Moderate (2)</i>	<i>Good (3)</i>	<i>Highly Developed (4)</i>
Developing unity and teamwork among teachers.	.0%	12.8%	55.3%	31.9%
Developing teacher leaders.	2.1%	14.9%	51.1%	31.9%
Motivating teachers who are reluctant to consider new instructional practices.	2.1%	17.0%	72.3%	8.5%
Generating enthusiasm for a shared vision for the school.	.0%	12.8%	59.6%	27.7%
Analyzing and interpreting student assessment data.	.0%	13.0%	45.7%	41.3%
Using student achievement data to make decisions.	.0%	6.4%	46.8%	46.8%
Solving problems systematically by examining the whole picture, rather than isolated parts.	2.1%	6.4%	40.4%	51.1%

We asked principals to estimate the amount of time they spend on instructional leadership, organizational management, and public engagement. Less than one-third (30%) of principals reported spending at least 50% of his/her time on instructional leadership. More than half (55%) reported spending at minimum 50% of his/her time on organizational management.

The last question on the principal survey asked principals to rate the quality of the MPA compared to other leadership development programs outside of their degree program. All respondents agreed that their participation in the MPA has significantly changed their professional practice. Eighty-one percent of respondents rated the quality of the Minnesota Principals Academy, as compared to other leadership development programs, as excellent and 17% rated it good. Only one respondent reported it was only average (See Figure 1 on page 16).

Q1: How would you rate the quality of the Minnesota Principal's Academy as compared to other leadership development programs in which you have participated outside of your degree program? (N=48)

Figure 1: Principals' Rating of the MPA



Open-ended Principal Survey Responses

In addition to asking principals their levels of agreement on several questions and asking them to rate their level of expertise in different categories of leadership, we also asked principals to respond to two open-ended survey questions. The first question asked principals to explain their overall rating of the MPA compared to other leadership development programs. The second question asked them to list which concepts taught in MPA had the most impact on their leadership.

Q1. Why did you rate the quality of the Minnesota Principals Academy the way you did?

Some principals answered with specific reasons and others had more general praise for the training. For example, one principal stated, "I would highly recommend it." As noted above, close to 81% of the principals rated the quality of the MPA as excellent and cited specific reasons such as: (1) the MPA helped them become instructional leaders; (2) the MPA was more practical and applicable than other professional development or trainings that they had attended; and (3) the MPA improved their knowledge of standards-based systems.

Ten of 43 principals rated the quality of the MPA highly because it helped to improve their instructional leadership. For example, one principal said, "It was practical and relevant information that could be used immediately to improve my leadership and instructional skills to help support teachers in the

classroom and improve student achievement.” Another principal indicated that the MPA provided strategies for principals to improve the way they lead their buildings and said “I feel like my instructional leadership has been highlighted and valued for the first time!” In addition, one principal said:

The MN Principal's Academy ... gives the participants the structure and framework to guide and improve their practice to becoming a solid instructional leader. An awesome program that every principal needs more than ever!

Six of 43 principals indicated that the MPA was more practical and applicable than other professional development trainings they attended. For instance, one principal said that the MPA “had a good blend of both the theory and practical application.” Another principal said, “I considered the program the best professional training that I had been involved with,” because the program was focused and applicable. Moreover, another principal said that the MPA “provided tools and ideas that could be used right away while also providing an opportunity to share ideas and problem-solve with colleagues.”

Two principals specifically mentioned that the MPA improved their knowledge of standards-based systems. For instance, one principal said, “All of the units focused on standards-based instruction; real world examples of schools and districts that are making a difference in student achievement.”

Several principals (20) praised the quality of the MPA more generally. Three principals indicated that the MPA was the best training they had ever received. One principal stated:

The MN Principals Academy was the greatest staff development opportunity that I have ever been involved in. The quality of the programming, the yearlong commitment, and the collegial benefits of being in a cohort were effective.

Another principal said that the MPA was comprehensive and the best professional development, but wished more principals in their district received the trainings. The principal said:

I rely on the learning I received daily as well as the validation received for the culture I have worked to establish in our school and district. However, I am only one in a system of many who have not had the benefit of the Academy and it is frustrating at times. If even one other administrator from my district had a shared experience it would help us make greater strides sooner.

Six principals indicated that they greatly enjoyed learning, sharing and discussing information with colleagues during the MPA. For instance, one principal said, “Bringing principals together to discuss student learning in a structured manner has been invaluable.” Another principal said that the opportunity provided for “transformational growth.” Still another said that the time to collaborate with peers was “priceless” and “something to look forward to.”

Participants also praised the quality of the presenters, materials used, tools and strategies that were taught, quality of the activities, and the ongoing nature of the training which allowed for “long term practice of and reflection on the content.”

Two principals stated that the MPA gave them a guide to achieve results in their buildings. For example, one principal reported:

I can't say that two weeks after finishing I have incorporated all of these tenets; however, I now have a concrete plan for addressing and improving each area...We continue to implement change and improvements even as we repeatedly cut.

In addition, two principals indicated that the program increased their confidence as leaders. One principal said, "I finished the program feeling empowered and courageous." Another principal reported, "At the conclusion of our training I walked away much more confident in my knowledge and ability to be an educational leader."

Two principals reported that the training was "intense" and "overwhelming at times," and one principal said that the "concepts were good" but that the training did not provide new information. Six principals suggested areas for improvement, such as increasing participant accountability and providing support after completing the program. Although one principal thought that the experience was "amazing," he/she felt that the program should require more accountability on the part of the participants. The principal stated:

Participants weren't held to the expectation that all "pre-work" be completed before attending the session. This greatly influenced the quality of discussions. I do understand the complications of dealing with adult learners and principals who have a school crisis or a personal crisis, but it seems there could be more buy in.

Another principal echoed the above sentiments when stating:

It was intellectually stimulating for me personally, but I noticed that those who worked very hard, read all the articles, did their homework diligently were rewarded the same as those who did practically nothing. It seems like just showing up earned you a certificate of completion. A number of the trainers were "too green" to engage in, or lead one to a much more in-depth discussion. Accountability should be much more than that!

Furthermore, two principals thought that some of the presenters appeared to be "new" and "unrehearsed." Two other principals suggested that the MPA needed to provide more support or "mentorship" in order to better implement what they learned. For instance, one principal reported that the MPA had "no model in place for support as you attempted to implement the ideas learned in the sessions. There was really no expectation that you would actually do something with the information."

Q2. What concept(s) discussed about leadership in the Academy have had the greatest impact on you or your approach to being an educational leader? (N=44)¹

Principals gave an array of responses to the question "What concept(s) discussed about leadership in the MPA have had the greatest impact on you or your approach to being an educational leader?" This

¹ Principals gave multiple responses, so therefore n=number of times mentioned.

indicates that the MPA appeals to different principals for a variety of reasons and that the MPA’s breadth of concepts taught and strategies given fit the needs and expectations of the participants. The majority of principals said that lessons or unit on standards-based systems had the greatest impact on their leadership. The concepts of safety nets and strategic thinking and planning were also mentioned widely as having had the greatest impact. The following table lists the concepts that had the most impact on principals’ approach to leadership, the number of times these concepts were mentioned, and any relevant quotes by principals.

Table 3: MPA Concepts with the Greatest Impact on Leadership

Concept	n	Relevant Quotes
Creating a sense of urgency	5	“The sense of urgency to improve our practices.”
Thinking globally	3	
Strategic thinking & planning	8	
Standards-based systems	16	<p>“The ability to develop a system based upon the elements of a standards-based system. This model allowed me the opportunity to evaluate the current system and lead the school into a change process in preparing students for college readiness.”</p> <p>“The need to embrace the standards as well as the demands of NCLB and a culture of accountability. I learned to communicate this learning to our staff with an ability to increase their understanding and acceptance of the changing world our students will encounter and embrace.”</p> <p>“Performance standards - the MN standards are content-based, and our teachers spend an exorbitant amount of time changing them to performance standards. That whole unit opened my eyes to national work that is much better than what MN offers.”</p>
Professional learning communities	6	
Safety nets	8	
Math instructional strategies	3	
Reading instructional strategies	3	
College readiness	3	“The Standards-based Model for all students being college ready. I use this model often.”
Instructional leadership; instruction in general	6	“Classroom observations stick out for me. Three simple questions to which I have created a fourth: What do you want them to know? How do you know when they know it? What do you do when they don't and lastly what do you do with the students who excel?”
Data use	4	“Use data to guide our decisions and having the managerial courage to confront and improve systems and people who are not serving students. It has changed how I do my job.”
Principles of teaching &	7	“The 13 principles were very important. I developed a poster and it is

learning		positioned proudly in my office. It is used often when I am having in-depth professional discussions with staff and parents.”
Assessments & alignment	7	“I also found the alignment of instruction critical to my development as an administrator. PLCs are being used to ensure horizontal alignment between grade level teachers and vertical alignment across grade levels. This alignment cannot take place without having an understanding of standards and making sure that lessons and instructional practices are in support of grade level standards.”
The change process	4	
Shared vision	4	“The concept of developing a vision. Although the main structure is still not too clear to me, I pretty much understand the concept and how to build capacity and lead your team to developing a ‘shared’ vision for your organization.”
Continuous improvement	4	<p>“Realizing the need for improvement and knowing that principals can make a difference for students in their buildings by effectively leading their staff in increased student achievement efforts and systematic changes that model high schools of the future.”</p> <p>“There was so much useful information. I find myself going to the binders and to the web resources provided on a continual basis both for my own professional development and for our teachers’ professional development. It opened a door for me and I will never go back to my former way of practice. Although we still have quite a ways to go in our continuous growth plan, I have a framework from which to build upon.”</p>
Teachers matter	3	
Lesson study	2	
Ethical leadership	2	
All components of the MPA	4	<p>“I will say every aspect of the Academy.”</p> <p>“It is hard to separate one piece of the program. The strength of the Principal's Academy is how all the parts come together.”</p> <p>“All...incorporation of data driven decision making, the ethical leadership concepts; it has changed how I understand and view assessment; it has helped me understand and direct my teachers in relation to alignment of the standards to instruction; the training has provided me a model for strategic planning and goal setting that makes sense as well as knowledge that helps me prioritize issues. The validation for my own belief system and practices that I work to incorporate that may be viewed as unconventional by some has given me the confidence and background to know that I need to stay the course on some of my daily practices.”</p>

Please note: The following were mentioned one time: Pyramid of interventions; Team building; Instructional Coaching; and “The importance of my job.”

Highlights of Overall Teacher Survey Results

The teacher survey was given to teachers whose principals took part in the MPA. Four hundred forty-eight principals completed the survey. The survey focused on a variety of questions including teacher perceptions of: (1) administrator instructional leadership; (2) curriculum, assessments, and alignment; (3) school culture; (4) professional development; and (5) general principal leadership style and behaviors.

Statements with the highest level of teacher agreement had to do with the level of administrator, parent and community engagement. For example, 91% of teachers either agreed or strongly agreed that “the principal in this school invites feedback from parents,” and “our principal is responsive to the needs and concerns expressed by community members.” In addition to questions about parent and community engagement, eighty-six percent of teachers also agreed that student assessment practices were aligned with curriculum. Furthermore, 81% of teachers agreed that “if my principal promises to do something, she/he will follow through.”

Although most teachers agreed on the majority of survey questions, there were some statements with mixed response. For example, 33% of teachers did not agree that “all students receive the same quality of instruction in our school.” Approximately 32% did not agree that their principal “ensures that the school schedule is organized to accommodate PLCs,” and 43% of teachers disagreed that their school administrator, “allows time for teachers to observe and provide instructional feedback to each other.” About 33% also did not agree that their school’s safety nets were successful in getting struggling students back on track. Responses also varied on specific questions about individual school administrator leadership styles and behaviors. The statements with the greatest level of disagreement are reported in Table 4.

Table 4: Teacher Survey Questions with the Greatest Level of Disagreement (N=448)

My school administrator...	<i>Strongly Disagree (1)</i>	<i>Disagree (2)</i>	<i>Agree (3)</i>	<i>Strongly Agree (4)</i>	<i>Mean</i>
Buffers teachers from distractions to their instruction.	6.0%	22.8%	50.0%	21.2%	2.86
Encourages teachers to observe one another's classrooms.	4.4%	25.8%	49.4%	20.4%	2.86
Allows time for teachers to observe and provide instructional feedback to each other.	6.0%	37.0%	44.0%	13.0%	2.64
Ensures that the school schedule is organized to accommodate professional learning communities.	8.2%	23.5%	44.3%	24.0%	2.84
Has created a culture where all teachers feel responsible to help each other improve their instruction.	4.0%	25.2%	53.1%	17.7%	2.85

Despite larger percentages of disagreement on the above items, teachers either agreed or strongly agreed on several other questions about administrator leadership. For example, 87% of teachers agreed that their school administrator models a high level of professional practice, and 85% agreed that their principal promotes leadership development among teachers. In addition, 81% of teachers agreed with the statement, “My school administrator clearly defines standards for instructional practice.”

Lastly, teachers answered confidently that other teachers in their school have the skills necessary to produce meaningful learning (97% agree), and other teachers in their school are confident they will be able to motivate their students (89% agree).

Comparison of Overall Principal and Teacher Survey Results

We compared the overall principal survey responses with overall aggregated teacher responses. Comparable survey questions fell into these nine broad categories: (1) instructional leadership; (2) leadership teams; (3) systems thinking; (4) school culture; (5) college readiness; (6) communication of vision, mission, and goals, (7) standards-based curriculum/alignment; (8) teacher instructional habits and ability; and (9) safety nets. Even though most principal and teacher questions did not match word-for-word, and response sets differed in some areas, comparing principal answers with teacher answers was valuable in that it highlighted areas where principals and teachers were in agreement and areas where there were some discrepancies. Several noteworthy results emerged from the data.

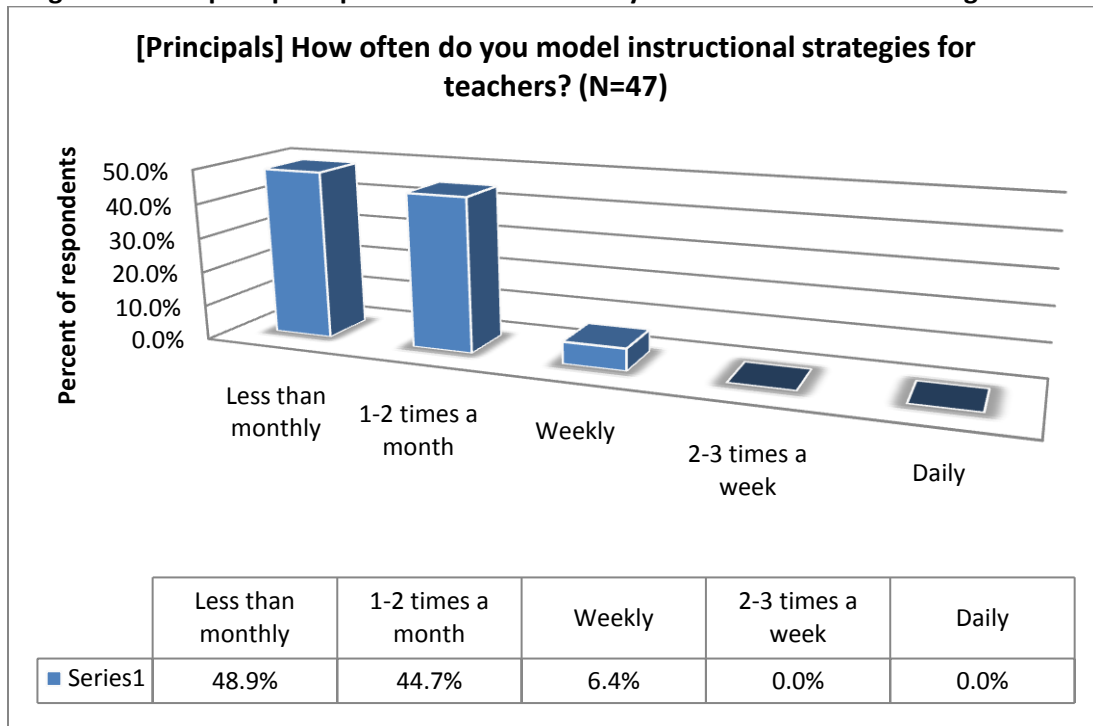
Instructional leadership

Approximately 94% of principals agreed that in their school they provide an aligned curriculum for students across the grades. Most principals (92%) said that they ensure that the school has a standards-based instructional system that is aligned with high performance standards. A slightly lower percentage

of teachers (86%) agreed that their school’s curriculum is clearly aligned with learning goals and 83% of teachers agreed that in their school they have well defined learning expectations for all students.

Close to all principals (98%) reported that they are comfortable defining for their teachers what constitutes effective instructional practice, and most teachers, about 82%, reported that their school administrator clearly defines standards for instructional practice. Of note, however, is that the majority of principals reported that they do not often model instructional strategies for teachers. See Figure 2 for details.

Figure 2: Principals’ perceptions of how often they model instructional strategies.



However, about 62% of principals said that they give teachers specific ideas for how to improve their instruction and 68% said that they discuss instructional issues with teachers at least weekly. At the same time, about 33% of principals said that they have not established a clear, written statement of learning and teaching principles for teachers to guide their improvement efforts.

When asked how they would rate their level of expertise in motivating teachers who are reluctant to consider new instructional practices, most of the principals (72%; n=34) rated themselves as *good*, while only one principal rated themselves as *basic*, eight as *moderate*, and four as *highly developed*.

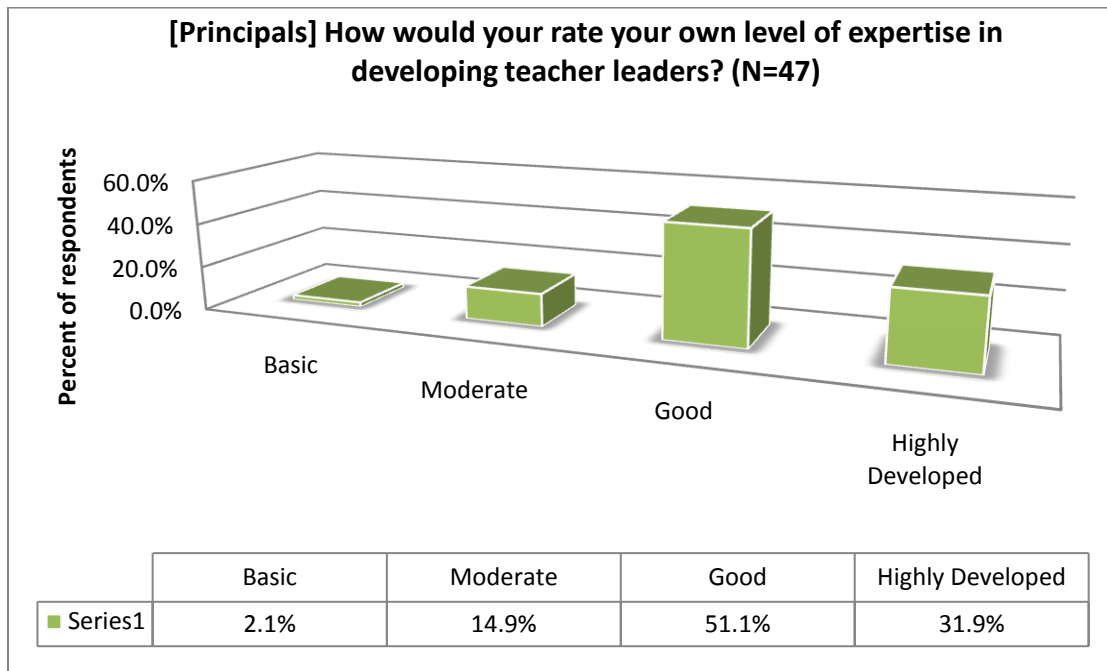
Correspondingly, about 77% of teachers agreed that their principal provides support for teachers when they are struggling, but about one quarter said that their school administrator ignores weak teaching.

Most principals, 66%, said that they buffer teachers from distractions to their instruction on a daily basis (and 21% said they do so weekly or 2-3 times a week). Consistently, about 71% of teachers agreed that their school administrator buffered them from distractions to their instruction.

Leadership teams

When asked how they rated themselves in the area of developing teacher leaders, most principals rated themselves as *good*. See Figure 3 for details.

Figure 3: Principals' perceptions of their own level of expertise.



Similarly, about 85% of teachers reported that their school administrator promotes leadership development among teachers. In addition, 85% of principals reported that administrators and teachers collectively plan who will provide leadership for initiatives. However, a slightly lower percent of teachers, (77%) agreed that their principal ensures wide participation in decisions about school improvement.

Principals varied in their responses to questions having to do with the amount of time teachers have to meet and collectively plan. For example, almost 42% of principals disagreed that the school schedule provides adequate time for collaborative teacher planning. Teachers were in agreement with principals in that about 32% of teachers did not agree that their school administrator ensures that the school schedule is organized to accommodate professional learning communities. Furthermore, about 24% of teachers did not think that their principal helps them find the time for professional development.

Systems thinking

The majority of principals rated themselves as either *good* (40%) or *highly developed* (51%) in solving problems systemically by examining the whole picture, rather than isolated parts. On the other hand,

about 24% of teachers did not agree that their principal explores all sides of topics and seeks out alternative views.

School culture

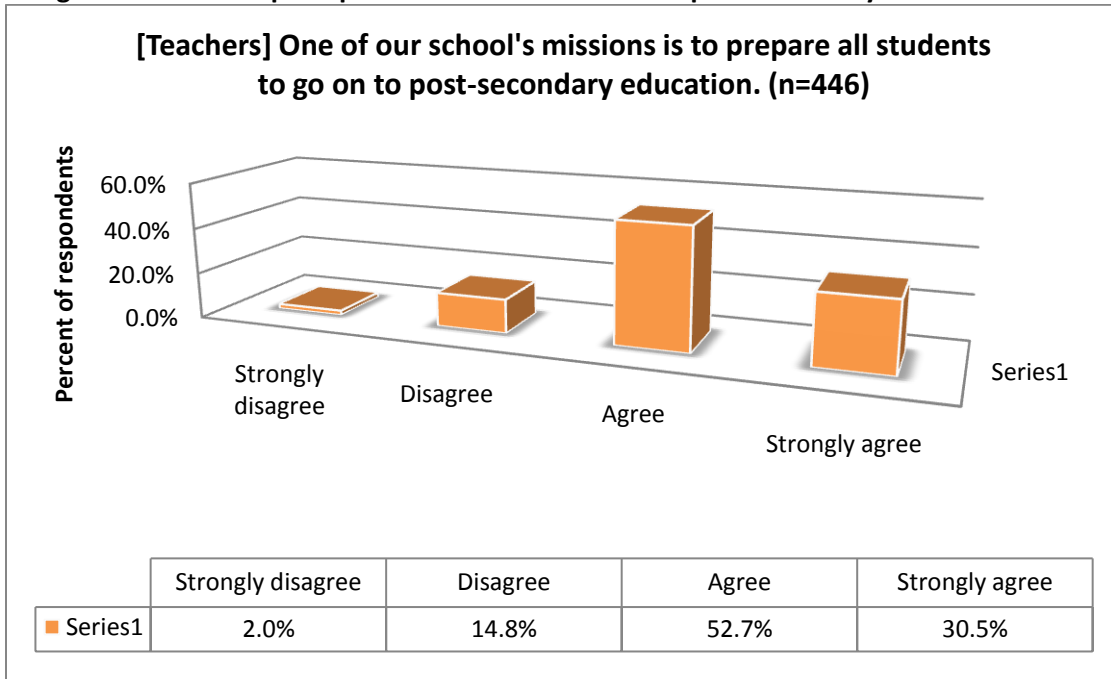
Most of the principals rated themselves as either *good* (55%) or *highly developed* (32%) in developing unity and teamwork among teachers. However, approximately 30% of teachers said that their principal has not created a culture where all teachers feel responsible to help each other improve their instruction.

Teachers were also mixed on other items pertaining to school culture. For instance, about 23% of teachers disagreed that their school principal develops an atmosphere of caring and trust. However, approximately 82% of teachers agreed that if their principal promises to do something, he/she follows through, and 87% said that their principal models a high level of professional practice.

College readiness

Principals and teachers were mostly in agreement on survey items having to do with preparing all students for college/post-secondary education. For example, about 71% of principals agreed that teachers in their school prepare all students for college. Furthermore, about 73% of principals reported that most of the parents of students in their school expect their children to go on to college. Correspondingly, 83% of teachers agreed that one of their school's missions is to prepare all students to go on to post-secondary education. Figure 4 provides the breakdown of teacher responses to this question.

Figure 4: Teachers' perceptions of school mission and post-secondary education.



Communication of vision, mission, and goals

The majority of principals rated themselves as either *good* (60%) or *highly developed* (28%) in the area of generating enthusiasm for a shared vision for the school. Also, about 94% of principals agreed that there is a strong commitment in their school to a common set of shared goals. Most, albeit fewer teachers (81%) reported that their school administrator creates consensus around purposes of their school's mission.

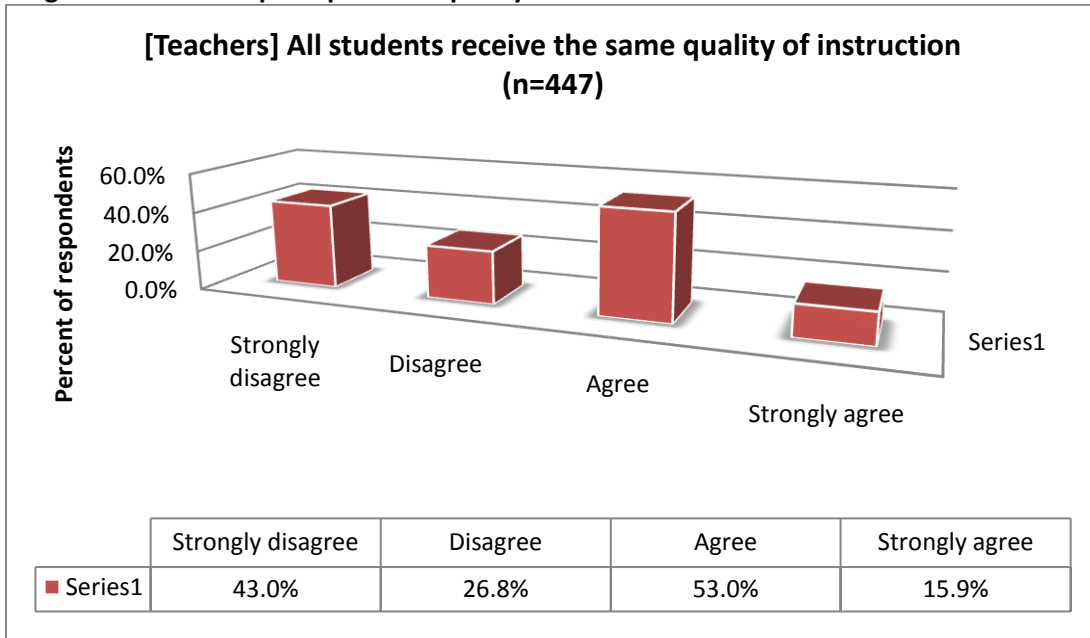
Standards-based curriculum and alignment

Almost 92% of teachers said that they convey to teachers how important it is for classroom assessments to be carefully aligned to high performance standards and said they expect teachers to design lessons by working backward from the standards and assessments. Slightly fewer teachers (86%) similarly agreed that their school's curriculum is clearly aligned with learning goals and that their student assessment practices are aligned with their curriculum.

Teacher instructional habits and ability

The majority of principals agreed that their teachers have a sense of collective responsibility for student learning (94%) and that teachers have the knowledge and skills they need to improve student learning (92%). Similarly, 98% of teachers agreed that teachers in their school have the skills needed to produce meaningful learning. Slightly fewer teachers, however, said that teachers in their school are confident they will be able to motivate their students (89%). Furthermore, as stated above, teachers were mixed on the quality of instruction at their schools. Figure 5 details teacher responses.

Figure 5: Teachers' perceptions of quality of instruction.



Approximately 81% of principals said that teachers in their school view problems as issues to be solved, not as barriers to action. Similarly, about 84% of teachers reported that in their school, problems are viewed as issues to be solved, not as barriers to action.

According to the majority of principals, teachers observe each other's classrooms annually (60%) or between 3-5 times a year (24%). At the same time, 30% of teachers reported that their principal does not encourage teachers to observe one another's classrooms. In addition, almost 88% of principals said that their teachers have sustained conversations among themselves about instructional practice. However, 43% of teachers did not agree that their school administrator allows time for teachers to observe and provide instructional feedback to each other.

Safety nets

Out of all of the areas in the survey, principals and teachers had the most varied responses on items having to do with school safety nets. For instance, about 69% of principals reported that they have a range of differentiated safety nets available at the individual student level. At the same time, more principals (83%) agreed that they ensure that their school's safety nets (the ones they do have) are successful in getting struggling students back on track. However, fewer teachers (67%) agreed that their school's safety nets are successful in getting struggling students back on track.

Principal and Teacher Survey Comparisons

We compared individual principal survey responses with aggregated school level teacher responses in schools where at least 10 teachers filled out the survey. Both surveys were administered in early October, 2009. Ten high schools, three middle/junior high schools, and four elementary schools met these criteria; a total of 17 schools. In order to compare principal responses with teacher responses, we first paired principal and teacher survey questions based on overarching MPA themes. Survey questions fell into these nine broad categories: (1) Instructional leadership; (2) Leadership teams; (3) Systems thinking; (4) School culture; (5) College readiness; (6) Communication of vision, mission, and goals; (7) Standards-based curriculum/alignment; (8) Teacher instructional habits and ability; and (9) Safety nets. The tables are presented in a supplemental document entitled, MPA principal and teacher survey comparisons. The purpose of these comparison tables was to cross check principals' perceptions of their own leadership behaviors and school practices and teachers' perceptions of their principals' leadership behaviors and school practices (Please see supplemental document called "MPA principal and teacher comparison tables" for a complete list of frequencies and means for all 17 schools).

Please note that although most principal and teacher questions did not match word-for-word and response sets differed in some areas, we still found comparing principal answers with teacher answers valuable. Several noteworthy results emerged from the data for each school. In the following section, we highlight areas where principals and teachers were in agreement and areas where there were some discrepancies for each of the 17 schools. Next, we look across the comparison schools and highlight any area where there are similarities and differences.

School 1 – Elementary School (N=11)

Overall, the principal and teachers at School 1 were in agreement on the majority of comparable items on the survey, with the exception of college readiness.

Instructional leadership

The principal and teachers were in agreement in most areas having to do with instructional leadership although there were a few areas where teachers differed. For example, 27% agreed that the principal "ignored weak teaching" even though the principal rated themselves as *highly developed* in "Motivating teachers who are reluctant to consider new instructional practices." On the other hand, all teachers agreed that the principal "provides support for teachers when they struggle."

Leadership teams

Teachers were also in agreement with the principal regarding leadership teams. For example, the principal rated him/herself as *highly developed* in "developing teacher leaders" and all teacher respondents agreed that their principal "promoted leadership development among teachers." All teachers also agreed that "the school principal ensures that the school schedule is organized to

accommodate PLCs” and that the school administrator ‘helps teachers find the time for professional development.”

Systems thinking

In School 1, the principal and teachers were also in agreement concerning items having to do with systems thinking. The principal rated him/herself as *highly developed* in the area of “solving problems systemically by examining the whole picture rather than isolated parts” and all teachers agreed with the statement, “my school administrator explores all sides of topics and seeks out alternative views.”

School culture

The principal and teachers were also in agreement on items pertaining to the school culture. For instance, this principal rated him/herself as *highly developed* in “developing unity and teamwork among teachers.” All teachers agreed that the principal created a culture where “all teachers feel responsible to help each other improve their instruction.” All teachers also agreed that the principal, “creates an atmosphere of caring and trust,” “models a high level of professional practice,” and “if the principal promises to do something, he/she follows through.”

College readiness

When it comes to college readiness, the principal did not agree that teachers in the school prepare all students for college. However, almost all teachers reported that the school’s mission was to prepare all students to go on to post-secondary education.

Table 5:

		Strongly disagree	Disagree	Agree	Strongly agree	Mean
Principal	Teachers in my school prepare all students for college.		X			
Principal	Most of the parents of students in this school expect their children to go on to college.			X		
Teacher	One of our school’s missions is to prepare all students to go on to post-secondary education.	9.1%	.0%	63.6%	27.3%	3.09

Communication of vision/mission/goals

Teachers and the principal were in agreement on questions having to do with communicating the schools vision, mission, and goals. For example, the principal rated him/herself as *highly developed* in the area of “generating enthusiasm for a shared vision for the school” and agreed that “there is a strong commitment in the school to a common set of shared goals.” Teachers, similarly, agreed that the principal “creates consensus around purposes of their schools’ mission.”

Standards-based curriculum/alignment

Most teachers agreed that the school curriculum is aligned with learning goals (one teacher strongly disagreed) and all teachers agreed that their student assessment practices are aligned with their

curriculum. Similarly, the principal said that he/she “conveys to teachers how important it is for classroom assessments to be carefully aligned to high performance standards,” and “expects teachers to design lessons by working backward from the standards and assessments.”

Teachers’ instructional habits and ability

The principal agreed that teachers in the building have a sense of collective responsibility for student learning and that they have the knowledge and skills they need to improve student learning. In the same way, all of the teachers agreed that teachers have the skills needed to produce meaningful learning and that they are confident they will be able to motivate their students. A couple teachers disagreed (18%) however, that all students receive the same quality of instruction. The principal and teachers were also in agreement that problems at their school are viewed as issues to be solved rather than barriers to action. Furthermore, most teachers agreed that their administrator encouraged them to observe each other’s classrooms and only one teacher did not think that the principal provided enough time for teachers to observe each other.

Safety nets

All teachers and the principal were in agreement that the schools safety nets were successful at getting struggling students back on track.

School 2 – High School (N=38)

Most of the teachers and the principal were in agreement on several comparison items, but were mixed on items having to do with teachers’ instructional habits and ability, and school safety nets.

Instructional leadership

For the most part, the principal and teachers in School 2 were in agreement in areas having to do with instructional leadership, but there were a couple of exceptions. For example, although the principal said that he/she buffers teachers from distractions to their instruction 1-2 times a month, 27% of teachers disagreed that the principal buffered them from distractions. Also, only about 5% of teachers did not agree that the principal clearly defined standards for instructional practice.

Table 6

		Less than monthly	1-2 times a month	Weekly	2-3 times a week	Daily	Mean
Principal	How often do you buffer teachers from distractions to their instruction?		X				
		Strongly disagree	Disagree	Agree	Strongly agree		Mean
Teacher	My school administrator buffers teachers from distractions to their instruction.	2.7%	24.3%	48.6%	24.3%		2.95

Leadership teams

The majority of teachers were also in agreement with the principal regarding leadership teams. For example, the principal rated him/herself as *good* in “developing teacher leaders” and 92% of teachers agreed that their principal “promoted leadership development among teachers.” Also, 95% of teachers agreed that “the school administrator ensures that the school schedule is organized to accommodate PLCs.” Slightly fewer (86%) agreed that the school administrator “helps teachers find the time for professional development.”

Systems thinking

In School 2 principals and teachers were also mostly in agreement concerning items having to do with systems thinking. The principal rated him/herself as *good* in the area of “solving problems systemically by examining the whole picture rather than isolated parts” and 95% of teachers agreed with the statement, “my school administrator explores all sides of topics and seeks out alternative views.”

School culture

The principal and teachers were in agreement on items pertaining to the school culture. For instance, this principal rated him/herself as *good* in “developing unity and teamwork among teachers.” Similarly, 86% of teachers agreed that the principal created a culture where “all teachers feel responsible to help each other improve their instruction.” The majority of teachers (94%), also agreed that the principal, “creates an atmosphere of caring and trust,” and all agreed that the principal “models a high level of professional practice,” and “if the principal promises to do something, he/she follows through.”

College readiness

When it comes to college readiness, the principal agreed that teachers in the school prepare all students for college, but did not think that most of the parents expected their children to go on to college. Even so, 97% of teachers reported that the school’s mission was to prepare all students to go on to post-secondary education.

Communication of vision/mission/goals

Teachers and the principal were mostly in agreement on questions having to do with communicating the schools vision, mission, and goals. For example, the principal rated him/herself as *moderate* in the area

of “generating enthusiasm for a shared vision for the school” and agreed that “there is a strong commitment in the school to a common set of shared goals.” Similarly, 89% of teachers agreed that the principal “creates consensus around purposes of their schools’ mission.”

Standards-based curriculum/alignment

Interestingly, the principal did not agree that he/she conveyed to teachers how important it was for classroom assessments to be carefully aligned to high performance standards. On the other hand, the principal did agree that he/she “expects teachers to design lessons by working backward from the standards and assessments.” At the same time, about 19% of teachers did not agree that the school curriculum was clearly aligned with learning goals. However, 92% teachers agreed that their student assessment practices were aligned with their curriculum.

Teachers’ instructional habits and ability

The principal agreed that teachers in the building have a sense of collective responsibility for student learning and that they have the knowledge and skills they need to improve student learning. Similarly, 97% of the teachers agreed that teachers have the skills needed to produce meaningful learning and 94% agreed that teachers are confident they will be able to motivate their students. Several teachers disagreed (37%) however, that all students receive the same quality of instruction. Interestingly, the principal and the teachers were not in agreement that problems at their school were viewed as issues to be solved rather than barriers to action; the principal disagreed with this statement while the teachers agreed. Furthermore, most teachers agreed that their administrator encouraged them to observe each other’s classrooms, but 22% did not think that the principal provided enough time for teachers to observe each other.

Safety nets

Teachers and the principal were mixed on whether they thought the schools safety nets were successful at getting struggling students back on track. For instance, the principal did not agree that the school had a range of differentiated safety nets available at the individual student level and also did not agree that he/she ensures that the safety nets were successful in getting struggling students back on track. Close to 74% of teachers, however, thought that the school safety nets were successful in getting struggling students back on track.

Table 7

		Strongly disagree	Disagree	Agree	Strongly agree	Mean
Principal	We have a range of differentiated safety nets available at the individual student level.		X			
Principal	I ensure that our school's safety nets are successful in getting struggling students back on track.		X			
Teacher	Our school's safety nets are successful in getting struggling students back on track.	2.6%	23.7%	71.1%	2.6%	2.74

School 3 – High School (N=10)

Although the majority of teachers and the principal were in agreement on several comparison items, they were mixed on items having to do with instructional leadership, school culture, college readiness, and standards-based curriculum and alignment. The largest discrepancy between the principal and teachers was on the survey items having to do with school safety nets.

Instructional leadership

The principal and teachers in School 3 were mixed on areas having to do with instructional leadership. For example, although the principal said that he/she buffers teachers from distractions to their instruction daily, 40% of teachers disagreed that the principal buffered them from distractions. Also, 30% of teachers did not agree that the principal clearly defined standards for instructional practice.

Table 8

		Less than monthly	1-2 times a month	Weekly	2-3 times a week	Daily	Mean
Principal	How often do you buffer teachers from distractions to their instruction?					X	
		Strongly disagree	Disagree	Agree	Strongly agree		Mean
Teacher	My school administrator buffers teachers from distractions to their instruction.	10.0%	30.0%	50.0%	10.0%		2.60

Leadership teams

The majority of teachers were in agreement with the principal regarding leadership teams. For example, the principal rated him/herself as *moderate* in “developing teacher leaders” and 89% of teachers agreed that their principal “promoted leadership development among teachers.” Also, 78% of teachers agreed that “the school administrator ensures that the school schedule is organized to accommodate PLCs.” However, about 33% did not agree that the school administrator “helps teachers find the time for professional development.”

Systems thinking

In School 3 principals and teachers were also mostly in agreement concerning items having to do with systems thinking. The principal rated him/herself as *highly developed* in the area of “solving problems systemically by examining the whole picture rather than isolated parts” and 80% of teachers agreed with the statement, “my school administrator explores all sides of topics and seeks out alternative views.”

School culture

The principal and teachers were mixed on items pertaining to the school culture. For instance, this principal rated him/herself as *good* in “developing unity and teamwork among teachers.” However, 30% of teachers did not agree that the principal created a culture where “all teachers feel responsible to help each other improve their instruction.” Also, 20% of teachers disagreed that the principal, “creates an

atmosphere of caring and trust,” that the principal “models a high level of professional practice,” and that “if the principal promises to do something, he/she follows through.”

College readiness

When it comes to college readiness, the principal and the teachers were mixed. The principal disagreed that teachers in the school prepare all students for college, but did think that most of the parents expected their children to go on to college. Even so, teachers were split; with 60% reporting that the school’s mission was to prepare all students to go on to post-secondary education.

Communication of vision/mission/goals

Teachers and the principal were mostly in agreement on questions having to do with communicating the schools vision, mission, and goals. For example, the principal rated him/herself as *good* in the area of “generating enthusiasm for a shared vision for the school” and agreed that “there is a strong commitment in the school to a common set of shared goals.” Similarly, 80% of teachers agreed that the principal “creates consensus around purposes of their schools’ mission.”

Standards-based curriculum/alignment

The principal and teachers were mixed in School 3 on questions about standards-based curriculum and alignment. Although the principal agreed that he/she conveyed to teachers how important it was for classroom assessments to be carefully aligned to high performance standards, the principal did not agree that he/she “expects teachers to design lessons by working backward from the standards and assessments.” Teachers were mixed in their responses in that 30% of teachers did not agree that the school curriculum was clearly aligned with learning goals and 20% did not agree that their student assessment practices were aligned with their curriculum.

Table 9

		Strongly disagree	Disagree	Agree	Strongly agree	Mean
Principal	I convey to teachers how important it is for classroom assessments to be carefully aligned to high performance standards.			X		
Principal	I expect teachers to design lessons by working backward from the standards and assessments.		X			
Teacher	Our school's curriculum is clearly aligned with learning goals.	.0%	30.0%	40.0%	30.0%	3.00
Teacher	Our student assessment practices are aligned with our curriculum.	10.0%	10.0%	70.0%	10.0%	2.80

Teachers’ instructional habits and ability

The principal agreed that teachers in the building have a sense of collective responsibility for student learning and that they have the knowledge and skills they need to improve student learning. Similarly, 90% of the teachers agreed that teachers have the skills needed to produce meaningful learning, while a

little less, 78% agreed that teachers are confident they will be able to motivate their students. In addition, 80% of teachers agreed that all students receive the same quality of instruction. The principal and the teachers were also mostly in agreement that problems at their school were viewed as issues to be solved rather than barriers to action.

Safety nets

Teachers and the principal were mixed on whether they thought the schools safety nets were successful at getting struggling students back on track. For instance, the principal strongly agreed that the school had a range of differentiated safety nets available at the individual student level and strongly agreed that he/she ensures that the safety nets are successful in getting struggling students back on track. However, close to half or 44% of teachers did not agree that the school safety nets are successful in getting struggling students back on track.

School 4 – High School (N=22)

In School 4, the principal and several of the teachers were not in agreement on almost all of the comparison items. The largest discrepancies between the principal and teachers were on the items having to do with teacher instructional habits and ability, and school safety nets. On the other hand, the principal and teachers were in agreement that their school's mission is to prepare students for college/post-secondary education.

Instructional leadership

The principal and teachers in School 4 were mixed in areas having to do with instructional leadership. For example, although the principal agreed that the school has an aligned curriculum for students across the grade, about 32% of teachers did not agree that the school had well defined learning expectations for all students. In addition, although the principal said that he/she buffers teachers from distractions to their instruction daily, 42% of teachers disagreed that the principal buffered them from distractions. Also, 42% of teachers did not agree that the principal clearly defined standards for instructional practice.

Leadership teams

Teachers and the principal were mixed regarding items having to do with leadership teams. For example, the principal rated him/herself as *moderate* in “developing teacher leaders” and 74% of teachers agreed that their principal “promoted leadership development among teachers.” However, 53% of teachers did not agree that “the school administrator ensures that the school schedule is organized to accommodate PLCs.” Furthermore, 32% did not agree that the school administrator “helps teachers find the time for professional development.”

Table 10

		Strongly disagree	Disagree	Agree	Strongly agree	Mean
Principal	The schedule provides adequate time for collaborative teacher planning.		X			
Teacher	My school administrator ensures that the school schedule is organized to accommodate professional learning communities.	10.5%	42.1%	42.1%	5.3%	2.42
Teacher	Our school administrator helps us find the time for professional development.	10.5%	21.1%	63.2%	5.3%	2.63

Systems thinking

In School 4 the principal and teachers were mixed concerning items having to do with systems thinking. The principal rated him/herself as *highly developed* in the area of “solving problems systemically by examining the whole picture rather than isolated parts,” while 37% of teachers did not agree with the statement, “my school administrator explores all sides of topics and seeks out alternative views.”

School culture

The principal and teachers were also mixed on items pertaining to the school culture. For instance, this principal rated him/herself as *good* in “developing unity and teamwork among teachers.” However, more than half, 63% of teachers did not agree that the principal created a culture where “all teachers feel responsible to help each other improve their instruction.” Also, 26% of teachers disagreed that the principal, “creates an atmosphere of caring and trust,” and 11% did not think that the principal “models a high level of professional practice.” Furthermore, 27% of teachers did not agree with the statement, “if the principal promises to do something, he/she follows through.”

College readiness

When it comes to college readiness, the principal and the teachers were mostly in agreement. The principal agreed that teachers in the school prepare all students for college, and strongly agreed that most of the parents expected their children to go on to college. Similarly, 91% of teachers reported that the school’s mission was to prepare all students to go on to post-secondary education.

Communication of vision/mission/goals

Teachers and the principal were mixed on questions having to do with communicating the schools vision, mission, and goals. For example, the principal rated him/herself as *good* in the area of “generating enthusiasm for a shared vision for the school” and agreed that “there is a strong commitment in the school to a common set of shared goals.” However, about 32% of teachers did not agree that the principal “creates consensus around purposes of their schools’ mission.”

Standards-based curriculum/alignment

The principal and teachers were also mixed in School 4 on questions about standards-based curriculum and alignment. For instance, the principal agreed that he/she conveyed to teachers how important it was for classroom assessments to be carefully aligned to high performance standards, and agreed that he/she “expects teachers to design lessons by working backward from the standards and assessments.” About 23% of teachers, however, did not agree that the school curriculum was clearly aligned with learning goals and that their student assessment practices were aligned with their curriculum.

Teachers’ instructional habits and ability

Again, the principal and teachers were mixed in School 4 on these items. For example, although the principal agreed that teachers in the building have a sense of collective responsibility for student learning, he/she did not agree that teachers have the knowledge and skills they need to improve student learning. On the contrary, 100% of the teachers agreed that teachers have the skills needed to produce meaningful learning, while a little less, 74% agreed that teachers are confident they will be able to motivate their students. However, only half of teachers agreed that all students receive the same quality of instruction. Interestingly, the principal disagreed that teachers in the school viewed problems as issues to be solved, not barriers to action, while most of the teachers (77%) agreed with this item.

Table 11

		Strongly disagree	Disagree	Agree	Strongly agree	Mean
Principal	Teachers in my school have a sense of collective responsibility for student learning.			X		
Principal	Teachers in my school have the knowledge and skills they need to improve student learning.		X			
Teacher	All students receive the same quality of instruction in our school.	9.1%	40.9%	45.5%	4.5%	2.45
Teacher	Teachers in this school have the skills needed to produce meaningful learning.	.0%	.0%	77.8%	22.2%	3.22
Teacher	Teachers in this school are confident they will be able to motivate their students.	.0%	26.3%	63.2%	10.5%	2.84

Safety nets

Teachers and the principal were mixed on whether they thought the schools safety nets were successful at getting struggling students back on track. For instance, the principal agreed that the school had a range of differentiated safety nets available at the individual student level and strongly agreed that he/she ensures that the safety nets are successful in getting struggling students back on track. However, over half of the teachers or about 55% did not agree that the school safety nets are successful in getting struggling students back on track.

School 5 – High School (N=26)

The majority of teachers and the principal were in agreement on most of the comparison items, with a few exceptions. The largest discrepancy between the principal and teachers was on the survey items having to do with teacher instructional habits and ability, and school safety nets.

Instructional leadership

The principal and teachers in School 5 were mostly in agreement on items having to do with instructional leadership. For example, the principal strongly agreed that the school has an aligned curriculum for students across the grade, and 89% of teachers agreed that the school has well defined learning expectations for all students. In addition, the principal said that he/she buffers teachers from distractions to their instruction daily, and 81% of teachers agreed that the principal buffered them from distractions. Also, 89% of teachers agreed that the principal clearly defined standards for instructional practice. Furthermore, the principal rated him/herself as *highly developed* in the area of motivating teachers who are reluctant to consider new instructional strategies. At the same time, all teachers agreed that the principal provides support for teachers when they are struggling. However, about 28% of teachers thought that the principal ignored weak teaching.

Leadership teams

Teachers and the principal were mostly in agreement regarding items having to do with leadership teams. For example, the principal rated him/herself as *highly developed* in “developing teacher leaders” and 92% of teachers agreed that their principal “promoted leadership development among teachers.” In addition, the principal did not think that the schedule provided adequate time for teacher collaborative planning and 54% of teachers did not think that “the school administrator ensures that the school schedule is organized to accommodate PLCs.” Furthermore, 42% did not agree that the school administrator “helps teachers find the time for professional development.”

Systems thinking

In School 5 the principal and teachers were also mostly in agreement concerning items having to do with systems thinking. The principal rated him/herself as *highly developed* in the area of “solving problems systemically by examining the whole picture rather than isolated parts,” while 92% of teachers agreed with the statement, “my school administrator explores all sides of topics and seeks out alternative views.”

School culture

The principal and teachers were mostly in agreement on items pertaining to the school culture, with one exception. For instance, this principal rated him/herself as *highly developed* in “developing unity and teamwork among teachers.” Even so, 20% of teachers did not agree that the principal created a culture where “all teachers feel responsible to help each other improve their instruction.” At the same time, 96% of teachers agreed that the principal “creates an atmosphere of caring and trust,” that the principal

“models a high level of professional practice, and that, “if the principal promises to do something, he/she follows through.”

College readiness

When it comes to college readiness, the principal and the teachers were mostly in agreement. The principal strongly agreed that teachers in the school prepare all students for college, and strongly agreed that most of the parents expected their children to go on to college. Similarly, 96% of teachers reported that the school’s mission was to prepare all students to go on to post-secondary education.

Communication of vision/mission/goals

Teachers and the principal generally agreed on questions having to do with communicating the schools vision, mission, and goals. For example, the principal rated him/herself as *highly developed* in the area of “generating enthusiasm for a shared vision for the school” and strongly agreed that “there is a strong commitment in the school to a common set of shared goals.” Correspondingly, about 85% of teachers agreed that the principal “creates consensus around purposes of their schools’ mission.”

Standards-based curriculum/alignment

Again, the principal and teachers in School 5 mostly agreed on questions about standards-based curriculum and alignment. For instance, the principal strongly agreed that he/she conveyed to teachers how important it was for classroom assessments to be carefully aligned to high performance standards, and strongly agreed that he/she “expects teachers to design lessons by working backward from the standards and assessments.” About 89% of teachers agreed that the school curriculum was clearly aligned with learning goals and that their student assessment practices were aligned with the curriculum.

Teachers’ instructional habits and ability

The principal and teachers were mixed in School 5 on these items. For example, although the principal strongly agreed that teachers in the building have a sense of collective responsibility for student learning and strongly agreed that teachers have the knowledge and skills they need to improve student learning, teacher responses were mixed. For instance, 96% of the teachers agreed that teachers have the skills needed to produce meaningful learning, while 80% agreed that teachers are confident they will be able to motivate their students. However, a little less than half, 46%, of teachers agreed that all students receive the same quality of instruction. The principal and the majority of teachers agreed that problems at their school were viewed as issues to be solved rather than barriers to action.

Safety nets

Teachers and the principal were mixed on whether they thought the schools safety nets were successful at getting struggling students back on track. For instance, the principal agreed that the school had a range of differentiated safety nets available at the individual student level and agreed that he/she ensures that the safety nets were successful in getting struggling students back on track. However,

about 35% of teachers did not agree that the school safety nets were successful in getting struggling students back on track.

Table 12

		Strongly disagree	Disagree	Agree	Strongly agree	Mean
Principal	We have a range of differentiated safety nets available at the individual student level.			X		
Principal	I ensure that our school's safety nets are successful in getting struggling students back on track.			X		
Teacher	Our school's safety nets are successful in getting struggling students back on track.	3.8%	30.8%	61.5%	3.8%	2.65

School 6 – Elementary School (N=10)

In School 6, the principal and several of the teachers were not in agreement on all of the comparison items. The largest discrepancies between the principal and teachers were on the items having to do with instructional leadership, teacher instructional habits and ability, and school safety nets.

Instructional leadership

The principal and teachers in School 6 were mixed in areas having to do with instructional leadership. For example, the principal agreed that the school has an aligned curriculum for students across the grade, but did not agree that he/she ensures that the school has a standards-based instructional system that is aligned with high performance standards. However, 90% of teachers thought that the school had well defined learning expectations for all students. In addition, although the principal said that he/she buffers teachers from distractions to their instruction daily, 80% of teachers disagreed that the principal buffered them from distractions. Also, even though the principal rated him/herself as *good* in the area of motivating teachers who are reluctant to try new instructional strategies, 60% of teachers reported that the principal ignored weak teaching and 70% did not think that the principal provided support for teachers when they struggled.

Table 13

	Please rate your own level of expertise in the following area:	Basic	Moderate	Good	Highly developed	Mean
Principal	Motivating teachers who are reluctant to consider new instructional practices.			X		
		Strongly disagree	Disagree	Agree	Strongly agree	Mean
Teacher	My school administrator ignores weak teaching.	.0%	40.0%	40.0%	20.0%	2.80
Teacher	My school administrator provides support for teachers when they are struggling.	30.0%	40.0%	30.0%	.0%	2.00

Leadership teams

Teachers and the principal were mixed regarding items having to do with leadership teams. For example, the principal rated him/herself as *good* in “developing teacher leaders” and 70% of teachers agreed that their principal “promoted leadership development among teachers.” However, 50% of teachers did not agree that “the school administrator ensures that the school schedule is organized to accommodate PLCs.” Furthermore, 40% did not agree that the school administrator “helps teachers find the time for professional development.”

Systems thinking

In School 6 the principal and teachers were also mixed concerning items having to do with systems thinking. The principal rated him/herself as *good* in the area of “solving problems systemically by examining the whole picture rather than isolated parts,” while 60% of teachers did not agree with the statement, “my school administrator explores all sides of topics and seeks out alternative views.”

School culture

Again, the principal and teachers were mixed on items pertaining to the school culture. For instance, this principal rated him/herself as *moderate* in “developing unity and teamwork among teachers.” However, half of the teachers did not agree that the principal created a culture where “all teachers feel responsible to help each other improve their instruction.” Also, 70% of teachers disagreed that the principal, “creates an atmosphere of caring and trust,” and 50% did not think that the principal “models a high level of professional practice.” Furthermore, 50% of teachers did not agree with the statement, “if the principal promises to do something, he/she follows through.”

College readiness

When it comes to college readiness, the principal and the teachers were again mixed. The principal strongly disagreed that teachers in the school prepare all students for college, and disagreed that most of the parents expected their children to go on to college. On the other hand, half of teachers reported that the school’s mission was to prepare all students to go on to post-secondary education and the other half disagreed.

Communication of vision/mission/goals

Teachers and the principal were mixed on questions having to do with communicating the schools vision, mission, and goals. For example, the principal rated him/herself as *moderate* in the area of “generating enthusiasm for a shared vision for the school” and agreed that “there is a strong commitment in the school to a common set of shared goals.” However, half of the teachers did not agree that the principal “creates consensus around purposes of their schools’ mission.”

Standards-based curriculum/alignment

The principal and teachers were somewhat mixed in School 6 on questions about standards-based curriculum and alignment. For instance, the principal agreed that he/she conveyed to teachers how important it was for classroom assessments to be carefully aligned to high performance standards, and strongly agreed that he/she “expects teachers to design lessons by working backward from the standards and assessments.” Although 90% of teachers agreed that the school curriculum was clearly aligned with learning goals, 30% did not agree that their student assessment practices were aligned with the curriculum.

Teachers’ instructional habits and ability

Again, the principal and teachers were mixed in School 6 on these items. Of note is that the principal strongly disagreed that teachers in the building have a sense of collective responsibility for student learning, and he/she did not agree that teachers have the knowledge and skills they need to improve student learning. On the contrary, 100% of the teachers agreed that teachers have the skills needed to produce meaningful learning, while slightly fewer, 90% agreed that teachers are confident they will be able to motivate their students. However, only 60% of teachers agreed that all students receive the same quality of instruction. Furthermore, the principal strongly disagreed that teachers in the school viewed problems as issues to be solved, not barriers to action, and 60% of the teachers similarly disagreed with this item.

Safety nets

Lastly, teachers and the principal were mixed on whether they thought the schools safety nets were successful at getting struggling students back on track. For instance, the principal disagreed that the school had a range of differentiated safety nets available at the individual student level, but agreed that he/she ensures that the safety nets were successful in getting struggling students back on track. However, 30% of teachers did not agree that the school safety nets were successful in getting struggling students back on track.

School 7 – High School (N=30)

The majority of teachers and the principal were in agreement on most of the comparison items, with a few exceptions.

Instructional leadership

The principal and teachers in School 7 were mostly in agreement on items having to do with instructional leadership. For example, the principal agreed that the school has an aligned curriculum for students across the grade, and 90% of teachers agreed that the school has well defined learning expectations for all students. In addition, the principal said that he/she buffers teachers from distractions to their instruction daily, and 86% of teachers agreed that the principal buffered them from

distractions. Also, 90% of teachers agreed that the principal clearly defined standards for instructional practice. Furthermore, the principal rated him/herself as *good* in the area of motivating teachers who are reluctant to consider new instructional strategies. At the same time, 87% of teachers agreed that the principal provides support for teachers when they are struggling. About 83% of teachers reported that the principal does not ignore weak teaching.

Leadership teams

Teachers and the principal were mostly in agreement regarding items having to do with leadership teams. For example, the principal rated him/herself as *highly developed* in “developing teacher leaders” and 87% of teachers agreed that their principal “promoted leadership development among teachers.” In addition, the principal did not think that the schedule provided adequate time for teacher collaborative planning and half of the teachers did not think that “the school administrator ensures that the school schedule is organized to accommodate PLCs.” Furthermore, 21% did not agree that the school administrator “helps teachers find the time for professional development.”

Table 14

		Strongly disagree	Disagree	Agree	Strongly agree	Mean
Principal	The schedule provides adequate time for collaborative teacher planning.		X			
Teacher	My school administrator ensures that the school schedule is organized to accommodate professional learning communities.	13.3%	36.7%	36.7%	13.3%	2.50
Teacher	Our school administrator helps us find the time for professional development.	.0%	20.7%	55.2%	24.1%	3.03

Systems thinking

In School 7 the principal and teachers were mostly in agreement concerning items having to do with systems thinking. The principal rated him/herself as *highly developed* in the area of “solving problems systemically by examining the whole picture rather than isolated parts,” while 87% of teachers agreed with the statement, “my school administrator explores all sides of topics and seeks out alternative views.”

School culture

The principal and teachers were mostly in agreement on items pertaining to the school culture, with one exception. For instance, this principal rated him/herself as *highly developed* in “developing unity and teamwork among teachers.” Even so, 27% of teachers did not agree that the principal created a culture where “all teachers feel responsible to help each other improve their instruction.” At the same time, 91% of teachers agreed that the principal “creates an atmosphere of caring and trust,” 90% agreed that the principal “models a high level of professional practice, and 93% agreed that, “if the principal promises to do something, he/she follows through.”

College readiness

When it comes to college readiness, the principal and the teachers were mostly in agreement. The principal agreed that teachers in the school prepare all students for college, and agreed that most of the parents expected their children to go on to college. Similarly, 80% of teachers reported that the school's mission was to prepare all students to go on to post-secondary education.

Communication of vision/mission/goals

Teachers and the principal generally agreed on questions having to do with communicating the schools vision, mission, and goals. For example, the principal rated him/herself as *good* in the area of "generating enthusiasm for a shared vision for the school" and strongly agreed that "there is a strong commitment in the school to a common set of shared goals." Correspondingly, about 93% of teachers agreed that the principal "creates consensus around purposes of their school's mission."

Standards-based curriculum/alignment

Again, the principal and teachers in School 7 generally agreed on questions about standards-based curriculum and alignment. For instance, the principal agreed that he/she conveyed to teachers how important it was for classroom assessments to be carefully aligned to high performance standards, and agreed that he/she "expects teachers to design lessons by working backward from the standards and assessments." About 77% of teachers agreed that the school curriculum was clearly aligned with learning goals and 83% agreed that their student assessment practices were aligned with their curriculum.

Teachers' instructional habits and ability

The principal and teachers generally agreed in School 7 on these items. For example, the principal agreed that teachers in the building have a sense of collective responsibility for student learning and agreed that teachers have the knowledge and skills they need to improve student learning. All of the teachers agreed that teachers have the skills needed to produce meaningful learning, and 93% agreed that teachers are confident they will be able to motivate their students. However, 30% of teachers disagreed that all students receive the same quality of instruction. The principal and the majority of teachers were in agreement that problems at their school were viewed as issues to be solved rather than barriers to action.

Safety nets

Teachers and the principal were mostly in agreement on whether they thought the schools safety nets were successful at getting struggling students back on track. For instance, the principal agreed that the school had a range of differentiated safety nets available at the individual student level and agreed that he/she ensures that the safety nets were successful in getting struggling students back on track. Similarly, about 83% of teachers agreed that the school safety nets were successful in getting struggling students back on track.

School 8 – High School (N=10)

The majority of teachers and the principal were in agreement on items having to do with communication of vision/mission/goals, standards-based curriculum and alignment, and school safety nets. The largest discrepancy between the principal and teachers was on the survey items having to do with teachers' instructional habits and ability.

Instructional leadership

The principal and teachers in School 8 were mixed on items having to do with instructional leadership. For example, the principal agreed that the school has an aligned curriculum for students across the grades, and 90% of teachers agreed that the school had well defined learning expectations for all students. In addition, the principal said that he/she buffers teachers from distractions to their instruction daily, and 78% of teachers agreed that the principal buffered them from distractions. However, 44% of teachers did not agree that the principal clearly defined standards for instructional practice. At the same time, the principal strongly disagreed that he/she has "established a clear, written, statement of learning and teaching principles for teachers to guide their improvement efforts." Furthermore, the principal rated him/herself as *moderate* in the area of motivating teachers who are reluctant to consider new instructional strategies. At the same time, 78% of teachers agreed that the principal provides support for teachers when they are struggling, but about 22% of teachers thought that the principal ignored weak teaching.

Leadership teams

Teachers and the principal were slightly mixed regarding items having to do with leadership teams. For example, the principal rated him/herself as *good* in "developing teacher leaders" and 78% of teachers agreed that their principal "promoted leadership development among teachers." However, even though the principal thought that the schedule provided adequate time for teacher collaborative planning, two-thirds, (67%) of teachers did not agree that "the school ensures that the school schedule is organized to accommodate PLCs." Furthermore, 44% did not agree that the school administrator "helps teachers find the time for professional development."

Systems thinking

In School 8, the principal and teachers were mixed concerning items having to do with systems thinking. The principal rated him/herself as *highly developed* in the area of "solving problems systemically by examining the whole picture rather than isolated parts," while one quarter of teachers did not agree with the statement, "my school administrator explores all sides of topics and seeks out alternative views."

School culture

The principal and teachers were also mixed on items pertaining to the school culture. For instance, this principal rated him/herself as *good* in "developing unity and teamwork among teachers." Even so, 25% of teachers did not agree that the principal created a culture where "all teachers feel responsible to help

each other improve their instruction.” Also, 25% of teachers did not agree that the principal “creates an atmosphere of caring and trust.” However, 90% of teachers agreed that the principal “models a high level of professional practice,” and 70% agreed that, “if the principal promises to do something, he/she follows through.”

College readiness

When it comes to college readiness, the principal and the teacher responses varied. The principal agreed that teachers in the school prepare all students for college, and strongly agreed that most of the parents expected their children to go on to college. However, 30% of teachers reported that it was not the school’s mission to prepare all students to go on to post-secondary education.

Communication of vision/mission/goals

Teachers and the principal generally agreed on questions having to do with communicating the schools vision, mission, and goals. For example, the principal rated him/herself as *good* in the area of “generating enthusiasm for a shared vision for the school” and strongly agreed that “there is a strong commitment in the school to a common set of shared goals.” Correspondingly, about 88% of teachers agreed that the principal “creates consensus around purposes of their schools’ mission.”

Standards-based curriculum/alignment

The principal and teachers in School 8 were generally in agreement on questions relating to standards-based curriculum and alignment, although the principal disagreed that he/she conveyed to teachers how important it was for classroom assessments to be carefully aligned to high performance standards, while 90% of teachers agreed that the school curriculum was clearly aligned with learning goals. However, the principal did strongly agree that he/she “expects teachers to design lessons by working backward from the standards and assessments,” and all of the teachers who responded to the survey agreed that their student assessment practices were aligned with their curriculum.

Teachers’ instructional habits and ability

The principal and teachers in School 8 were mixed on these items. For example, although the principal strongly agreed that teachers in the building have a sense of collective responsibility for student learning, he/she did not agree that teachers have the knowledge and skills they need to improve student learning. On the other hand, all of the teachers agreed that teachers have the skills needed to produce meaningful learning, and 100% agreed that teachers are confident they will be able to motivate their students. Furthermore, 90%, of teachers agreed that all students receive the same quality of instruction. The principal disagreed that teachers in the school viewed problems as issues to be solved, not barriers to action, while 90% of the teachers reported the opposite.

Table 15

		Strongly disagree	Disagree	Agree	Strongly agree	Mean
Principal	Teachers in my school have a sense of collective responsibility for student learning.				X	
Principal	Teachers in my school have the knowledge and skills they need to improve student learning.		X			
Teacher	All students receive the same quality of instruction in our school.	.0%	10.0%	50.0%	40.0%	3.30
Teacher	Teachers in this school have the skills needed to produce meaningful learning.	.0%	.0%	42.9%	57.1%	3.57
Teacher	Teachers in this school are confident they will be able to motivate their students.	.0%	.0%	57.1%	42.9%	3.43

Safety nets

Teachers and the principal were mostly in agreement on whether they thought the schools safety nets were successful at getting struggling students back on track. For instance, the principal strongly agreed that the school had a range of differentiated safety nets available at the individual student level and strongly agreed that he/she ensures that the safety nets were successful in getting struggling students back on track. Similarly, all of the teachers agreed that the school safety nets were successful in getting struggling students back on track.

School 9 – Elementary School (N=20)

The majority of teachers and the principal in School 9 were in agreement on most issues with the exception of leadership teams, systems thinking, and teachers’ instructional habits and abilities. The greatest discrepancies appeared in the area of systems thinking.

Instructional leadership

The principal and teachers were in agreement in most areas having to do with instructional leadership although there was one area where teachers differed. Specifically, 30% of teachers disagreed that their school “has well defined learning expectations for all students,” although the principal agreed that the school “provided an aligned curriculum for students across the grades.”

Leadership teams

There was some disagreement between teachers and the principal regarding leadership teams. For example, the principal agreed with the following two statements “team leadership at all levels focuses on guidance, direction, and support of sustained improvement in instructional practice and student learning” and “administrators and teachers collectively plan who will provide leadership for initiatives.” However, 45% of teachers disagreed that the “school administrator ensures wide participation in decisions about school improvement” and 25% disagreed that “the school administrator promotes

leadership among teachers.” Even though the principal did not agree that the schedule provided adequate time for collaborative teacher planning while 80% of the teachers surveyed agreed that the school administrator found time for professional development.

Systems thinking

In School 9, the principal and teachers disagreed with items having to do with systems thinking. The principal rated his/her level of expertise in solving problems systemically by examining the whole picture rather than isolated parts as *good*, while 44% of teachers disagreed that “the administrator explores all sides of topics and seeks out alternative views.”

Table 16

	Please rate your own level of expertise in the following area:	Basic	Moderate	Good	Highly developed	Mean
Principal	Solving problems systematically by examining the whole picture, rather than isolated parts.			X		
		Strongly disagree	Disagree	Agree	Strongly agree	Mean
Teacher	My school administrator explores all sides of topics and seeks out alternative views.	.0%	44.4%	55.6%	.0%	2.56

School culture

The principal and teachers were in agreement on items pertaining to the school culture. For instance, this principal rated him/herself as *good* in “developing unity and teamwork among teachers.” The majority of teachers (74%) agreed that the principal created a culture where “all teachers feel responsible to help each other improve their instruction.” Ninety percent of teachers also agreed that the principal, “creates an atmosphere of caring and trust,” and 100% agreed the principal “models a high level of professional practice.”

College readiness

When it comes to college readiness the principal and all teachers (100%) were in agreement that teachers in the school prepare all students for college.

Communication of vision/mission/goals

Teachers and the principal were in agreement on questions having to do with communicating the schools vision, mission, and goals. For example, the principal rated him/herself as *moderate* in the area of “generating enthusiasm for a shared vision for the school,” and agreed that “there is a strong commitment in the school to a common set of shared goals.” Teachers, similarly, 75% agreed that the principal “creates consensus around purposes of their schools’ mission.”

Standards-based curriculum/alignment

Almost all teachers (90%) agreed that the school curriculum is aligned with learning goals and most (85%) teachers agreed that their student assessment practices are aligned with their curriculum. Similarly, the principal agreed that he/she “conveys to teachers how important it is for classroom assessments to be carefully aligned to high performance standards,” and “expects teachers to design lessons by working backward from the standards and assessments.”

Teachers’ instructional habits and ability

The principal agreed that teachers in the building have a sense of collective responsibility for student learning and that they have the knowledge and skills they need to improve student learning. However, not all teachers agreed. Forty-five percent of teachers did not agree that “all students receive the same quality of instruction” in their school. The principal agreed that “teachers in my school view problems as issues to be solved not barriers to action,” and 80% of teachers agreed with this statement.

Safety nets

For the most part teachers and the principal were in agreement that the schools safety nets are not successful at getting struggling students back on track. The principal disagreed with the statement as did 65% of teachers at School 9.

School 10 – High School (N=16)

Most of the teachers and the principal were in agreement on several comparison items, but were mixed on items having to do with school culture, teachers’ instructional habits and ability, and school safety nets.

Instructional leadership

The principal and teachers in School 10 were in agreement in most areas relating to instructional leadership. For example the principal reported that the school provides an aligned curriculum for students across the grades and 100% of teachers agreed that the school has well defined learning expectations for all students.

Leadership teams

The majority of teachers were also in agreement with the principal regarding leadership teams. For example, the principal rated him/herself as *highly developed* in “developing teacher leaders” and 94% of teachers agreed that their principal “promoted leadership development among teachers.” Also, 53% of teachers agreed that “the school administrator ensures that the school schedule is organized to accommodate PLCs.” However, about 24% did not agree that the school administrator “helps teachers find the time for professional development.”

Systems thinking

In School 10 the principal and nearly all of the teachers were in agreement concerning items having to do with systems thinking. The principal rated him/herself as *highly developed* in the area of “solving problems systemically by examining the whole picture rather than isolated parts,” and 94% of teachers agreed with the statement, “my school administrator explores all sides of topics and seeks out alternative views.”

School culture

The principal and teachers were mixed on items pertaining to the school culture. For instance, this principal rated him/herself as *highly developed* in “developing unity and teamwork among teachers.” However, 31% of teachers did not agree that the principal created a culture where “all teachers feel responsible to help each other improve their instruction.” The majority of teachers (88%), however, agreed that the principal, “creates an atmosphere of caring and trust,” and all agreed that the principal “models a high level of professional practice,” and “if the principal promises to do something, he/she follows through.”

Table 17

	Please rate your own level of expertise in the following area:	Basic	Moderate	Good	Highly developed	Mean
Principal	Developing unity and teamwork among teachers.				X	
		Strongly disagree	Disagree	Agree	Strongly agree	Mean
Teacher	My school administrator has created a culture where all teachers feel responsible to help each other improve their instruction.	.0%	31.3%	50.0%	18.8%	2.87
Teacher	If my principal promises to do something, she/he follows through.	.0%	.0%	29.4%	70.6%	3.71
Teacher	My school administrator develops an atmosphere of caring and trust.	.0%	11.8%	52.9%	35.3%	3.24
Teacher	My school administrator models a high level of professional practice.	.0%	.0%	52.9%	47.1%	3.47

College readiness

The principal and teachers were in agreement about college readiness at School 10. The principal agreed that teachers in the school prepare all students for college and that most of the parents expected their children to go on to college. All teachers reported that the school’s mission was to prepare all students to go on to post-secondary education.

Communication of vision/mission/goals

Teachers and the principal were mostly in agreement on questions having to do with communicating the schools vision, mission, and goals. For example, the principal rated him/herself as *highly developed* in the area of “generating enthusiasm for a shared vision for the school” and strongly agreed that “there is

a strong commitment in the school to a common set of shared goals.” Similarly, 88% of teachers agreed that the principal “creates consensus around purposes of their schools’ mission.”

Standards-based curriculum/alignment

There was mostly agreement on the items regarding standards-based curriculum and alignment. The principal strongly agreed that he/she conveyed to teachers how important it was for classroom assessments to be carefully aligned to high performance standards and that he/she “expects teachers to design lessons by working backward from the standards and assessments.” Similarly, 100% of teachers agreed that the school curriculum was clearly aligned with learning goals. At the same time, 18% of teachers did not agree that their student assessment practices were aligned with their curriculum.

Teachers’ instructional habits and ability

The principal strongly agreed that teachers in the building have a sense of collective responsibility for student learning and agreed that they have the knowledge and skills they need to improve student learning. Similarly, 100% of the teachers agreed that teachers have the skills needed to produce meaningful learning and 81% agreed that teachers are confident they will be able to motivate their students. Several teachers disagreed (29%) however, that all students receive the same quality of instruction.

Safety nets

Teachers and the principal were mixed on whether they thought the schools safety nets were successful at getting struggling students back on track. For instance, the principal strongly agreed that the school had a range of differentiated safety nets available at the individual student level and also that he/she ensures that the safety nets were successful in getting struggling students back on track. Yet, nearly 30% of teachers disagreed that the school safety nets were successful in getting struggling students back on track.

School 11 – High School (N=15)

Teachers and principals at School 11 were mixed on many of the survey questions. They were in agreement on items regarding college readiness, standards-based curriculum, and communication of goals/vision. The largest discrepancy between the principal and teachers was on the survey items having to do with school safety nets.

Instructional leadership

The principal and teachers in School 11 were mixed in areas having to do with instructional leadership. For example, although the principal did not agree that the school provides an aligned curriculum for all students, 78% of teachers agreed that there were well-defined learning expectations for all students. School 11’s principal reported that he/she modeled instructional strategies for teachers on a weekly

basis. However, 25% of teachers disagreed that the school administrator clearly defines standards for instructional practice.

Leadership teams

There was some disagreement between teachers and the principal regarding leadership teams. For example, the principal rated him/herself as *good* in “developing teacher leaders” and agreed that “administrators and teachers collectively plan who will provide leadership for initiatives.” However, 25% of teachers disagreed that the school administrator promotes leadership development among teachers and 33% disagreed that the school administrator ensures wide participation in decisions about school improvement. Many of the teachers (41%) and the principal were in agreement that the schedule does not allow adequate time for collaborative teacher planning.

Systems thinking

In School 11 there was some disagreement between the principal and teachers concerning items having to do with systems thinking. The principal rated him/herself as *highly developed* in the area of “solving problems systemically by examining the whole picture rather than isolated parts,” but 33% of teachers disagreed with the statement, “my school administrator explores all sides of topics and seeks out alternative views.”

School culture

The principal and teachers were mixed on items pertaining to the school culture. For instance, this principal rated him/herself as *moderate* in “developing unity and teamwork among teachers.” Accordingly, nearly 75% of teachers agreed that the principal created a culture where “all teachers feel responsible to help each other improve their instruction.” Thirty-three percent of teachers disagreed that the principal, “creates an atmosphere of caring and trust;” 25% did not agree that the principal “models a high level of professional practice,” and 40% did not agree that “if the principal promises to do something, he/she follows through.”

College readiness

When it comes to college readiness, the principal and the teachers were mostly in agreement. The principal agreed that teachers in the school prepare all students for college and that most of the parents expected their children to go on to college. Eighty percent of the teachers reported that the school’s mission was to prepare all students to go on to post-secondary education.

Communication of vision/mission/goals

Teachers and the principal were mostly in agreement on questions having to do with communicating the schools vision, mission, and goals. For example, the principal rated him/herself as *good* in the area of “generating enthusiasm for a shared vision for the school,” but disagreed that “there is a strong commitment in the school to a common set of shared goals.” Similarly, 75% of teachers agreed that the principal “creates consensus around purposes of their schools’ mission.”

Standards-based curriculum/alignment

The principal and teachers at School 11 were in agreement on questions about standards-based curriculum and alignment. The principal agreed that he/she conveyed to teachers how important it was for classroom assessments to be carefully aligned to high performance standards, and that he/she “expects teachers to design lessons by working backward from the standards and assessments.” The vast majority of teachers (87%) agreed that the school curriculum was clearly aligned with learning goals and 86% agreed that their student assessment practices were aligned with their curriculum.

Teachers’ instructional habits and ability

Regarding questions about teachers’ instructional habits and abilities, the principal did not agree that “teachers in the building have a sense of collective responsibility for student learning,” but did agree that “teachers have the knowledge and skills they need to improve student learning.” There were mixed responses by the teachers. For example, 20% of teachers disagreed that all students receive the same quality of instruction in their school. However, 100% of respondents agreed with the following statements: “teachers have the skills needed to produce meaningful learning,” and “teachers are confident they will be able to motivate their students.”

Safety nets

Teachers and the principal were mixed on whether they thought the schools safety nets were successful at getting struggling students back on track. For instance, the principal strongly agreed that the school has a range of differentiated safety nets available at the individual student level and strongly agreed that he/she ensures that the safety nets are successful in getting struggling students back on track. However, 33% of teachers did not agree that the school safety nets were successful in getting struggling students back on track.

Table 18

		Strongly disagree	Disagree	Agree	Strongly agree	Mean
Principal	We have a range of differentiated safety nets available at the individual student level.				X	
Principal	I ensure that our school's safety nets are successful in getting struggling students back on track.				X	
Teacher	Our school's safety nets are successful in getting struggling students back on track.	20.0%	13.3%	46.7%	20.0%	2.67

School 12 – High School (N=39)

In School 12, the principal and several of the teachers were mixed on the comparison items. The principal and teachers were mostly in agreement about their school’s mission and on items related to instructional leadership and college readiness.

Instructional leadership

The principal and teachers in School 12 were mostly in agreement in areas having to do with instructional leadership. For example, although the principal agreed that the school has an aligned curriculum for students across the grade, 82% of teachers agreed that the school has well defined learning expectations for all students. In addition, the principal reported that he/she buffers teachers from distractions to their instruction 1 or 2 times per month. Approximately, 18% of teachers disagreed that the principal buffered them from distractions. The principal reported he/she was *highly developed* in “motivating teachers who are reluctant to consider new instructional practices.” While 85% of teachers agreed that their administrator provides support when teachers are struggling, 23% of teachers reported that their school administrator “ignores weak teaching.”

Leadership teams

Teachers and the principal were mixed regarding items having to do with leadership teams. For example, the principal rated him/herself as *highly developed* in “developing teacher leaders” and 92% of teachers agreed that their principal “promoted leadership development among teachers.” However, 36% of teachers did not agree that “the school administrator ensures that the school schedule is organized to accommodate PLCs.” Furthermore, 18% of teachers did not agree that the school administrator “helps teachers find the time for professional development.”

Systems thinking

In School 12, the principal and teachers were in general agreement concerning items related to systems thinking. The principal rated him/herself as *highly developed* in the area of “solving problems systemically by examining the whole picture rather than isolated parts,” and 85% of teachers agreed with the statement, “my school administrator explores all sides of topics and seeks out alternative views.”

School culture

The principal and teachers were mixed on items pertaining to the school culture. For instance, this principal rated him/herself as *highly developed* in “developing unity and teamwork among teachers.” Twenty-six percent of teachers did not agree that the principal created a culture where “all teachers feel responsible to help each other improve their instruction.” Also, 21% of teachers disagreed that the principal, “creates an atmosphere of caring and trust,” and 15% did not think that the principal “models a high level of professional practice.” Furthermore, 18% of teachers did not agree with the statement, “if the principal promises to do something, he/she follows through.”

Table 19

	Please rate your own level of expertise in the following area:	Basic	Moderate	Good	Highly developed	Mean
Principal	Developing unity and teamwork among teachers.				X	
		Strongly disagree	Disagree	Agree	Strongly agree	Mean
Teacher	My school administrator has created a culture where all teachers feel responsible to help each other improve their instruction.	.0%	25.6%	48.7%	25.6%	3.00
Teacher	If my principal promises to do something, she/he follows through.	5.1%	12.8%	43.6%	38.5%	3.15
Teacher	My school administrator develops an atmosphere of caring and trust.	10.3%	10.3%	56.4%	23.1%	2.92
Teacher	My school administrator models a high level of professional practice.	2.6%	12.8%	30.8%	53.8%	3.36

College readiness

The principal and the teachers were mostly in agreement regarding college readiness. The principal agreed that teachers in the school prepare all students for college, and agreed that most of the parents expected their children to go on to college. Similarly, 91% of teachers reported that the school’s mission was to prepare all students to go on to post-secondary education.

Communication of vision/mission/goals

Teachers and the principal were mostly in agreement on questions having to do with communicating the schools vision, mission, and goals. For example, the principal rated him/herself as *highly developed* in the area of “generating enthusiasm for a shared vision for the school,” and strongly agreed that “there is a strong commitment in the school to a common set of shared goals.” About 87% of teachers agreed that the principal “creates consensus around purposes of their schools’ mission.”

Standards-based curriculum/alignment

The principal and teachers were also mostly in agreement in School 12 on questions about standards-based curriculum and alignment. For instance, the principal strongly agreed that he/she conveyed to teachers how important it was for classroom assessments to be carefully aligned to high performance standards, and agreed that he/she “expects teachers to design lessons by working backward from the standards and assessments.” About 85% of teachers agreed that the school curriculum was clearly aligned with learning goals and that their student assessment practices were aligned with their curriculum.

Teachers’ instructional habits and ability

The principal and teachers were mixed in School 12 on these items. For example, the principal strongly agreed that teachers in the building have a sense of collective responsibility for student learning, and he/she agreed that teachers have the knowledge and skills they need to improve student learning.

Similarly, 97% of the teachers agreed that teachers have the skills needed to produce meaningful learning, while a little less, 87% agreed that teachers are confident they will be able to motivate their students. Furthermore, 77% of teachers agreed that all students receive the same quality of instruction. The principal agreed that teachers in the school viewed problems as issues to be solved, not barriers to action, and most of the teachers (90%) agreed with this item.

Safety nets

Teachers and the principal were mixed on whether they thought the schools safety nets were successful at getting struggling students back on track. For instance, the principal agreed that the school had a range of differentiated safety nets available at the individual student level and strongly agreed that he/she ensures that the safety nets were successful in getting struggling students back on track. However, 33% did not agree that the school safety nets were successful in getting struggling students back on track.

School 13 – Middle School (N=19)

In School 13, the principal and several of the teachers varied in responses on comparable survey items. The largest discrepancies between the principal and teachers were on the survey items having to do with systems thinking and school safety nets.

Instructional leadership

The principal and teachers in School 13 were mostly in agreement in areas having to do with instructional leadership. For example, the principal agreed that the school has an aligned curriculum for students across the grades, and the majority of teachers (90%) agreed that the school has well defined learning expectations for all students. In addition, the principal said that he/she buffers teachers from distractions to their instruction daily, but 22% of teachers did not agree that the principal buffered them from distractions. Also, 17% of teachers did not agree that the principal clearly defined standards for instructional practice.

Leadership teams

Teachers and the principal were generally in agreement regarding items having to do with leadership teams. For example, the principal rated him/herself as *highly developed* in “developing teacher leaders” and 78% of teachers agreed that their principal “promoted leadership development among teachers.” In addition, 89% of teachers agreed that “the school ensures that the school schedule is organized to accommodate PLCs.” However, 22% did not agree that the school administrator “helps teachers find the time for professional development.”

Systems thinking

In School 13 the principal and teachers were mixed concerning items having to do with systems thinking. The principal rated him/herself as *highly developed* in the area of “solving problems systemically by examining the whole picture rather than isolated parts,” while half of the teachers did not agree with the statement, “my school administrator explores all sides of topics and seeks out alternative views.”

Table 20

	Please rate your own level of expertise in the following area:	Basic	Moderate	Good	Highly developed	Mean
Principal	Solving problems systematically by examining the whole picture, rather than isolated parts.				X	
		Strongly disagree	Disagree	Agree	Strongly agree	Mean
Teacher	My school administrator explores all sides of topics and seeks out alternative views.	.0%	50.0%	37.5%	12.5%	2.63

School culture

The principal and teachers were also mixed on items pertaining to the school culture. For instance, this principal rated him/herself as *highly developed* in “developing unity and teamwork among teachers.” However, one-third (33%) of teachers did not agree that the principal created a culture where “all teachers feel responsible to help each other improve their instruction.” On the other hand, 88% of teachers agreed that the principal, “creates an atmosphere of caring and trust,” and 100% thought that the principal “models a high level of professional practice.” Furthermore, 95% of teachers agreed with the statement, “if the principal promises to do something, he/she follows through.”

College readiness

When it comes to college readiness, the principal and the teachers were mostly in agreement. The principal strongly agreed that teachers in the school prepare all students for college, and strongly agreed that most of the parents expected their children to go on to college. Similarly, 79% of teachers reported that the school’s mission was to prepare all students to go on to post-secondary education.

Communication of vision/mission/goals

Teachers and the principal varied in their responses to questions having to do with communicating the schools vision, mission, and goals. For example, the principal rated him/herself as *highly developed* in the area of “generating enthusiasm for a shared vision for the school” and strongly agreed that “there is a strong commitment in the school to a common set of shared goals.” However, about 33% of teachers did not agree that the principal “creates consensus around purposes of their schools’ mission.”

Standards-based curriculum/alignment

The principal and teachers generally agreed in School 13 on questions having to do with standards-based curriculum and alignment. For instance, the principal agreed that he/she conveyed to teachers

how important it was for classroom assessments to be carefully aligned to high performance standards, and strongly agreed that he/she “expects teachers to design lessons by working backward from the standards and assessments.” Similarly, 89% of teachers agreed that the school curriculum was clearly aligned with learning goals, but 21% did not agree that their student assessment practices were aligned with their curriculum.

Teachers’ instructional habits and ability

The principal and teachers were mostly in agreement in School 13 on these items. For example, the principal strongly agreed that teachers in the building have a sense of collective responsibility for student learning and agreed that teachers have the knowledge and skills they need to improve student learning. Similarly, 100% of the teachers agreed that teachers have the skills needed to produce meaningful learning and that teachers are confident they will be able to motivate their students. However, 37% of teachers did not agree that all students receive the same quality of instruction. Furthermore, the principal strongly agreed that teachers in the school viewed problems as issues to be solved, not barriers to action, and most of the teachers (89%) also agreed with this item.

Safety nets

Teachers and the principal were mixed on whether they thought the schools safety nets were successful at getting struggling students back on track. For instance, the principal strongly agreed that the school had a range of differentiated safety nets available at the individual student level and agreed that he/she ensures that the safety nets were successful in getting struggling students back on track. However, 39% of teachers did not agree that the school safety nets were successful in getting struggling students back on track.

School 14 – Elementary School (N=12)

The principal and several of the teachers in School 14 varied in their responses on several items having to do with instructional leadership, systems thinking, school culture, college readiness, communication of vision/mission/goals, and school safety nets.

Instructional leadership

The principal and teachers in School 14 had mixed responses on items areas having to do with instructional leadership. For example, the principal strongly agreed that the school has an aligned curriculum for students across the grade and that he/she ensures that the school has a standards-based instructional system that is aligned with high performance standards. Similarly, about 92% of teachers thought that the school had well defined learning expectations for all students. However, even though the principal said that he/she buffers teachers from distractions to their instruction weekly, 44% of teachers disagreed that the principal buffered them from distractions. Also, even though the principal rated him/herself as *good* in the area of motivating teachers who are reluctant to try new instructional

strategies, 22% of teachers reported that the principal ignored weak teaching and 56% did not think that the principal provided support for teachers when they struggled.

Table 21

Please rate your own level of expertise in the following area:		Basic	Moderate	Good	Highly developed	Mean
Principal	Motivating teachers who are reluctant to consider new instructional practices.			X		
		Strongly disagree	Disagree	Agree	Strongly agree	Mean
Teacher	My school administrator ignores weak teaching.	11.1%	66.7%	11.1%	11.1%	2.22
Teacher	My school administrator provides support for teachers when they are struggling.	.0%	55.6%	33.3%	11.1%	2.56

Leadership teams

Teachers and the principal were generally in agreement regarding items having to do with leadership teams. For example, the principal rated him/herself as *highly developed* in “developing teacher leaders” and 78% of teachers agreed that their principal “promoted leadership development among teachers.” In addition, 89% of teachers agreed that “the school administrator ensures that the school schedule is organized to accommodate PLCs.” However, 33% did not agree that the school administrator “helps teachers find the time for professional development.”

Systems thinking

In School 14 the principal and teachers were mixed concerning items having to do with systems thinking. The principal rated him/herself as *highly developed* in the area of “solving problems systemically by examining the whole picture rather than isolated parts,” while 44% of teachers did not agree with the statement, “my school administrator explores all sides of topics and seeks out alternative views.”

School culture

Again, the principal and teachers were mixed on items pertaining to the school culture. For instance, this principal rated him/herself as *good* in “developing unity and teamwork among teachers.” However, 44% of the teachers did not agree that the principal created a culture where “all teachers feel responsible to help each other improve their instruction.” Also, 63% of teachers disagreed that the principal, “creates an atmosphere of caring and trust,” although only 11% did not think that the principal “models a high level of professional practice.” Furthermore, 82% of teachers agreed with the statement, “if the principal promises to do something, he/she follows through.”

College readiness

The principal and the teachers were again mixed on the issue of college readiness. The principal agreed that teachers in the school prepare all students for college, and agreed that most of the parents

expected their children to go on to college. On the other hand, 42% of teachers disagreed that the school's mission was to prepare all students to go on to post-secondary education.

Communication of vision/mission/goals

Teachers and the principal were mixed on questions having to do with communicating the schools vision, mission, and goals. For example, the principal rated him/herself as *highly developed* in the area of "generating enthusiasm for a shared vision for the school," and strongly agreed that "there is a strong commitment in the school to a common set of shared goals." However, one quarter of the teachers did not agree that the principal "creates consensus around purposes of their schools' mission."

Standards-based curriculum/alignment

The principal and teachers in School 14 were in agreement on questions about standards-based curriculum and alignment. For instance, the principal strongly agreed that he/she conveyed to teachers how important it was for classroom assessments to be carefully aligned to high performance standards, and agreed that he/she "expects teachers to design lessons by working backward from the standards and assessments." At the same time, all of the teachers agreed that the school curriculum was clearly aligned with learning goals, and 100% agreed that their student assessment practices were aligned with their curriculum.

Teachers' instructional habits and ability

Again, the principal and teachers were mostly in agreement in School 14 on these items. For instance, the principal strongly agreed that teachers in the building have a sense of collective responsibility for student learning, and agreed that teachers have the knowledge and skills they need to improve student learning. Similarly, about 90% of the teachers agreed that teachers have the skills needed to produce meaningful learning and 89% agreed that teachers are confident they will be able to motivate their students. However, one quarter of teachers did not agree that all students receive the same quality of instruction. The principal strongly agreed that teachers in the school viewed problems as issues to be solved, not barriers to action, and 82% of the teachers similarly agreed with this item.

Safety nets

Lastly, teachers and the principal were mixed on whether they thought the schools safety nets were successful at getting struggling students back on track. For instance, the principal strongly agreed that the school had a range of differentiated safety nets available at the individual student level, and strongly agreed that he/she ensures that the safety nets were successful in getting struggling students back on track. However, 34% of teachers did not agree that the school safety nets were successful in getting struggling students back on track.

School 15 – Junior High School (N=14)

The principal and teachers in School 15 varied on numerous comparable survey items. The greatest discrepancies were on items having to do with school safety nets and leadership teams.

Instructional leadership

The principal and teachers in School 15 varied in their survey responses on items having to do with instructional leadership. For example, the principal agreed that the school has an aligned curriculum for students across the grades and that he/she ensures that the school has a standards-based instructional system that is aligned with high performance standards. However, about 31% of teachers thought that the school did not have well defined learning expectations for all students. Also, even though the principal said that he/she buffers teachers from distractions to their instruction weekly, 36% of teachers disagreed that the principal buffered them from distractions. Furthermore, even though the principal rated him/herself as *good* in the area of motivating teachers who are reluctant to try new instructional strategies, 37% of teachers reported that the principal ignored weak teaching and 43% did not think that the principal provided support for teachers when they struggled.

Leadership teams

Teachers and the principal were mixed regarding items having to do with leadership teams. For example, the principal rated him/herself as *good* in “developing teacher leaders” and 79% of teachers agreed that their principal “promoted leadership development among teachers.” However, even though the principal agreed that the school schedule provided adequate time for collaborative teacher planning, 57% of teachers disagreed that “the school ensures that the school schedule is organized to accommodate PLCs.” Furthermore, 36% did not agree that the school administrator “helps teachers find the time for professional development.”

Table 22

		Strongly disagree	Disagree	Agree	Strongly agree	Mean
Principal	The schedule provides adequate time for collaborative teacher planning.			X		
Teacher	My school administrator ensures that the school schedule is organized to accommodate professional learning communities.	7.1%	50.0%	35.7%	7.1%	2.43
Teacher	Our school administrator helps us find the time for professional development.	7.1%	28.6%	57.1%	7.1%	2.64

Systems thinking

In School 15 the principal and teachers varied in their response to items having to do with systems thinking. The principal rated him/herself as *good* in the area of “solving problems systemically by examining the whole picture rather than isolated parts,” while 36% of teachers did not agree with the statement, “my school administrator explores all sides of topics and seeks out alternative views.”

School culture

Again, the principal and teachers were mixed on items pertaining to the school culture. For instance, this principal rated him/herself as *good* in “developing unity and teamwork among teachers.” However, 43% of the teachers did not agree that the principal created a culture where “all teachers feel responsible to help each other improve their instruction.” However, 86% of teachers agreed that the principal, “creates an atmosphere of caring and trust,” and “models a high level of professional practice.” Nevertheless, 36% of teachers did not agree with the statement, “if the principal promises to do something, he/she follows through.”

College readiness

When it comes to college readiness, the principal and the teachers were mostly in agreement. The principal agreed that teachers in the school prepare all students for college, and agreed that most of the parents expected their children to go on to college. Similarly, 85% of teachers agreed that the school’s mission was to prepare all students to go on to post-secondary education.

Communication of vision/mission/goals

Teachers and the principal mostly agreed on questions having to do with communicating the schools vision, mission, and goals. For example, the principal rated him/herself as *good* in the area of “generating enthusiasm for a shared vision for the school” and agreed that “there is a strong commitment in the school to a common set of shared goals.” Likewise, 86% of teachers agreed that the principal “creates consensus around purposes of their schools’ mission.”

Standards-based curriculum/alignment

The principal and teachers in School 15 were also in agreement on questions about standards-based curriculum and alignment. For instance, the principal agreed that he/she conveyed to teachers how important it was for classroom assessments to be carefully aligned to high performance standards, and agreed that he/she “expects teachers to design lessons by working backward from the standards and assessments.” Correspondingly, 93% of the teachers agreed that the school curriculum was clearly aligned with learning goals and that their student assessment practices were aligned with their curriculum.

Teachers’ instructional habits and ability

Again, the principal and teachers were varied in their responses to these items in School 15. For instance, the principal agreed that teachers in the building have a sense of collective responsibility for student learning, and agreed that teachers have the knowledge and skills they need to improve student learning. Similarly, about 93% of the teachers agreed that teachers have the skills needed to produce meaningful learning and a little less, 79% agreed that teachers are confident they will be able to motivate their students. However, half of the teachers did not agree that all students receive the same quality of instruction. On the other hand, the principal strongly agreed that teachers in the school

viewed problems as issues to be solved, not barriers to action, while 86% of the teachers similarly agreed with this item.

Safety nets

Lastly, teachers and the principal did not agree on whether they thought the schools safety nets were successful at getting struggling students back on track. For instance, the principal strongly agreed that the school had a range of differentiated safety nets available at the individual student level, and strongly agreed that he/she ensures that the safety nets were successful in getting struggling students back on track. However, 43% of teachers did not agree that the school safety nets were successful in getting struggling students back on track.

School 16 – High School (N=11)

In School 16, the principal and several of the teachers were in agreement on many of the comparison items. The principal and teachers were in agreement on items about instructional leadership, systems thinking, school culture, communication of vision/goals, standards-based curriculum, instructional habits/abilities, and safety nets. The largest discrepancies between the principal and teachers were on the survey items having to do with leadership teams and college readiness.

Instructional leadership

The principal and teachers in School 16 were in agreement in areas having to do with instructional leadership. For example, the principal agreed that the school has an aligned curriculum for students across the grade, and 100% of teachers agreed that the school had well defined learning expectations for all students. The principal and teachers (100%) agreed that the administrator clearly defines standards for instructional practice. Eighty-two percent of teachers disagreed that the school administrator ignores weak teaching. Further, almost 91% of teachers agreed the school administrator “provides support for teachers when they are struggling.”

Leadership teams

Teachers and the principal were mixed regarding items having to do with leadership teams. For example, the principal rated him/herself as *highly developed* in “developing teacher leaders” and 100% of teachers agreed that their principal “promoted leadership development among teachers.” Furthermore, the principal agreed that “the schedule provides adequate time for collaborative teacher planning,” and 100% of teachers agreed that the “school administrator ensures that the school schedule is organized to accommodate professional learning communities.”

Systems thinking

In School 16, the principal and teachers were in agreement concerning items having to do with systems thinking. The principal rated him/herself as *moderate* in the area of “solving problems systemically by

examining the whole picture rather than isolated parts,” while 100% of teachers agreed with the statement, “my school administrator explores all sides of topics and seeks out alternative views.”

School culture

The principal and teachers were also in agreement on items pertaining to the school culture. For instance, this principal rated him/herself as *good* in “developing unity and teamwork among teachers.” Approximately 82% of teachers agreed that the principal created a culture where “all teachers feel responsible to help each other improve their instruction.” Also, 91% of teachers agreed that the principal, “creates an atmosphere of caring and trust,” and 100% of teachers reported that the principal “models a high level of professional practice.”

College readiness

When it comes to college readiness, there was some disagreement between the principal and the teachers at School 16. The principal agreed that teachers in the school prepare all students for college, and that most of the parents expected their children to go on to college. However, 18% of teachers disagreed that the school’s mission was to prepare all students to go on to post-secondary education.

Table 23

		Strongly disagree	Disagree	Agree	Strongly agree	Mean
Principal	Teachers in my school prepare all students for college.			X		
Principal	Most of the parents of students in this school expect their children to go on to college.			X		
Teacher	One of our school's missions is to prepare all students to go on to post-secondary education.	.0%	18.2%	54.5%	27.3%	3.09

Communication of vision/mission/goals

Teachers and the principal were in agreement on questions having to do with communicating the schools vision, mission, and goals. For example, the principal rated him/herself as *good* in the area of “generating enthusiasm for a shared vision for the school.” Furthermore, 100% of the teachers at School 16 agreed that the principal “creates consensus around purposes of their schools’ mission.”

Standards-based curriculum/alignment

The principal and teachers were in agreement on questions about standards-based curriculum and alignment. For instance, the principal agreed that he/she conveyed to teachers how important it was for classroom assessments to be carefully aligned to high performance standards, and that he/she “expects teachers to design lessons by working backward from the standards and assessments.” All of the teachers (100%) at School 16 agreed that the curriculum was clearly aligned with learning goals and that their student assessment practices were aligned with their curriculum.

Teachers’ instructional habits and ability

Again, the principal and teachers were in agreement on these items. The principal strongly agreed that “teachers have a sense of collective responsibility for student learning,” and that “teachers have the knowledge and skills they need to improve student learning.” The vast majority of teachers (91%) agreed that all students receive the same quality of instruction in their school. Furthermore, 100% of respondents agreed that teachers in the school have the skills to produce meaningful learning and that teachers are confident they will be able to motivate their students. The principal and 100% of the teachers also agreed that teachers view problems as issues to be solved not barriers to action.

Safety nets

Teachers and the principal were in agreement on whether they thought the schools safety nets were successful at getting struggling students back on track. For instance, the principal strongly agreed that the school has a range of differentiated safety nets available at the individual student level and that he/she ensures that the safety nets are successful in getting struggling students back on track. The majority of teachers agreed (91%), reporting that the school’s safety nets are successful in getting struggling students back on track.

School 17 – High School (N=15)

In School 17, the principal and several of the teachers were mixed on many of the comparison items. The principal and teachers were in agreement on items having to do with systems thinking and standards-based curriculum/alignment. There were disagreements in the areas of instructional leadership, leadership teams, school culture, college readiness, communication of vision and goals, teachers’ instructional habits/abilities, and safety nets.

Instructional leadership

There were several areas of disagreement between the principal and teachers in School 17 regarding items having to do with instructional leadership. For example, the principal strongly agreed that the school has an aligned curriculum for students across grades, and 80% of teachers agreed that the school had well defined learning expectations for all students. However, the principal strongly agreed that he/she is comfortable defining for their teachers what constitutes effective standards for instruction, but 47% of teachers disagreed that the school administrator clearly defines standards for instructional practice. The principal also strongly agreed that he/she buffers teachers daily from distractions to their instruction but 40% of teachers disagreed that their school principal buffered them from distractions to their instruction. Finally, the principal reported his/her skill level as *good* in motivating teachers who are reluctant to consider new instructional practices. Yet, 40% of teachers agreed that the school administrator ignores weak teaching. Furthermore, 29% of teachers disagreed that the school administrator provides support for teachers when they are struggling.

Leadership teams

Teachers and the principal were mixed regarding items having to do with leadership teams. For example, the principal rated him/herself as *highly developed* in “developing teacher leaders” and 80% of teachers agreed that their principal “promoted leadership development among teachers.” Also, the principal strongly agreed that “the schedule provides adequate time for collaborative teacher planning,” but 73% of teachers disagreed that the “school administrator ensures that the school schedule is organized to accommodate professional learning communities.” Further, 20% of teachers disagreed that the principal helps them find time for professional development.

Systems thinking

In School 17, the principal and teachers were not in agreement concerning items having to do with systems thinking. The principal rated him/herself as *highly developed* in the area of “solving problems systemically by examining the whole picture rather than isolated parts,” but over half, or 53% of teachers did not agree with the statement, “my school administrator explores all sides of topics and seeks out alternative views.”

School culture

The principal and teachers were mixed on items pertaining to the school culture. For instance, this principal rated him/herself as *good* in “developing unity and teamwork among teachers.” However, 60% of teachers did not agree that the principal created a culture where “all teachers feel responsible to help each other improve their instruction.” Also, 40% of teachers did not agree that the principal, “creates an atmosphere of caring and trust,” and 40% did not agree that the principal “models a high level of professional practice.”

College readiness

In terms of college readiness, there was some disagreement between the principal and the teachers at School 17. The principal agreed that teachers in the school prepare all students for college, and that most of the parents expected their children to go on to college. However, one-third (33%) of teachers disagreed that the school’s mission was to prepare all students to go on to post-secondary education.

Communication of vision/mission/goals

Again there was some disagreement between teachers and the principal on questions having to do with communicating the schools vision, mission, and goals. For example, the principal rated him/herself as *good* in the area of “generating enthusiasm for a shared vision for the school,” and agreed that there is a strong commitment in the school to a common set of goals. However, 40% of the teachers did not agree that the school administrator creates consensus around purposes of their school’s mission.

Table 24

	Please rate your own level of expertise in the following area:	Basic	Moderate	Good	Highly developed	Mean
Principal	Generating enthusiasm for a shared vision for the school.			X		
		Strongly disagree	Disagree	Agree	Strongly agree	Mean
Principal	There is a strong commitment in this school to a common set of shared goals.			X		
Teacher	My school administrator creates consensus around purposes of our school's mission.	6.7%	33.3%	53.3%	6.7%	2.60

Standards-based curriculum/alignment

The principal and teachers were in agreement on questions about standards-based curriculum and alignment. For instance, the principal strongly agreed that he/she conveyed to teachers how important it was for classroom assessments to be carefully aligned to high performance standards, and that he/she “expects teachers to design lessons by working backward from the standards and assessments.” The majority of the teachers (87%) at School 17 agreed that the curriculum was clearly aligned with learning goals and 80% agreed that their student assessment practices were aligned with their curriculum.

Teachers’ instructional habits and ability

The principal and teachers were mixed on these items. The principal agreed that “teachers in [the building] have a sense of collective responsibility for student learning,” and that “teachers have the knowledge and skills they need to improve student learning.” Eighty percent of teachers at School 17 agreed that all students receive the same quality of instruction in their school. Further, 100% of the respondents agreed that teachers in the school have the skills to produce meaningful learning and 85% agreed that teachers are confident they will be able to motivate their students. However, even though the principal agreed that “teachers in my school view problems as issues to be solved, not as barriers to action,” 46% of teachers did not agree that problems are viewed as issues to be solved not barriers to action.

Safety nets

There was some disagreement between teachers and the principal regarding safety nets. For instance, the principal agreed that the school had a range of differentiated safety nets available at the individual student level and strongly agreed that he/she would ensure that the safety nets were successful in getting struggling students back on track. However, 33% of teachers did not agree that the school’s safety nets are successful in getting struggling students back on track.

Highlights across Comparison Schools

Overall, there were three schools in which the majority of teachers agreed with the principal on most comparable survey items. Also, there were three schools where the principal and teachers were not in agreement on the majority of comparable survey items. Eleven of the comparison schools, however, had mixed agreement. Principals and teachers disagreed mostly on the survey items having to do with school safety nets (11 schools) and teacher instructional habits and ability (8 schools). On the other hand, principals and teachers across the comparison schools were mostly in agreement on items having to do with standards-based curriculum and alignment, and communication of school vision, mission, and goals.

Principal Interview Results

We conducted 10 phone interviews in November 2009 with principals who had completed the MPA. Interviews lasted approximately 30 minutes. Interview questions ranged from principals' general reactions to the Minnesota Principals Academy, their perceptions of the applicability of units/lessons to school environments, their current practices, and their perception of the impact of the MPA on their leadership beliefs and behaviors (Please see Appendix D for a complete list of principal interview questions). Interviews were recorded, transcribed, and analyzed based on themes that emerged through analysis. The following section is organized by these five categories: (1) the benefits of participating in MPA; (2) applying MPA lessons to the school environment; (3) the role of the principal in developing teacher leaders; (4) the most important thing principals learned from being a part of MPA; and (5) suggestions for improving the MPA.

(1) Benefits of Participating in the Minnesota Principals Academy

Principals identified five overall benefits of participating in the MPA including, gaining a big picture perspective, building confidence, networking, learning how to be an instructional leader, and gaining practical tools.

Gaining a big picture perspective. Several interviewees reported that the first three units, *The Educational Challenge*, *Principal as Strategic Thinker*, and *Elements of Standards-Based Instructional Systems and School Design* were the most useful MPA units. Specifically, principals talked about learning how to create systemic change in their schools through building a framework around strategic thinking, planning, and implementing standards-based instructional systems. As one interviewee said, "It increased my overall understanding of a standards based approach to education." In general, respondents said that MPA provided them with the big picture and gave them opportunities to reflect on their own practice. For example, one principal said that during the MPA principals were "reflecting constantly" on their practice, thinking about the implications of their decisions, and "looking at the role of leadership in an era of high accountability."

Building confidence. In addition to the opportunity to reflect on their own practice, three principals indicated that MPA helped them to gain confidence. For instance one principal stated:

It gives you confidence as a leader. You wonder sometimes, am I on the right track or not? [The MPA was] an extreme confidence builder and I've been in the business for awhile.

Another principal said that because of the MPA, they now have the research knowledge and understand best practice in core subject areas. For example, one principal said:

The thing I walked away with was confidence. Confidence in knowing I had the background and the knowledge to make good decisions.

Networking. In addition to building confidence, principals said that the opportunity to network and share ideas with other principals in the MPA was invaluable. As one principal said, "The ability to sit, listen, bounce ideas off other principals in this setting was to me, by far and away, the best thing." Other participants echoed this sentiment and said that the other principals and the facilitators were fabulous resources for the principals. Another principal said that "the opportunity to collaborate with others and learn and grow was a great experience." Principals also said that they liked having the cohort model because it provided a little "peer pressure" to be prepared and participate in the discussion.

Learning how to be an instructional leader. In addition, several respondents talked about how MPA helped them gain strategies to become better instructional leaders. For example, one principal said:

I got a lot of strategies on how to be an instructional leader like setting clear high standards for the school. We are working on aligning our instruction across the board, like the vertical and horizontal alignment, we are aligning our assessment as well.

Other participants said that MPA helped them move from managers to leaders and provided them with good team building models. One of those principals stated:

To move from a manager to a leader, the number one thing we should be doing is spending time in the classrooms, looking at the curriculum, assessing student work and focusing on those issues as a priority in our day.

Gaining practical tools. In the interviews, principals talked more about strategic thinking and big picture ideas that they gained from being a part of the MPA than practical applications or specific lessons. However, some principals mentioned that lessons on PLCs and safety nets were the most applicable. Other principals mentioned that the MPA used a "best practices approach" during the math, literacy and science units, which they felt was very useful. For instance, a few interviewees said that they gained content specific tools through the math and science units as well as teacher observation tools that they applied to their own setting. Another principal reported that during the unit on math, participants learned a new math curriculum that "has a lot of potential for targeting at risk kids with lower math

skills.” Lastly, several principals said that they enjoyed the materials they were given and continued to use the books as references.

(2) Applying the Minnesota Principals Academy Lessons to the School Environment

When asked what pieces of the MPA were the hardest to implement in their own settings, principals had a variety of answers that did not fall into any general category. For example, respondents said that promoting PLCs, aligning instruction, school design, strategic thinking, the math concepts, and actually creating changes in their schools after taking part in the MPA were difficult. On the other hand, when asked what pieces of the MPA were easiest to implement or apply to their own settings, participants stated that it was easier to implement the lessons on literacy, math evaluation, science, anything having to do with curriculum, writing a vision statement, developing safety nets, coaching, and shifting from a disciplinarian to an instructional leader.

Although principals differed considerably on which units or lessons were harder or easier to implement, participants did report that as a result of being a part of the MPA, they changed structures in their school, their practices, and their beliefs. The following section details the changes principals said they have made.

Changes in school structures. Principals reported changes in school structures such as changing the school schedule, aligning their instructional systems with their standards, creating safety nets, establishing a parent group focused on student achievement, implementing new classes or curriculum, and creating new teacher teams.

In order to help students who are struggling in different courses, principals reported adding classes, modifying schedules, and creating other kinds of safety nets. For example one principal specified that they created a “ramp up” algebra class for students who struggled in Algebra I. Similarly, one principal created new instructional supports for students failing Algebra II. A different principal indicated that the school switched from a block schedule to a new schedule as a result of the MPA. Another principal said:

[We] created safety nets to support success of all students, so we developed the success Academy, after school tutoring, a pyramid of intervention, focusing on school climate and the culture of our school, how do we give more recognition for the good things we have going, school spirit committee was formed, a site leadership council was formed this year.

Principals also spoke about aligning their instructional systems with their standards and some principals also implemented new curriculum based on those standards. For instance, one principal reported that he/she built a new framework around high performing schools that includes standards and aligned curriculum. Another principal “tightly aligned instructional system to standards.” Lastly, one principal reported that the school established a literacy team that has “explored the notion of inquiry-based lessons as opposed to being bound to the text book.”

Changes in principal practices. Interviewees talked about a variety of changes they have made in their day-to-day practices, such as getting out into classrooms more often, creating school vision and mission statements, and collecting and using data more often to make decisions. Principals also indicated that they practice using strategic thinking and use the framework for high performing schools to align standards, curriculum, and instruction. Another principal said:

Now I realize that it is always ok to say (1) I don't have the answers right now but I'll look into it, I'll check, and (2) let me get back to you. It's never a bad thing to say please give me some time to think about this and look at the implication of whatever I'm going to tell you.

Changes in principal beliefs. Principals also noted that the MPA changed their beliefs concerning such topics as standards and standards-based curriculum, the process of school change, and how to be an ethical leader. One principal said that the MPA “took all the puzzle pieces that were out there for me and gave me a model that kind of clicked with me. It gave me a stronger knowledge based to have discussions with teachers and leadership teams.” Another principal reported that when decisions are made he/she tries to look at events from many different angles first.

(3) Developing Teacher Leaders

One of the lessons that MPA teaches is that principals cannot do their job alone and that they should utilize and develop teacher leaders. Interviewees reported that currently teachers hold a variety of leadership roles, such as being in charge of advisories or academies (n=2), teacher teams (n=3), site or building level teams (n=3), committees (n=1), PLCs (n=6), professional development teams (n=5), and a few principals said that their teachers are in charge of staff meetings (n=3). Principals reported several ways in which teacher leadership and capacity were being developed, including using in-house consultants, staff development or teacher training, and principal-to-teacher coaching. In addition, one principal said he/she encouraged teachers to be “risk-takers” and another indicated that he/she often steps back and lets the teachers take the lead. One principal, however, reported that no specific support is available to help develop teacher leaders at their school.

When asked how they know when teachers have made changes in their behavior, seven of the 10 principals said they know when they observe or walk through teacher classrooms. Three principals said they know by looking at student work. Others said they know changes are being made when they see fewer student behavior problems, when student achievement rises, and when staff self report changes. Other ways principals reported knowing there were changes in teacher behavior were by asking students directly, having teachers observe one another and reporting back to them, and by providing common study groups and book discussions.

(4) Most important thing learned from MPA

Interviewees were mixed on what they thought was the most important thing they learned from being a part of the MPA. Several principals praised the program overall. For example, one principal said that MPA helped them “to gain purpose and direction,” and another one stated, “It was the best training I’ve had, bar none.” Another principal indicated that all principals should have this training. One interviewee said that he/she did not receive any of this information in a doctoral program, and that, “This is the work we are being asked to do in public education and principals need the tools to do the work and I didn’t have the tools prior to this training, most principals don’t.” Similarly, another principal said:

[MPA] has made me a better administrator rather than anything else, and more importantly a better learner. Because now I look at things more critically and when I make decisions I make more strategic decisions and you can’t put a price tag on that; so I am forever grateful for being a part of that community of learners and exercises.

Other principals reported that the MPA gave them the skills they needed to lead their school system around high standards for all students. Also principals said that the MPA gave principals a sense of urgency to improve schools, and one interviewee noted that the MPA “shows [principals] all of the possibilities and challenges that are out there.” A few interviewees were more specific and mentioned that the most important thing they learned from being a part of the MPA was a sense of urgency, an emphasis on standards-based education systems, strategic thinking, and instructional leadership. Two principals mentioned the importance of developing leadership capacity in teachers.

(5) Suggestions to Improve the Minnesota Principals Academy

Principals gave a couple of suggestions for improving the Minnesota Principals Academy such as updating videos and other materials, and including teachers in the program. Principals were mixed on whether or not there was enough time during the MPA for principals to discuss topics and collaborate. Four principals thought it was not enough time, and one thought that there was too much time spent discussing topics with other principals. One principal that thought there was not enough time said, “We don’t have opportunities to do that [discuss] and we all came into this with the hope of being able to do so, and being able to continue it now that it is over and we haven’t had the chance.” Similarly, another principal said:

...no fault of the facilitators but every session we were at we’d be just getting into some good rich discussion and I feel like it was one area we were cut short. [We could] go through it [the MPA program] again and spend less time on content and more on reaction and discussion and it would be just as beneficial.

One principal said that “the units where you didn’t have the opportunity to collaborate weren’t as meaningful.” On the other hand, a different principal indicated he/she had mixed feelings on whether or not there was a need for more discussion and collaboration. The principal reported:

We were able to discuss things in small groups—more time on that I don't know if it would be necessary because I can't help anyone in another district anyway, when I don't know what that district is doing, I'm not entrenched in the culture, etc. There could be a whole different set of circumstances, I don't know if it's a good use of anybody's time.

Although principals were mixed on the issue of time allotted for discussion and collaboration, five of the 10 interviewees thought that the MPA devoted just enough time to these activities and did not think there was a need to change. However, it is important to note that a few principals said that their cohort met outside of the MPA hours.

Overall, principals identified five primary benefits of participating in the MPA. They discussed that they gained a big picture perspective, built confidence, were provided networking opportunities, learned how to be an instructional leader, and received practical tools. During interviews many reported that they have made changes in their buildings and in their professional practice due to what they learned in the Minnesota Principal Academy.

Facilitator Interview Results

We conducted eight phone interviews with facilitators in November, 2009. Four of the eight facilitators interviewed are currently working as principals. Interview questions focused on the overall perceptions of the teaching of MPA units, the applicability of units/lessons to school environments, and the relevancy of topics to principal levels and settings. In addition, facilitators shared their views on the amount of time for principals to process the information, and general feedback for program directors (Please see Appendix E for a complete list of facilitator interview questions). Interviews were recorded, transcribed, and analyzed based on themes that emerged from analysis. The following section is organized based on these five categories or themes: (1) overall perception of the facilitator role; (2) applying the MPA lessons to the school environment; (3) the most important lessons learned from MPA; (4) overall praise for MPA; and (5) suggestions to improve the MPA. Interviewees reported that they facilitated units 1, 2, 3, 4, 6, 8, 9, 10, and 11. The frequency of facilitation was between one and four times.

(1) Overall Perception of the Facilitator Role

Facilitators gave feedback on their experiences teaching MPA units including: (1) the ease of facilitation; (2) the level of flexibility in units; (3) the amount of time to cover materials and for principals to process information; and (4) whether or not there were any cohort effects.

Ease of facilitation. There were differing opinions on which units were difficult to teach. A few of the facilitators said the lessons were not difficult to teach at all. Those who reported difficulty facilitating certain units said the degree of difficulty was influenced by several factors including the cohort and the material. Another facilitator said he/she had trouble teaching one unit because of its abstract nature

and a different facilitator said that it was difficult to promote understanding of the components in the unit on math:

[The] hardest thing for me to teach is difference between the conceptualization of math, the problem solving, and the rote learning of math. They have the triangle there that is part of the curriculum and getting the people to understand how we teach conceptualization over the other two is the hardest [part].

On the other hand, one interviewee reported that facilitating the units was easy because when they taught their unit, the principals already had a good understanding of what makes a good teacher. Another said it was easier to teach units if districts had already provided training that prepared principals for the MPA training and it also depended on how fast the district adopted standards. According to one facilitator, safety nets, formative assessment, and certain individual components were easy for principals to understand.

The facilitators noticed differences in how principals responded to certain units. For example, they indicated principals were often stimulated by reading and online activities, seemed to favor units when they had background experience in that topic, and responded positively when they saw an immediate connection to the work that they were doing in their schools. In addition, one facilitator reported that participants with previous exposure to other coaching may have trouble separating the coaching in other curricula with the coaching in this one.

Level of flexibility in units. Most (75%) of the respondents did not find the prescriptive nature of the units and lessons constraining. The facilitators did report that the units contained a lot of information and that they made choices about how to divide time for each activity. For instance, one facilitator reported:

It's like being an actor and you're given a script but without the script you may miss some key pieces. So these are the key pieces and these are the ways we may address them. It's constantly been a monitor and adjust process.

The curriculum was identified as flexible, which allowed facilitators to use Minnesota data and to insert their own ideas. Facilitators indicated they were able to use their own experiences to make lessons more relevant. As one facilitator said:

The material was fairly comprehensive. I did feel as though we could supplement to make it more focused on Minnesota, but I didn't feel it was so prescriptive that I wasn't allowed to do that.

Only two facilitators found that the curriculum was constraining. However, both respondents reported the curriculum was constraining when they thought the unit or particular lesson did not allow them to tailor to a particular cohort group, and when facilitators had to follow the larger model instead. For example, one facilitator said, "The only time it's constraining is when it doesn't allow for differences for our state or things that pertain particularly to us."

Amount of time to cover materials and for principals to process information. There was a mixed reaction concerning the amount of time spent on the material. For example, one facilitator thought that in certain units/sections principals had more opportunities “to really sit down and apply and reflect on how we can use it” than in other sections. According to another facilitator, the time spent on the material appeared to be ideal for one cohort, but not for another. Another facilitator reported the amount of time spent on materials during the training was enough, but thought that more follow-up was needed when the program ended. For example, this facilitator said:

When they're going through the program that's enough time, that's all the time a lot of principals can afford. But I think that when it is done, it just can't be done; I think we need to enlist some retired principals who continue and work with installing some of these lessons they learned through the program into the day-to-day activities of their job.

Two facilitators reported that there was not enough time to cover the amount of material. Due to the depth of material covered, the sessions were fast paced and one facilitator reported that the session was rushed. However, facilitators acknowledged that participants receive an overview of the topics and are given resources to do more on their own time.

Two facilitators thought there was enough time to process info, but not enough to think about how they can use the information in their own setting. For example, one facilitator who is also currently working as a principal said:

...we need more time to think about how to apply, to think about how does this fit with my school? We're trying to figure out how do we take it and get people to use the information in our school.

One facilitator thought that principals would benefit from more time to think about how to apply the lessons, or more time between units to allow principals to “loop back” to previous units.

Cohort effects. All eight facilitators reported experiencing cohort effects. Several facilitators reported that the makeup of each group impacted the type of discussions that the group had. For example, one facilitator indicated that a more diverse group contributed to a variety of perspectives. Another reported that with the Minneapolis/St. Paul cohort, the discussion was focused on the unique circumstances in the two large urban districts. Another facilitator said:

I liked that different principals brought different experiences to the table so everyone can learn what was happening from the state of Minnesota, so the focus wasn't on what they personally knew, we could reach beyond that, and understand some implications of what goes on in other places as well.

Five interviewees identified factors that contributed to a productive cohort. These included a trusting/safe environment, familiarity between participants, the level of preparation for discussion, and the degree to which participants wanted to be there and believed the program made a difference for them. In addition, facilitators' expectations for training were varied. Specifically during the coaching

unit, some principals wanted coaching in one area more pertinent to their schools while others would have preferred focusing on other areas of training.

(2) Applying the Minnesota Principals Academy Lessons to the School Environment

The majority of facilitators (75%) believed that the program was applicable to school environments. The program had several components that increased its relevance for principals, including: (1) the program is applicable because it addresses holding teachers accountable which is a difficult part of the job; (2) it allows facilitators to use the model and incorporate what principals are doing in their schools rather than just providing arbitrary examples; and (3) the units help principals put the work they are doing into a frame of reference.

The facilitators also indicated that the program's relevance increased by addressing the standards-based movement in education and by giving the cohort tools to work with. For example, one facilitator said:

It is really applicable. We incorporated time for them [principals] to use the model and incorporate what was happening in their schools. It wasn't just arbitrary or using the examples we had them leave with next steps.

Most of the facilitators (six out of eight) thought that the components addressed issues relevant for principals at all levels and in all settings. These facilitators identified several factors that increased the program's applicability for principals. These included the program's emphasis on best practice, the systematic approach, and examples in the units which address specific concerns in the populations (of all levels) that the principals' schools serve. One facilitator said:

I think if we went to a solely high school or solely elementary model I don't think we would have gotten the attention we could have. We honed in on business models because then they didn't identify with a grade level. Those were really well received.

Some of the facilitators reported that the feedback received confirmed that the program reaches principals at all school levels. Another facilitator said:

I think they're all relevant. I think in the technological age we live in any school can be as contemporary as any other school no matter where they are geographically. For elementary, middle, high, issues were addressed to be useful to all levels.

Of the two facilitators that did not think MPA was applicable to all levels and settings, only one provided explanation. The facilitator reported that there was more urgency around AYP issues for urban rather than rural schools due to the demographics that these schools serve. Others thought that although it reached all levels, principals would run information through their own personal filter (i.e. urban-rural-suburban, elementary-middle-high).

(3) Most Important Lessons Learned from MPA

Facilitators identified five important lessons that principals learned from being a part of the MPA. First, facilitators indicated that principals learn how to be an instructional leader and many thought that the portions dedicated to instruction were the most important. As one facilitator said, “Being an instructional leader intentionally and deliberately focused on student achievement can make a difference for all kids.” The MPA, according to another facilitator, provides principals with the tools they need and teaches them how to use those tools in order to become instructional leaders in their buildings.

Second, facilitators reported that principals learn that they cannot do business “as usual.” As one facilitator said, “We can’t continue to do business as usual and if we’re going to expect outcomes that we see from other places then we really need to examine how we do business.”

The third lesson facilitators learned was that principals must continue to learn and grow because they have a tremendous amount of responsibility with their job. As one facilitator said:

We have to keep learning. Just because we found a leadership position doesn’t mean we still don’t have a lot to learn and that to learn in a collaborative setting, because we don’t always have the best idea, and to hear what other people are doing and to be a peer reviewer and to have other people help us with reflection, I think that’s probably one of the best aspects.

The fourth lesson facilitators learned was that principals’ day-to-day actions “need to be done with thought and strategic intent,” or, as another facilitator put it, principals need to “be deliberate with their personal agenda and focus.” One facilitator mentioned that, because the world is changing, principals and other staff in the building need to change with it.

Lastly, facilitators reported that the MPA teaches principals how to approach systemic reform.

(4) Overall Praise for the Minnesota Principals Academy

Overall, facilitators praised the MPA and reported that it was a great program. Several facilitators who are currently working as principals indicated that the program changed their practice. For instance, one interviewee said:

I’m a big proponent of it. It’s changed the way I do things within my building. It’s changed for the positive. I have reading and math scores to prove it since I left the program our scores have gone up directly through some of the stuff I’ve implemented from the program.

Another facilitator/principal said that the program was “a fabulous experience. It was life changing, career changing for me. I always feel really lucky I got to go through it.” In another facilitator’s words:

From the principals that I know that are very high caliber they speak very highly of the curriculum; they speak very highly of the work that we are doing, many say we haven't been stimulated at this level for quite a while so they are appreciative of that.

Facilitators also specified that they hoped the program continues to grow and reaches more principals across the state. A few facilitators expressed concern that the program would not continue even though, in their view, it should expand. For example, one facilitator said:

It is an outstanding program I think it's really a good idea and I'd hate to see this as one of those things where there is a lots of enthusiasm and energy and you've got a program working and then two years later, its last year's thing...The research continues to say that what happens in the leadership role makes a huge difference for education, student achievement, public education, so its concerning that again we may have an example of, we really know an awful lot about a lot of things and the flaw in our delivery system is that we don't put what we know in use.

(5) Suggestions to Improve the MPA

Keep cohort sizes small. Facilitators suggested several ways to improve the MPA. For example, one facilitator suggested keeping cohort sizes small because

...bigness can create isolation meaning you may end up sitting with the same people time after time. There needed to be more interaction amongst us that didn't allow us to float back to our usual comfort zone.

Strengthen literacy and math units. One facilitator suggested strengthening the literacy and math component of the curriculum because some of the components were “a little bit vague.”

Tailor more to Minnesota. One facilitator indicated that it would be a good idea to convene a group of MPA graduates after they have been out a few years and figure out how to incorporate Minnesota data and examples into the curriculum.

Keep information current. Two facilitators mentioned that some of the materials and curriculum were outdated. These facilitators suggested updating information on a regular basis, incorporating newer articles, and more specifically updating the opening unit. One interviewee indicated that using *The World is Flat* as a world view may be outdated. However, another facilitator had a different view and mentioned that the program was “living” and therefore was constantly changing. The facilitator also said, “Every time I do the unit it has changed and that's because things do keep changing. This is not old, it is constantly fresh.”

Institute attendance rules. One facilitator thought it was important that principals commit to the program, attend every session (or at least nearly all sessions), participate fully in discussions, and finish the program.

Add more time for professional conversations. One facilitator reported it would be helpful to add an electronic structure or add more time in sessions (like a senior seminar) to “regroup and have some professional conversations” on what principals learned, how they plan to use the materials, and how they integrate lessons into their practice. The facilitator also mentioned it was important to discuss what worked and what did not work in their buildings. He/she also suggested it would be valuable to have continued professional check-ins on how focused the principals are with the material.

Add a follow-up component. A few facilitators suggested instituting a follow-up component or as stated in an earlier section, adding a mentoring component to help principals implement what they learned at the MPA.

Continue to use high quality facilitators. As one facilitator stated, “The quality of the facilitator makes a huge difference.”

Do not schedule sessions at the beginning or end of the school year. One facilitator mentioned that it was hard for many principals to get away from their buildings either at the beginning or at the end of the school year.

Add unit or lesson on ELL and special education. One facilitator thought that the MPA should add more information or an entire unit on teaching these specific groups of students.

Unit Evaluation Results

Program coordinators provided participants with evaluations to complete after each day of the MPA. Unit evaluations included questions about how challenging and comprehensive the content was, the effectiveness of the facilitator, the applicability of the information, the readings, videos, computer-based activities, and the materials provided. Finally, participants were asked if the program met their expectations.

Overall participants provided positive feedback on the sessions. When asked if the program met their expectations, every unit had 90% or more of the respondents report they agree. Of the thirteen units included, Unit 1: “The Educational Challenge” had a slightly lower level of agreement than the other units. The area with the highest level of disagreement in this unit was with the statement “the computer-based activities prepared me for the content covered in class,” where more than one-third of respondents disagreed. The session evaluation findings echo the sentiment expressed in the surveys and interviews as well—overall, participants had a positive experience with the MPA and they provided positive feedback (See Appendix C for results tables).

Section IV. Conclusions

The purpose of the Minnesota Principals' Academy (MPA) is to create a statewide network of district and charter school leaders who are motivated and have the skills to create and sustain schools in which all students are on the path to college readiness by the end of high school.

MPA is modeled after The National Institute for School Leadership (NISL) which focuses on the key principles of learning, teaching and curriculum. More specifically, according to program coordinators, the MPA program goals include: (1) the principal spends at least 50% of his/her time on instructional activities; (2) school staff confirm that the principal focuses on continual instructional improvement; (3) the principal has shared leadership with teachers and staff; (4) the school has a clear structure of safety nets; (5) the school has implemented a formal teacher-led instructional improvement model; and (6) data are used in assessment of instruction and student performance. Below is a summary of evaluation results:

- Overall, participants were actively engaged in the MPA sessions.
- Even though one of the main goals of the MPA is to create schools where all students are on the path to college readiness, 29% of principals disagreed that teachers in their school prepare all students for college. However, only 17% of teachers disagreed that one of their school's missions is to prepare all students to go on to post-secondary education.
- One of the key learning principles is that effort produces achievement. All responding principals agreed with the survey item, "Student effort is more important than natural ability in producing achievement."
- Less than one-third (30%) of principals reported spending at least 50% of his/her time on instructional leadership. More than half (55%) reported spending at minimum 50% of his/her time on organizational management.
- Close to all principals reported that they are comfortable defining for their teachers what constitutes effective instructional practice, and most teachers, about 82%, reported that their school administrator clearly defines standards for instructional practice.
- When asked how often they model instructional strategies for teachers, only 6% of principals reported doing so on a weekly basis. Forty-five percent of principals said they model instructional strategies once or twice a month and nearly half (49%) said they do so less than monthly.
- Overall, the majority of teachers reported that their principal shares leadership and encourages teacher leadership development. For example, 86% of teachers said their principal promotes leadership development among teachers. In addition, 85% of principals reported that

administrators and teachers collectively plan who will provide leadership for initiatives. Principals also rated their level of expertise in developing teacher leaders as primarily *good* (51%) and *excellent* (32%).

- Although one goal of the MPA is for principals to have a clear structure of safety nets, principals and teacher responses to survey items varied. For example, one-third of teachers disagreed that their school's safety nets are successful in getting struggling students back on track. On the other hand, 83% of principals said that they ensure their safety nets are successful in getting these students back on track.
- Overall principals and facilitators praised the quality of the program. Principals were asked to rate the quality of the MPA compared to other leadership development programs outside of their degree program. Eighty-one percent of respondents rated the quality of the MPA as *excellent* and 17% rated it *good*. Only one respondent rated it as *average*.

Both principals and facilitators gave a number of recommendations to improve the MPA. These include:

- Update videos and other materials/keep information current;
- Include teachers in the program;
- Keep cohort sizes small;
- Strengthen literacy and math units;
- Tailor more to Minnesota;
- Institute attendance rules;
- Add more time for professional conversations (either during the MPA or via web networks);
- Add a follow-up component (such as mentoring or regular check-ins);
- Continue to use high quality facilitators;
- Do not schedule sessions at the beginning or end of the school year; and
- Add a unit or lesson on ELL and special education.

Appendix A

Principal Survey Frequencies (N=48)

To what extent do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
1: We provide an aligned curriculum for students across the grades.	0 .0%	3 6.3%	34 70.8%	11 22.9%	3.17
2: There is a strong commitment in this school to a common set of shared goals.	0 .0%	3 6.3%	23 47.9%	22 45.8%	3.40
3: Our school improvement plan drives teachers' professional development.	0 .0%	4 8.3%	24 50.0%	20 41.7%	3.33
4: Administrators and teachers collectively plan who will provide leadership for initiatives.	0 .0%	7 14.6%	26 54.2%	15 31.3%	3.17
5: The schedule provides adequate time for collaborative teacher planning.	4 8.3%	16 33.3%	21 43.8%	7 14.6%	2.65
6: We have a range of differentiated safety nets available at the individual student level.	0 .0%	15 31.3%	19 39.6%	14 29.2%	2.98
7: Most of the parents of students in this school expect their children to go on to college.	1 2.1%	12 25.0%	24 50.0%	11 22.9%	2.94
8: Team leadership at all levels focuses on the guidance, direction, and support of sustained improvement in instructional practice and student learning.	0 .0%	3 6.3%	32 66.7%	13 27.1%	3.21
9: I have established a clear, written statement of learning and teaching principles for teachers to guide their improvement efforts.	0 .0%	16 33.3%	28 58.3%	4 8.3%	2.75
10: I have established an effective data management system to collect student performance data continuously throughout the school year.	0 .0%	8 16.7%	32 66.7%	8 16.7%	3.00
11: I am comfortable defining for my teachers what constitutes effective standards for instructional practice.	0 .0%	1 2.1%	37 77.1%	10 20.8%	3.19
12: I expect teachers to design lessons by working backward from the standards and assessments.	0 .0%	4 8.3%	28 58.3%	16 33.3%	3.25

Scale: 1 = Strongly Disagree, 4 = Strongly Agree

To what extent do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
13: I ensure that our school's safety nets are successful in getting struggling students back on track.	0 .0%	8 17.0%	22 46.8%	17 36.2%	3.19
14: Student effort is more important than natural ability in producing achievement.	0 .0%	0 .0%	19 39.6%	29 60.4%	3.60
15: I ensure that the school has a standards-based instructional system that is aligned with high performance standards.	0 .0%	4 8.5%	28 59.6%	15 31.9%	3.23
16: I am clear in my expectation that teachers will regularly meet to assess student work against the standards.	0 .0%	13 27.1%	29 60.4%	6 12.5%	2.85
17: I convey to teachers how important it is for classroom assessments to be carefully aligned to high performance standards.	0 .0%	4 8.3%	33 68.8%	11 22.9%	3.15
18: My participation in the Minnesota Principal's Academy has significantly changed my professional practice.	0 .0%	0 .0%	11 22.9%	37 77.1%	3.77
19: Participation in the Minnesota Principal's Academy has helped me to sort out difficult ethical issues or dilemmas in my school.	0 .0%	5 10.4%	20 41.7%	23 47.9%	3.38

To what extent do you agree or disagree that teachers in your school...

	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
20: Are able to accurately monitor the progress of their students?	0 .0%	5 10.4%	30 62.5%	13 27.1%	3.17
21: Have a sense of collective responsibility for student learning?	1 2.1%	3 6.3%	24 50.0%	20 41.7%	3.31
22: Have the knowledge and skills they need to improve student learning?	0 .0%	4 8.5%	36 76.6%	7 14.9%	3.06
23: Have sustained conversations among themselves about instructional practices?	0 .0%	6 12.5%	33 68.8%	9 18.8%	3.06
24: Prepare all students for college?	1 2.1%	13 27.1%	30 62.5%	4 8.3%	2.77
25: View problems as issues to be solved, not as barriers to action?	1 2.1%	8 16.7%	29 60.4%	10 20.8%	3.00

How often do you...

	Daily	2-3 times a week	Weekly	1-2 times a month	Less than monthly	Mean
26: Discuss instructional issues with your teachers?	9 19.1%	8 17.0%	15 31.9%	13 27.7%	2 4.3%	2.81
27: Visit classrooms to briefly observe instruction?	16 34.0%	13 27.7%	14 29.8%	4 8.5%	0 .0%	2.13
28: Watch an entire lesson when observing classroom instruction?	0 .0%	4 8.5%	23 48.9%	19 40.4%	1 2.1%	3.36
29: Model instructional strategies for teachers?	0 .0%	0 .0%	3 6.4%	21 44.7%	23 48.9%	4.43
30: Give teachers specific ideas for how to improve their instruction?	1 2.1%	11 23.4%	17 36.2%	14 29.8%	4 8.5%	3.19
31: Ask teachers about their use of data in instructional decision making?	4 8.5%	12 25.5%	17 36.2%	12 25.5%	2 4.3%	2.91
32: Make judgments about teacher performance based on student-level data?	0 .0%	6 12.8%	8 17.0%	20 42.6%	13 27.7%	3.85
33: Use research evidence in your decision making?	15 31.9%	11 23.4%	11 23.4%	10 21.3%	0 .0%	2.34
34: Attend teacher professional learning community meetings?	0 .0%	4 8.5%	18 38.3%	17 36.2%	8 17.0%	3.62
35: Buffer teachers from distractions to their instruction?	31 66.0%	3 6.4%	7 14.9%	5 10.6%	1 2.1%	1.77
36: Provide or locate resources to help staff improve their teaching?	11 23.4%	12 25.5%	14 29.8%	9 19.1%	1 2.1%	2.51
37: Confront ethical dilemmas and have to make decisions in a high pressure accountability culture?	23 50.0%	2 4.3%	6 13.0%	8 17.4%	7 15.2%	2.43

Scale: 1 = Daily, 5 = Less than monthly

How often do...

	Greater than monthly	Monthly	3-5 times a year	Annually	Mean
38: You communicate to the community your commitment to the achievement of high performance standards by all students?	11 23.4%	22 46.8%	8 17.0%	6 12.8%	2.19
39: You rely on systematically collected evaluation data about your school in making decisions?	10 22.2%	14 31.1%	15 33.3%	6 13.3%	2.38
40: Teachers observe each other's classrooms?	3 6.7%	4 8.9%	11 24.4%	27 60.0%	3.38

Scale: 1 = Greater than monthly, 4 = Annually

Please rate your own level of expertise in the following areas:

	Basic	Moderate	Good	Highly developed
41: Developing unity and teamwork among teachers.	0 .0%	6 12.8%	26 55.3%	15 31.9%
42: Developing teacher leaders.	1 2.1%	7 14.9%	24 51.1%	15 31.9%
43: Motivating teachers who are reluctant to consider new instructional practices.	1 2.1%	8 17.0%	34 72.3%	4 8.5%
44: Generating enthusiasm for a shared vision for the school.	0 .0%	6 12.8%	28 59.6%	13 27.7%
45: Analyzing and interpreting student assessment data.	0 .0%	6 13.0%	21 45.7%	19 41.3%
46: Using student achievement data to make decisions.	0 .0%	3 6.4%	22 46.8%	22 46.8%
47: Solving problems systematically by examining the whole picture, rather than isolated parts.	1 2.1%	3 6.4%	19 40.4%	24 51.1%

Scale: 1 = Basic, 4 = Highly Developed

	Poor	Average	Good	Excellent	Mean
49: How would you rate the quality of the Minnesota Principal's Academy as compared to other leadership development programs in which you have participated outside of your degree program?	0 .0%	1 2.1%	8 17.0%	38 80.9%	3.79

Appendix B

Teacher Survey Frequencies (N=448)

	Less than 1 year	1-3 years	4-6 years	More than 6 years
2: How long have you been a teacher at this school?	0 .0%	77 17.2%	89 19.9%	282 62.9%

To what extent do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
3: All students receive the same quality of instruction in our school.	19 4.3%	120 26.8%	237 53.0%	71 15.9%	2.81
4: In our school, we have well defined learning expectations for all students.	6 1.4%	68 15.3%	263 59.2%	107 24.1%	3.06
5: One of our school's missions is to prepare all students to go on to post-secondary education.	9 2.0%	66 14.8%	235 52.7%	136 30.5%	3.12
6: Our school's curriculum is clearly aligned with learning goals.	7 1.6%	54 12.2%	262 59.0%	121 27.3%	3.12
7: Our student assessment practices are aligned with our curriculum.	5 1.1%	56 12.6%	296 66.4%	89 20.0%	3.05
8: Our school's safety nets are successful in getting struggling students back on track.	25 5.6%	121 27.1%	244 54.7%	56 12.6%	2.74
9: When a conflict arises, our principal addresses the issue promptly.	28 6.3%	47 10.6%	220 49.5%	149 33.6%	3.10
10: The principal in this school invites feedback from parents.	9 2.0%	28 6.3%	249 56.3%	156 35.3%	3.25
11: Our principal is responsive to the needs and concerns expressed by community members.	10 2.3%	30 6.8%	260 59.0%	141 32.0%	3.21
12: If my principal promises to do something, she/he follows through.	23 5.2%	55 12.4%	221 49.8%	145 32.7%	3.10
13: In our school, problems are viewed as issues to be solved, not as barriers to action.	13 2.9%	60 13.5%	245 55.2%	126 28.4%	3.09

To what extent do you agree or disagree with the following statements? My school administrator...

	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
14: Models a high level of professional practice.	15 3.5%	41 9.4%	193 44.5%	185 42.6%	3.26
15: Clearly defines standards for instructional practice.	12 2.8%	67 15.6%	219 51.0%	131 30.5%	3.09
16: Buffers teachers from distractions to their instruction.	26 6.0%	98 22.8%	215 50.0%	91 21.2%	2.86
17: Ignores weak teaching.	79 18.4%	240 55.8%	91 21.2%	20 4.7%	2.12
18: Provides support for teachers when they are struggling.	22 5.1%	78 18.2%	267 62.4%	61 14.3%	2.86
19: Encourages teachers to observe one another's classrooms.	19 4.4%	111 25.8%	213 49.4%	88 20.4%	2.86
20: Allows time for teachers to observe and provide instructional feedback to each other.	26 6.0%	159 37.0%	189 44.0%	56 13.0%	2.64
21: Promotes leadership development among teachers.	17 3.9%	50 11.5%	243 56.1%	123 28.4%	3.09
22: Ensures wide participation in decisions about school improvement.	29 6.8%	68 15.9%	220 51.3%	112 26.1%	2.97
23: Ensures that the school schedule is organized to accommodate professional learning communities.	35 8.2%	101 23.5%	190 44.3%	103 24.0%	2.84
24: Helps us find the time for professional development.	15 3.5%	86 20.0%	250 58.3%	78 18.2%	2.91
25: Explores all sides of topics and seeks out alternative views.	22 5.2%	79 18.5%	260 60.9%	66 15.5%	2.87
26: Is effective in building support for the school's improvement efforts.	20 4.7%	42 9.8%	269 62.9%	97 22.7%	3.04
27: Creates consensus around purposes of our school's mission.	15 3.5%	69 16.0%	264 61.4%	82 19.1%	2.96
28: Has created a culture where all teachers feel responsible to help each other improve their instruction.	17 4.0%	108 25.2%	228 53.1%	76 17.7%	2.85
29: Develops an atmosphere of caring and trust.	31	65	211	121	2.99

How many teachers in this school...

	None	Less than 25%	Less than half	More than half	More than 75%	All
30: Meet with other teachers to collaboratively plan?	10 2.4%	81 19.2%	82 19.5%	87 20.7%	81 19.2%	80 19.0%

To what extent do you agree or disagree with the following statements? Teachers in this school...

	Strongly disagree	Disagree	Agree	Strongly agree	Mean
31: Have the skills needed to produce meaningful learning.	1 .2%	9 2.1%	224 53.1%	188 44.5%	3.42
32: Are confident they will be able to motivate their students.	3 .7%	43 10.2%	258 61.3%	117 27.8%	3.16

Appendix C

Unit Evaluation Frequencies

Unit 1: The Educational Challenge

Question	Day 1				Day 2			
	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Agree	Somewhat Agree	Somewhat Disagree	Disagree
1. I was challenged by the program content.	52.5% 21	40.0% 16	7.5% 3	0.0% 0	74.2% 23	25.8% 8	0.0% 0	0.0% 0
2. The content of each topic was comprehensive.	58.3% 21	41.7% 15	0.0% 0	0.0% 0	75.0% 24	25.0% 8	0.0% 0	0.0% 0
3. The instructors facilitated effective sessions that advanced my learning.	73.0% 27	24.3% 9	2.7% 1	0.0% 0	84.4% 27	12.5% 4	3.1% 1	0.0% 0
4. I will be able to use what I have learned back in my school/district.	63.2% 24	31.6% 12	5.3% 2	0.0% 0	87.1% 27	12.9% 4	0.0% 0	0.0% 0
6. The interactive classroom activities helped me discuss, practice, and apply the content of the program.	66.7% 26	28.2% 11	5.1% 2	0.0% 0	87.5% 27	12.5% 4	0.0% 0	0.0% 0
7. The computer-based activities prepared me for the content covered in class.	22.6% 7	41.9% 13	29.0% 9	6.5% 2	100.0% 10	0.0% 0	0.0% 0	0.0% 0
8. The videos (when in the unit) illustrated and/or added relevant insight to the topics discussed.	57.7% 15	38.5% 10	3.8% 1	0.0% 0	96.8% 30	3.2% 1	0.0% 0	0.0% 0
9. The required pre-readings enhanced my understanding of the materials covered in class.	86.5% 32	10.8% 4	2.7% 1	0.0% 0	80.0% 24	20.0% 6	0.0% 0	0.0% 0
11. The printed instructional materials were easy to understand and use.	89.2% 33	8.1% 3	2.7% 1	0.0% 0	83.9% 26	12.9% 4	3.2% 1	0.0% 0
12. Overall, the program met my expectations.	69.2% 27	25.6% 10	5.1% 2	0.0% 0	86.7% 26	13.3% 4	0.0% 0	0.0% 0

Unit 2: The Principal as Strategic Thinker

Question	Day 1				Day 2			
	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Agree	Somewhat Agree	Somewhat Disagree	Disagree
1. I was challenged by the program content.	84.8% 39	15.2% 7	0.0% 0	0.0% 0	92.3% 12	7.7% 1	0.0% 0	0.0% 0
2. The content of each topic was comprehensive.	86.7% 39	13.3% 6	0.0% 0	0.0% 0	100.0% 13	0.0% 0	0.0% 0	0.0% 0
3. The instructors facilitated effective sessions that advanced my learning.	91.3% 42	8.7% 4	0.0% 0	0.0% 0	92.3% 12	7.7% 1	0.0% 0	0.0% 0
4. I will be able to use what I have learned back in my school/district.	91.3% 42	8.7% 4	0.0% 0	0.0% 0	92.3% 12	7.7% 1	0.0% 0	0.0% 0
6. The interactive classroom activities helped me discuss, practice, and apply the content of the program.	87.0% 40	13.0% 6	0.0% 0	0.0% 0	92.3% 12	7.7% 1	0.0% 0	0.0% 0
7. The computer-based activities prepared me for the content covered in class.	51.9% 14	48.1% 13	0.0% 0	0.0% 0	62.5% 5	37.5% 3	0.0% 0	0.0% 0
8. The videos (when in the unit) illustrated and/or added relevant insight to the topics discussed.	77.3% 34	22.7% 10	0.0% 0	0.0% 0	92.3% 12	7.7% 1	0.0% 0	0.0% 0
9. The required pre-readings enhanced my understanding of the materials covered in class.	53.7% 29	44.4% 24	1.9% 1	0.0% 0	84.6% 11	15.4% 2	0.0% 0	0.0% 0
11. The printed instructional materials were easy to understand and use.	77.8% 35	15.6% 7	6.7% 3	0.0% 0	69.2% 9	30.8% 4	0.0% 0	0.0% 0
12. Overall, the program met my expectations.	86.7% 39	13.3% 6	0.0% 0	0.0% 0	92.3% 12	7.7% 1	0.0% 0	0.0% 0

Unit 3: Elements of Standards-based Instructional Systems and School Design

Question	Day 1				Day 2			
	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Agree	Somewhat Agree	Somewhat Disagree	Disagree
1. I was challenged by the program content.	63.4% 26	24.4% 10	12.2% 5	0.0% 0	64.4% 29	35.6% 16	0.0% 0	0.0% 0
2. The content of each topic was comprehensive.	51.2% 21	46.3% 19	2.4% 1	0.0% 0	66.0% 31	29.8% 14	4.3% 2	0.0% 0
3. The instructors facilitated effective sessions that advanced my learning.	61.0% 25	39.0% 16	0.0% 0	0.0% 0	58.7% 27	39.1% 18	2.2% 1	0.0% 0
4. I will be able to use what I have learned back in my school/district.	69.0% 29	26.2% 11	2.4% 1	2.4% 1	76.1% 35	21.7% 10	2.2% 1	0.0% 0
6. The interactive classroom activities helped me discuss, practice, and apply the content of the program.	66.7% 28	31.0% 13	2.4% 1	0.0% 0	79.5% 35	20.5% 9	0.0% 0	0.0% 0
7. The computer-based activities prepared me for the content covered in class.	60.0% 21	40.0% 14	0.0% 0	0.0% 0	72.2% 26	27.8% 10	0.0% 0	0.0% 0
8. The videos (when in the unit) illustrated and/or added relevant insight to the topics discussed.	72.0% 18	28.0% 7	0.0% 0	0.0% 0	80.0% 20	20.0% 5	0.0% 0	0.0% 0
9. The required pre-readings enhanced my understanding of the materials covered in class.	78.0% 32	22.0% 9	0.0% 0	0.0% 0	84.1% 37	13.6% 6	2.3% 1	0.0% 0
11. The printed instructional materials were easy to understand and use.	85.0% 34	15.0% 6	0.0% 0	0.0% 0	76.2% 32	21.4% 9	2.4% 1	0.0% 0
12. Overall, the program met my expectations.	74.4% 29	20.5% 8	2.6% 1	2.6% 1	71.4% 30	23.8% 10	4.8% 2	0.0% 0

Unit 4: Foundations of Effective Learning

Question	Day 1				Day 2			
	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Agree	Somewhat Agree	Somewhat Disagree	Disagree
1. I was challenged by the program content.	73.3% 33	26.7% 12	0.0% 0	0.0% 0	81.5% 22	14.8% 4	3.7% 1	0.0% 0
2. The content of each topic was comprehensive.	75.6% 34	24.4% 11	0.0% 0	0.0% 0	77.8% 21	18.5% 5	3.7% 1	0.0% 0
3. The instructors facilitated effective sessions that advanced my learning.	83.7% 36	16.3% 7	0.0% 0	0.0% 0	77.8% 21	22.2% 6	0.0% 0	0.0% 0
4. I will be able to use what I have learned back in my school/district.	93.2% 41	6.8% 3	0.0% 0	0.0% 0	88.9% 24	11.1% 3	0.0% 0	0.0% 0
6. The interactive classroom activities helped me discuss, practice, and apply the content of the program.	79.5% 35	20.5% 20.5	0.0% 0	0.0% 0	85.2% 23	11.1% 3	0.0% 0	3.7% 1
7. The computer-based activities prepared me for the content covered in class.	64.3% 27	31.0% 13	4.8% 2	0.0% 0	79.2% 19	20.8% 5	0.0% 0	0.0% 0
8. The videos (when in the unit) illustrated and/or added relevant insight to the topics discussed.	70.5% 31	25.0% 11	4.5% 2	0.0% 0	92.6% 25	7.4% 2	0.0% 0	0.0% 0
9. The required pre-readings enhanced my understanding of the materials covered in class.	88.4% 38	11.6% 5	0.0% 0	0.0% 0	92.6% 25	7.4% 2	0.0% 0	0.0% 0
11. The printed instructional materials were easy to understand and use.	92.3% 36	7.7% 3	0.0% 0	0.0% 0	85.2% 23	11.1% 3	3.7% 1	0.0% 0
12. Overall, the program met my expectations.	85.0% 34	15.0% 6	0.0% 0	0.0% 0	88.9% 24	11.1% 3	0.0% 0	0.0% 0

Unit 5: Leading for Excellence in Literacy

Question	Day 1				Day 2			
	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Agree	Somewhat Agree	Somewhat Disagree	Disagree
1. I was challenged by the program content.	61.3% 19	35.5% 11	3.2% 1	0.0% 0	68.6% 24	28.6% 10	0.0% 0	2.9% 1
2. The content of each topic was comprehensive.	51.6% 16	41.9% 13	6.5% 2	0.0% 0	82.9% 29	14.3% 5	0.0% 0	2.9% 1
3. The instructors facilitated effective sessions that advanced my learning.	63.3% 19	30.0% 9	6.7% 2	0.0% 0	71.4% 25	22.9% 8	2.9% 1	2.9% 1
4. I will be able to use what I have learned back in my school/district.	67.7% 21	29.0% 9	3.2% 1	0.0% 0	80.0% 28	17.1% 6	2.9% 1	0.0% 0
6. The interactive classroom activities helped me discuss, practice, and apply the content of the program.	77.4% 24	16.1% 5	6.5% 2	0.0% 0	76.5% 26	23.5% 8	0.0% 0	0.0% 0
7. The computer-based activities prepared me for the content covered in class.	50.0% 14	50.0% 14	0.0% 0	0.0% 0	50.0% 13	50.0% 13	0.0% 0	0.0% 0
8. The videos (when in the unit) illustrated and/or added relevant insight to the topics discussed.	61.3% 19	38.7% 12	0.0% 0	0.0% 0	75.0% 27	13.9% 5	8.3% 3	2.8% 1
9. The required pre-readings enhanced my understanding of the materials covered in class.	64.5% 20	35.5% 11	0.0% 0	0.0% 0	85.3% 29	14.7% 5	0.0% 0	0.0% 0
11. The printed instructional materials were easy to understand and use.	74.2% 23	25.8% 8	0.0% 0	0.0% 0	82.9% 29	17.1% 6	0.0% 0	0.0% 0
12. Overall, the program met my expectations.	74.2% 23	19.4% 6	6.5% 2	0.0% 0	83.9% 26	9.7% 3	3.2% 1	3.2% 1

Unit 6: Leading for Excellence in Math

Question	Day 1				Day 2			
	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Agree	Somewhat Agree	Somewhat Disagree	Disagree
1. I was challenged by the program content.	83.3% 30	16.7% 6	0.0% 0	0.0% 0	90.9% 30	9.1% 3	0.0% 0	0.0% 0
2. The content of each topic was comprehensive.	85.3% 29	14.7% 5	0.0% 0	0.0% 0	87.9% 29	12.1% 4	0.0% 0	0.0% 0
3. The instructors facilitated effective sessions that advanced my learning.	91.2% 31	8.8% 3	0.0% 0	0.0% 0	87.9% 29	12.1% 4	0.0% 0	0.0% 0
4. I will be able to use what I have learned back in my school/district.	97.1% 34	2.9% 1	0.0% 0	0.0% 0	90.9% 30	9.1% 3	0.0% 0	0.0% 0
6. The interactive classroom activities helped me discuss, practice, and apply the content of the program.	94.4% 34	5.6% 2	0.0% 0	0.0% 0	90.9% 30	9.1% 3	0.0% 0	0.0% 0
7. The computer-based activities prepared me for the content covered in class.	76.7% 23	23.3% 7	0.0% 0	0.0% 0	83.3% 20	16.7% 4	0.0% 0	0.0% 0
8. The videos (when in the unit) illustrated and/or added relevant insight to the topics discussed.	86.1% 31	13.9% 5	0.0% 0	0.0% 0	90.9% 30	9.1% 3	0.0% 0	0.0% 0
9. The required pre-readings enhanced my understanding of the materials covered in class.	87.9% 29	12.1% 4	0.0% 0	0.0% 0	90.9% 30	9.1% 3	0.0% 0	0.0% 0
11. The printed instructional materials were easy to understand and use.	88.6% 31	11.4% 4	0.0% 0	0.0% 0	92.9% 26	7.1% 2	0.0% 0	0.0% 0
12. Overall, the program met my expectations.	97.0% 32	3.0% 1	0.0% 0	0.0% 0	92.3% 24	7.7% 2	0.0% 0	0.0% 0

Unit 7: Leading for Excellence in Science

Question	Day 1				Day 2			
	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Agree	Somewhat Agree	Somewhat Disagree	Disagree
1. I was challenged by the program content.	70.7% 29	26.8% 11	2.4% 1	0.0% 0	87.9% 29	12.1% 4	0.0% 0	0.0% 0
2. The content of each topic was comprehensive.	72.7% 24	27.3% 9	0.0% 0	0.0% 0	81.3% 26	15.6% 5	3.1% 1	0.0% 0
3. The instructors facilitated effective sessions that advanced my learning.	75.7% 28	24.3% 9	0.0% 0	0.0% 0	93.9% 31	6.1% 2	0.0% 0	0.0% 0
4. I will be able to use what I have learned back in my school/district.	74.3% 26	22.9% 8	2.9% 1	0.0% 0	84.8% 28	15.2% 5	0.0% 0	0.0% 0
6. The interactive classroom activities helped me discuss, practice, and apply the content of the program.	86.1% 31	13.9% 5	0.0% 0	0.0% 0	90.6% 29	9.4% 3	0.0% 0	0.0% 0
7. The computer-based activities prepared me for the content covered in class.	60.0% 15	40.0% 10	0.0% 0	0.0% 0	75.0% 21	21.4% 6	3.6% 1	0.0% 0
8. The videos (when in the unit) illustrated and/or added relevant insight to the topics discussed.	75.0% 12	25.0% 4	0.0% 0	0.0% 0	90.6% 29	9.4% 3	0.0% 0	0.0% 0
9. The required pre-readings enhanced my understanding of the materials covered in class.	77.1% 27	22.9% 8	0.0% 0	0.0% 0	81.8% 27	15.2% 5	3.0% 1	0.0% 0
11. The printed instructional materials were easy to understand and use.	87.1% 27	9.7% 3	3.2% 1	0.0% 0	87.5% 28	12.5% 4	0.0% 0	0.0% 0
12. Overall, the program met my expectations.	87.9% 29	12.1% 4	0.0% 0	0.0% 0	87.5% 28	9.4% 3	3.1% 1	0.0% 0

UNIT 8: Promoting Professional Learning and Phase I Simulation

Question	Day 1				Day 2			
	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Agree	Somewhat Agree	Somewhat Disagree	Disagree
1. I was challenged by the program content.	69.4% 25	27.8% 10	2.8% 1	0.0% 0	77.3% 17	18.2% 4	4.5% 1	0.0% 0
2. The content of each topic was comprehensive.	61.1% 22	30.6% 11	8.3% 3	0.0% 0	72.2% 13	22.2% 4	5.6% 1	0.0% 0
3. The instructors facilitated effective sessions that advanced my learning.	69.4% 25	30.6% 11	0.0% 0	0.0% 0	81.8% 18	13.6% 3	4.5% 1	0.0% 0
4. I will be able to use what I have learned back in my school/district.	72.2% 26	27.8% 10	0.0% 0	0.0% 0	85.7% 18	9.5% 2	4.8% 1	0.0% 0
6. The interactive classroom activities helped me discuss, practice, and apply the content of the program.	82.4% 28	11.8% 4	5.9% 2	0.0% 0	85.7% 18	14.3% 3	0.0% 0	0.0% 0
7. The computer-based activities prepared me for the content covered in class.	56.3% 18	43.8% 14	0.0% 0	0.0% 0	86.4% 19	13.6% 3	0.0% 0	0.0% 0
8. The videos (when in the unit) illustrated and/or added relevant insight to the topics discussed.	80.6% 29	19.4% 7	0.0% 0	0.0% 0	81.8% 18	18.2% 4	0.0% 0	0.0% 0
9. The required pre-readings enhanced my understanding of the materials covered in class.	73.7% 14	26.3% 5	0.0% 0	0.0% 0	81.8% 18	18.2% 4	0.0% 0	0.0% 0
11. The printed instructional materials were easy to understand and use.	78.8% 26	21.2% 7	0.0% 0	0.0% 0	86.4% 19	4.5% 1	9.1% 2	0.0% 0
12. Overall, the program met my expectations.	76.5% 26	23.5% 8	0.0% 0	0.0% 0	90.5% 19	9.5% 2	0.0% 0	0.0% 0

Coaching Institute

Question	Day 1				Day 2			
	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Agree	Somewhat Agree	Somewhat Disagree	Disagree
1. I was challenged by the program content.	66.7% 22	33.3% 11	0.0% 0	0.0% 0	71.4% 25	28.6% 10	0.0% 0	0.0% 0
2. The content of each topic was comprehensive.	70.6% 24	29.4% 10	0.0% 0	0.0% 0	72.2% 26	27.8% 10	0.0% 0	0.0% 0
3. The instructors facilitated effective sessions that advanced my learning.	65.7% 23	34.3% 12	0.0% 0	0.0% 0	83.3% 30	16.7% 6	0.0% 0	0.0% 0
4. I will be able to use what I have learned back in my school/district.	79.4% 27	17.6% 6	2.9% 1	0.0% 0	94.4% 34	5.6% 2	0.0% 0	0.0% 0
6. The interactive classroom activities helped me discuss, practice, and apply the content of the program.	76.5% 26	20.6% 7	2.9% 1	0.0% 0	80.6% 29	19.4% 7	0.0% 0	0.0% 0
7. The computer-based activities prepared me for the content covered in class.	70.0% 21	23.3% 7	6.7% 2	0.0% 0	70.7% 29	26.8% 11	2.4% 1	0.0% 0
8. The videos (when in the unit) illustrated and/or added relevant insight to the topics discussed.	77.1% 27	22.9% 8	0.0% 0	0.0% 0	80.6% 29	13.9% 5	5.6% 2	0.0% 0
9. The required pre-readings enhanced my understanding of the materials covered in class.	81.8% 27	18.2% 6	0.0% 0	0.0% 0	97.2% 35	2.8% 1	0.0% 0	0.0% 0
11. The printed instructional materials were easy to understand and use.	84.4% 27	15.6% 15	0.0% 0	0.0% 0	91.4% 32	8.6% 3	0.0% 0	0.0% 0
12. Overall, the program met my expectations.	75.0% 24	25.0% 8	0.0% 0	0.0% 0	82.9% 29	17.1% 6	0.0% 0	0.0% 0

UNIT 9: Principal as Instructional Leader and Team Builder

Question	Day 1				Day 2			
	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Agree	Somewhat Agree	Somewhat Disagree	Disagree
1. I was challenged by the program content.	67.6% 25	29.7% 11	2.7% 1	0.0% 0	68.2% 15	27.3% 6	4.5% 1	0.0% 0
2. The content of each topic was comprehensive.	71.4% 25	25.7% 9	2.9% 1	0.0% 0	77.3% 17	22.7% 5	0.0% 0	0.0% 0
3. The instructors facilitated effective sessions that advanced my learning.	82.9% 29	17.1% 6	0.0% 0	0.0% 0	86.4% 19	13.6% 3	0.0% 0	0.0% 0
4. I will be able to use what I have learned back in my school/district.	86.5% 32	13.5% 5	0.0% 0	0.0% 0	90.5% 19	9.5% 2	0.0% 0	0.0% 0
6. The interactive classroom activities helped me discuss, practice, and apply the content of the program.	63.9% 23	33.3% 12	2.8% 1	0.0% 0	72.7% 16	27.3% 6	0.0% 0	0.0% 0
7. The computer-based activities prepared me for the content covered in class.	61.5% 16	34.6% 9	0.0% 0	3.8% 1	70.0% 14	25.0% 5	5.0% 1	0.0% 0
8. The videos (when in the unit) illustrated and/or added relevant insight to the topics discussed.	81.3% 26	18.8% 6	0.0% 0	0.0% 0	86.4% 19	13.6% 3	0.0% 0	0.0% 0
9. The required pre-readings enhanced my understanding of the materials covered in class.	77.1% 27	22.9% 8	0.0% 0	0.0% 0	77.3% 17	22.7% 5	0.0% 0	0.0% 0
11. The printed instructional materials were easy to understand and use.	83.3% 30	13.9% 5	2.8% 1	0.0% 0	95.8% 23	4.2% 1	0.0% 0	0.0% 0
12. Overall, the program met my expectations.	85.3% 29	8.8% 3	5.9% 2	0.0% 0	87.5% 23	12.5% 1	0.0% 0	0.0% 0

Unit 10: Principal as Ethical Leader

Question	Day 1				Day 2			
	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Agree	Somewhat Agree	Somewhat Disagree	Disagree
1. I was challenged by the program content.	70.7% 29	29.3% 12	0.0% 0	0.0% 0	89.5% 17	10.5% 2	0.0% 0	0.0% 0
2. The content of each topic was comprehensive.	73.2% 30	26.8% 11	0.0% 0	0.0% 0	89.5% 17	10.5% 2	0.0% 0	0.0% 0
3. The instructors facilitated effective sessions that advanced my learning.	75.0% 30	20.0% 8	5.0% 2	0.0% 0	100.0% 0	0.0% 0	0.0% 0	0.0% 0
4. I will be able to use what I have learned back in my school/district.	80.0% 32	17.5% 7	2.5% 1	0.0% 0	88.9% 16	11.1% 2	0.0% 0	0.0% 0
6. The interactive classroom activities helped me discuss, practice, and apply the content of the program.	89.7% 35	10.3% 4	0.0% 0	0.0% 0	100.0% 19	0.0% 0	0.0% 0	0.0% 0
7. The computer-based activities prepared me for the content covered in class.	70.0% 21	23.3% 7	0.0% 0	6.7% 2	76.5% 13	23.5% 4	0.0% 0	0.0% 0
8. The videos (when in the unit) illustrated and/or added relevant insight to the topics discussed.	87.8% 36	12.2% 5	0.0% 0	0.0% 0	100.0% 19	0.0% 0	0.0% 0	0.0% 0
9. The required pre-readings enhanced my understanding of the materials covered in class.	94.9% 37	5.1% 2	0.0% 0	0.0% 0	94.7% 18	5.3% 1	0.0% 0	0.0% 0
11. The printed instructional materials were easy to understand and use.	92.7% 38	7.3% 3	0.0% 0	0.0% 0	100.0% 19	0.0% 0	0.0% 0	0.0% 0
12. Overall, the program met my expectations.	84.2% 18	15.8% 1	0.0% 0	0.0% 0	94.7% 18	5.3% 1	0.0% 0	0.0% 0

UNIT 11: Driving for Change

Question	Day 1				Day 2			
	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Agree	Somewhat Agree	Somewhat Disagree	Disagree
1. I was challenged by the program content.	87.8% 36	12.2% 5	0.0% 0	0.0% 0	85.2% 23	14.8% 4	0.0% 0	0.0% 0
2. The content of each topic was comprehensive.	92.5% 37	5.0% 2	2.5% 1	0.0% 0	77.8% 21	22.2% 6	0.0% 0	0.0% 0
3. The instructors facilitated effective sessions that advanced my learning.	85.4% 35	14.6% 6	0.0% 0	0.0% 0	100.0% 27	0.0% 0	0.0% 0	0.0% 0
4. I will be able to use what I have learned back in my school/district.	87.8% 36	12.2% 5	0.0% 0	0.0% 0	100.0% 27	0.0% 0	0.0% 0	0.0% 0
6. The interactive classroom activities helped me discuss, practice, and apply the content of the program.	87.2% 34	12.8% 5	0.0% 0	0.0% 0	88.0% 22	12.0% 3	0.0% 0	0.0% 0
7. The computer-based activities prepared me for the content covered in class.	77.4% 24	22.6% 7	0.0% 0	0.0% 0	86.4% 19	13.6% 3	0.0% 0	0.0% 0
8. The videos (when in the unit) illustrated and/or added relevant insight to the topics discussed.	89.3% 25	10.7% 3	0.0% 0	0.0% 0	92.3% 24	7.7% 2	0.0% 0	0.0% 0
9. The required pre-readings enhanced my understanding of the materials covered in class.	92.7% 38	7.3% 3	0.0% 0	0.0% 0	88.9% 24	11.1% 3	0.0% 0	0.0% 0
11. The printed instructional materials were easy to understand and use.	87.5% 35	12.5% 5	0.0% 0	0.0% 0	96.2% 25	3.8% 1	0.0% 0	0.0% 0
12. Overall, the program met my expectations.	91.7% 33	8.3% 3	0.0% 0	0.0% 0	100.0% 26	0.0% 0	0.0% 0	0.0% 0

UNIT 12: Leading for Results

Question	Day 1				Day 2			
	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Agree	Somewhat Agree	Somewhat Disagree	Disagree
1. I was challenged by the program content.	82.8% 24	10.3% 3	3.4% 1	3.4% 1	62.5% 5	37.5% 3	0.0% 0	0.0% 0
2. The content of each topic was comprehensive.	70.0% 21	23.3% 7	6.7% 2	0.0% 0	75.0% 6	25.0% 2	0.0% 0	0.0% 0
3. The instructors facilitated effective sessions that advanced my learning.	76.7% 23	16.7% 5	6.7% 2	0.0% 0	75.0% 6	25.0% 2	0.0% 0	0.0% 0
4. I will be able to use what I have learned back in my school/district.	83.3% 25	16.7% 5	0.0% 0	0.0% 0	87.5% 7	12.5% 1	0.0% 0	0.0% 0
6. The interactive classroom activities helped me discuss, practice, and apply the content of the program.	75.0% 21	25.0% 7	0.0% 0	0.0% 0	87.5% 7	12.5% 1	0.0% 0	0.0% 0
7. The computer-based activities prepared me for the content covered in class.	76.2% 16	23.8% 5	0.0% 0	0.0% 0	66.7% 4	33.3% 2	0.0% 0	0.0% 0
8. The videos (when in the unit) illustrated and/or added relevant insight to the topics discussed.	71.4% 15	28.6% 6	0.0% 0	0.0% 0	80.0% 4	20.0% 1	0.0% 0	0.0% 0
9. The required pre-readings enhanced my understanding of the materials covered in class.	89.7% 26	10.3% 3	0.0% 0	0.0% 0	71.4% 5	28.6% 2	0.0% 0	0.0% 0
11. The printed instructional materials were easy to understand and use.	80.0% 20	16.0% 4	4.0% 1	0.0% 0	83.3% 5	16.7% 1	0.0% 0	0.0% 0
12. Overall, the program met my expectations.	75.0% 18	20.8% 5	4.2% 1	0.0% 0	83.3% 5	16.7% 1	0.0% 0	0.0% 0

UNIT 13: Culminating Simulation

Question	Day 1				Day 2			
	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Agree	Somewhat Agree	Somewhat Disagree	Disagree
1. I was challenged by the program content.	66.7% 6	22.2% 2	11.1% 1	0.0% 0	44.4% 4	55.6% 5	0.0% 0	0.0% 0
2. The content of each topic was comprehensive.	66.7% 6	33.3% 3	0.0% 0	0.0% 0	44.4% 4	55.6% 5	0.0% 0	0.0% 0
3. The instructors facilitated effective sessions that advanced my learning.	66.7% 6	22.2% 2	11.1% 1	0.0% 0	33.3% 3	44.4% 4	22.2% 2	0.0% 0
4. I will be able to use what I have learned back in my school/district.	77.8% 7	22.2% 2	0.0% 0	0.0% 0	66.7% 6	33.3% 3	0.0% 0	0.0% 0
6. The interactive classroom activities helped me discuss, practice, and apply the content of the program.	77.8% 7	11.1% 1	11.1% 1	0.0% 0	55.6% 5	33.3% 3	11.1% 1	0.0% 0
7. The computer-based activities prepared me for the content covered in class.	87.5% 7	12.5% 1	0.0% 0	0.0% 0	75.0% 6	25.0% 2	0.0% 0	0.0% 0
8. The videos (when in the unit) illustrated and/or added relevant insight to the topics discussed.	62.5% 5	37.5% 3	0.0% 0	0.0% 0	66.7% 6	33.3% 3	0.0% 0	0.0% 0
9. The required pre-readings enhanced my understanding of the materials covered in class.	55.6% 5	44.4% 4	0.0% 0	0.0% 0	75.0% 6	25.0% 2	0.0% 0	0.0% 0
11. The printed instructional materials were easy to understand and use.	66.7% 6	33.3% 3	0.0% 0	0.0% 0	71.4% 5	28.6% 2	0.0% 0	0.0% 0
12. Overall, the program met my expectations.	77.8% 7	11.1% 1	11.1% 1	0.0% 0	37.5% 3	50.0% 4	12.5% 1	0.0% 0

Appendix D

MPA Principal Interview Protocol

REACTION TO MPA (NISL):

1. Please look over the list of MPA curriculum units that we sent. Which units/lessons were the most useful or applicable to you and why?
2. What tools and resources did you gain from participating in the Minnesota Principals Academy?

APPLICATION OF MPA (NISL):

3. Out of all of the things that you learned during the MPA, which ideas or skills were the hardest to implement? Why? Please give examples. How could MPA/NISL have addressed this better?
4. Which were the easiest to implement (or which concepts/skills were immediately applicable?) Why? Please give examples.
5. Did the MPA provide sufficient time and opportunity for you to discuss school issues or process your specific school concerns with MPA colleagues?

CURRENT PRACTICES:

6. What examples can you give of specific actions that you've taken this year that you believe contribute directly or indirectly to improving the quality of teaching and learning?
7. How do you know that changes are being made in instruction? What kinds of evidence (teacher behavior, level of monitoring/evaluation)?
8. Can you tell me what significant leadership roles are filled by teachers in your school?
9. What is done to develop teacher capacity to take on these leadership roles? What supports are available?

IMPACT OF MPA (NISL):

10. Earlier, you mentioned specific lessons/units that were the most useful and applicable to you. Please give us specific examples of how MPA made a difference in your day-to-day practice [in standards-based instruction, in strategic thinking, in building safety nets, etc.]?
11. What do you think is the one most important thing that principals learn from taking part in the MPA?

Appendix E

MPA Facilitator Interview Protocol

1. Which units have you facilitated? How often do you facilitate?
2. Talk to me about what you've experienced in the different cohorts.
 - a. Probe: Do you think there is a cohort effect?
 - b. If so, what factors contribute to making a good/productive cohort? Please explain.
3. In your experience, which units/lessons/components are the hardest to teach? The easiest or best to teach?
4. Have you noticed differences in how principals respond to certain units versus others? Please explain.
5. To what extent do you feel that the information you provide principals is applicable to their school environments? Please explain.
6. Think about the components of the program, do you think the components address issues for all principals for all levels (elementary, middle, high), and all settings (urban, rural, suburban)?
 - a. Do you feel that some are not relevant for specific levels or settings?
7. We know that for you as a facilitator, the units and lessons are fairly prescriptive. Do you find the level of prescription useful? Stifling or constraining? Please explain.
 - a. Do you feel you have freedom to insert your own materials or ideas?
8. Do you think participants are given enough time in the program to process the information that they are given? Is it enough time for them to think about how they can use the information in their own setting? Why or why not?
9. What do you think is the one most important thing that principals learn from taking part in the MPA?
10. If you could give feedback to the program leaders, is there anything you'd like to tell them? Is there anything you would change?
 - a. location
 - b. level of flexibility
 - c. cohort makeup
 - d. timing
11. Anything else that you would like to share with us today?