Distinguished Leadership in Practice (DLP)

First Annual RttT Evaluation Report

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September 2012

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DISTINGUISHED LEADERSHIP IN PRACTICE (DLP):
FIRST ANNUAL EVALUATION REPORT

Executive Summary

Providing high-quality, accessible professional development to all teachers and principals is a critical component of the professional development plan funded by North Carolina's federal Race to the Top (RttT) grant. One key professional development program funded through RttT focuses on providing professional development for practicing principals. The North Carolina Department of Public Instruction (NCDPI) has partnered with the North Carolina Principals and Assistant Principals' Association (NCPAPA) to provide a leadership development program for practicing school principals. This professional development model, entitled Distinguished Leadership in Practice (DLP), is aligned to the performance evaluation standards adopted by the State Board of Education for North Carolina's school leaders (i.e., the North Carolina Standards for School Executives).[1]

Overview of NC RttT DLP Activities

The DLP initiative employs a non-traditional professional development model. Participants examine the meaning and application of school leadership through a problem-based approach delivered via a series of face-to-face, regional, cohort-based sessions, which are followed by online activities. Throughout the year-long experience, practicing North Carolina principals are coached using a continuous improvement model. Participating principals are provided with models of exemplary school leadership, which allows them to study the behaviors, attitudes, and competencies that define a distinguished school leader. The DLP experience is built around six components:

- Component One: Strategic Leadership for High-Performing Schools

- Component Two: Maximizing Human Resources for Goal Accomplishment

- Component Three: Building a Collaborative Culture through Distributive Leadership

- Component Four: Improving Teaching and Learning for High Performance

- Component Five: Creating a Strong Internal and External Stakeholder Focus

- Component Six: Leading Change to Drive Continuous Improvement

Overview of NC RttT DLP Evaluation Activities

North Carolina's RttT proposal included a commitment to independent evaluations of each initiative. Over the next three years, the RttT Evaluation Team will document the DLP activities and collect data about participation in, satisfaction with, and the impact of DLP professional development activities through surveys and focus groups with DLP participants and facilitators, as well as analysis of longitudinal education data on students, teachers, leaders, and schools. The

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[1] Available at http://www.ncpublicschools.org/profdev/standards/

purpose of this evaluation is to provide detailed information about the implementation and impact of this professional development effort that targets practicing principals. This evaluation study is one part of a larger effort to evaluate the implementation and impact of NC's RttT professional development initiatives in order to determine if the initiatives as implemented have led to the intended outcomes with respect to school leader practice, the culture and climate of achievement at those leaders' schools, and, potentially, teacher and student performance.

The questions for the DLP evaluation fall into seven categories and are aligned with the overarching evaluation questions for RttT professional development.

  I. *Program Description*: How is the DLP initiative operationalized and implemented?

 II. *Participation*: To what extent does DLP reach the intended participants?

III. *Program Quality*: To what extent does the DLP program meet standards of high-quality professional development?

 IV. *Short-Term Outcomes*: To what extent did participants acquire intended knowledge and skills as a result of their participation in DLP?

  V. *Intermediate Outcomes*: What was the impact of DLP on participants' practice?

 VI. *Long-Term Outcomes*: What was the impact of the principals' participation in DLP on their schools' culture/climate of achievement?

VII. *Distal Outcome*: To what extent are gains in student performance outcomes associated with principals' participation in DLP?

This report addresses questions I through IV (program description, participation, program quality, and short-term outcomes), and it also provides some initial information related to question V (intermediate outcomes). Questions VI and VII (long-term and distal outcomes) will be addressed in future evaluation reports.

Evaluation Findings

  I. *Program Description*: The DLP program employs a non-traditional professional development model that allows participants to examine critically the meaning and application of school leadership through a problem-based, real-world approach. This cohort-based, experiential program is delivered over a one-year period using a blended model of face-to-face sessions supplemented by online sessions. Sessions are facilitated by 20 highly-qualified individuals who are former or current principals.

 II. *Participation*: DLP sessions were conducted in four regions (Central, Northeast, Southeast, and West). The program began with 194 principals participating across the regions, 157 of whom completed all six components. This participation level was in line with the proposed target of serving 200 principals annually. Data from participants' applications indicate that participants come from a variety of backgrounds and school contexts, and that they are representative of principals around the state, based on Teacher Working Conditions Survey data.

III.   *Program Quality*: The DLP program components most closely align with the RttT focus on updating the education workforce, in that DLP's goal is to help principals progress professionally, as measured by the North Carolina Standards for School Executives. Nearly all of the participants (96%) agreed or strongly agreed that both the face-to-face sessions and the DLP program as a whole were of high quality overall; a high percentage (91%) of participants also agreed or strongly agreed that the online sessions were of high quality. The observational data provided converging evidence of the overall quality of the DLP program. Participants reported overwhelmingly positive reactions to DLP; they enjoyed the experience, and they found it was well worth the significant time commitment.

IV.   *Short-Term Outcomes*: Almost all participants (95% to 100%, depending on the objective) indicated they were satisfied or very satisfied that the specific learning objectives had been accomplished, and only a small fraction of respondents indicated that they were somewhat satisfied or not satisfied. Results from the participant survey show that most of the principals agreed or strongly agreed that they developed specific knowledge (87% to 95%) and skills (86% to 98%) targeted by DLP. Focus group results also provide evidence that participants acquired knowledge and skills—from the facilitators as well as from each other—that will help them become better leaders.

V.   *Intermediate Outcomes:* The results were overwhelmingly positive, with at least 94% of respondents agreeing or strongly agreeing that they had applied the knowledge and skills learned in DLP in ways that reflect progress along the NC Standards for School Executives.

Recommendations

As detailed in this report, the data show that the DLP team has designed and implemented a high-quality program that meets the professional development needs of the participating school leaders. This level of quality reflects the DLP team's commitment to a continuous improvement process. To continue to strengthen the program, data collected for this report suggest that the DLP team should:

- *Differentiate Activities*: Feedback from participants suggested the need for further differentiation of activities based on participants' years of experience and types of experience. A pre-DLP needs assessment survey may help clarify those differentiation needs.

- *Provide Opportunities for Participant Leadership*: Participants could be assigned to lead group discussions or give formal presentations on short segments of material or about their areas of expertise. Small groups of participants also could present to each other after working on a collaborative problem-solving project in face-to-face or online sessions.

- *Increase Time for Collaboration and Networking*: A reoccurring theme across all participant data sources was the value of providing time for networking and collaboration. Participants would have liked even more time to share experiences and collaborate to solve shared problems.

- *Improve Quality of Feedback in the Online Sessions*: Data from participants and program observers suggest that there is room for improvement in the quantity, quality, and consistency of feedback that participants receive in the online sessions.

- *Increase Variety of Activities and Use of Technology Tools*: A review of the online sessions indicated that the variety of activities was inconsistent—some sessions offered good variety, while others consisted almost entirely of asynchronous, text-based activities (e.g., reading a document, writing a response, and replying to a peer). Tools that can be integrated include, but are not limited to: wikis, video-making tools, audio editing tools, data visualization tools, simulations, synchronous interaction platforms, blogs, survey tools, and mind mapping tools.

- *Improve Data Collection Instruments*: The current instruments used by DLP leadership have several limitations in terms of their length, the prompt-item-response option alignment, item wording, and the response options provided. The Evaluation Team recommends that NCPAPA staff and DLP leadership collaborate with the Team to develop, implement, and analyze all instruments related to DLP professional development activities.

Next Steps for the DLP Evaluation

Data on the long-term and distal outcomes of the DLP program are not yet available. However, over the course of the RttT grant period (through 2014), the Evaluation Team will seek to assess the impact the program has on the culture and climate of achievement, as well as on student performance, at participating principals' schools. While student outcomes will be the primary focus, the report also will examine the impact on school culture and climate, including teacher working conditions. The evaluation also will benefit from surveying participants some time after they have completed the program, which may allow them to better report on how they applied what they learned, as well as on any related issues they encountered.

Introduction

Providing high-quality, accessible professional development to all teachers and principals is a key component of the professional development plan funded by North Carolina's federal Race to the Top (RttT) grant. The United States Department of Education's grant application process recognized the important role that professional development must play in the successful implementation of the RttT education reforms by requiring states to develop comprehensive strategies for both the expansion of their professional development offerings and the evaluation of the effectiveness of that professional development. North Carolina's RttT professional development plan, led by the North Carolina Department of Public Instruction (NCDPI), is an ambitious, coordinated, multi-faceted effort with an ultimate goal of updating the entire education workforce to ensure that each of the state's 100,000 teachers and 2,400 principals has the knowledge and skills necessary to foster student achievement.

The RttT professional development initiative aims to address (1) the challenge of preparing educators throughout the state for changes driven by the new Common Core State Standards and North Carolina Essential Standards, (2) increased use of data to inform classroom and school decisions, (3) rapid changes in the technologies and digital resources available for teaching and learning, (4) new teacher and administrator evaluation processes, (5) increased emphasis on formative assessment to inform instructional decisions, and (6) increased emphasis on differentiating professional development needs for individual educators with different backgrounds. All of the major NC RttT initiatives depend upon professional development to ensure that North Carolina's educators are well-prepared and supported as they work to implement these changes in their schools and classrooms.

One key professional development program funded through RttT focuses on providing professional development for practicing principals. NCDPI has partnered with the North Carolina Principals and Assistant Principals Association (NCPAPA) to provide a leadership development program for practicing school principals. This professional development model, entitled Distinguished Leadership in Practice (DLP), is aligned to the performance evaluation standards adopted by the State Board of Education for North Carolina's school leaders (i.e., the North Carolina Standards for School Executives, available at http://www.ncpublicschools.org/profdev/standards/).

The DLP initiative employs a non-traditional professional development model that allows participants to examine the meaning and application of school leadership through a problem-based approach by participating in a series of face-to-face, regional, cohort-based sessions followed by online activities (Figure 1, following page). Throughout the year-long experience, practicing North Carolina principals are led and coached through a continuous improvement approach. The participating principals are provided with models of exemplary school leadership, allowing them to study the behaviors, attitudes, and competencies that define a distinguished school leader.

The DLP experience is built around six focus areas:

- Component 1: Strategic Leadership for High Performing Schools

- Component 2: Maximizing Human Resources for Goal Accomplishment

- Component 3: Building a Collaborative Culture through Distributive Leadership

- Component 4: Improving Teaching and Learning for High Performing Schools

- Component 5: Creating a Strong Internal and External Stakeholder Focus

- Component 6: Leading Change to Drive Continuous Improvement

Figure 1. The Six Components of the DLP Experience, April 2011–March 2012
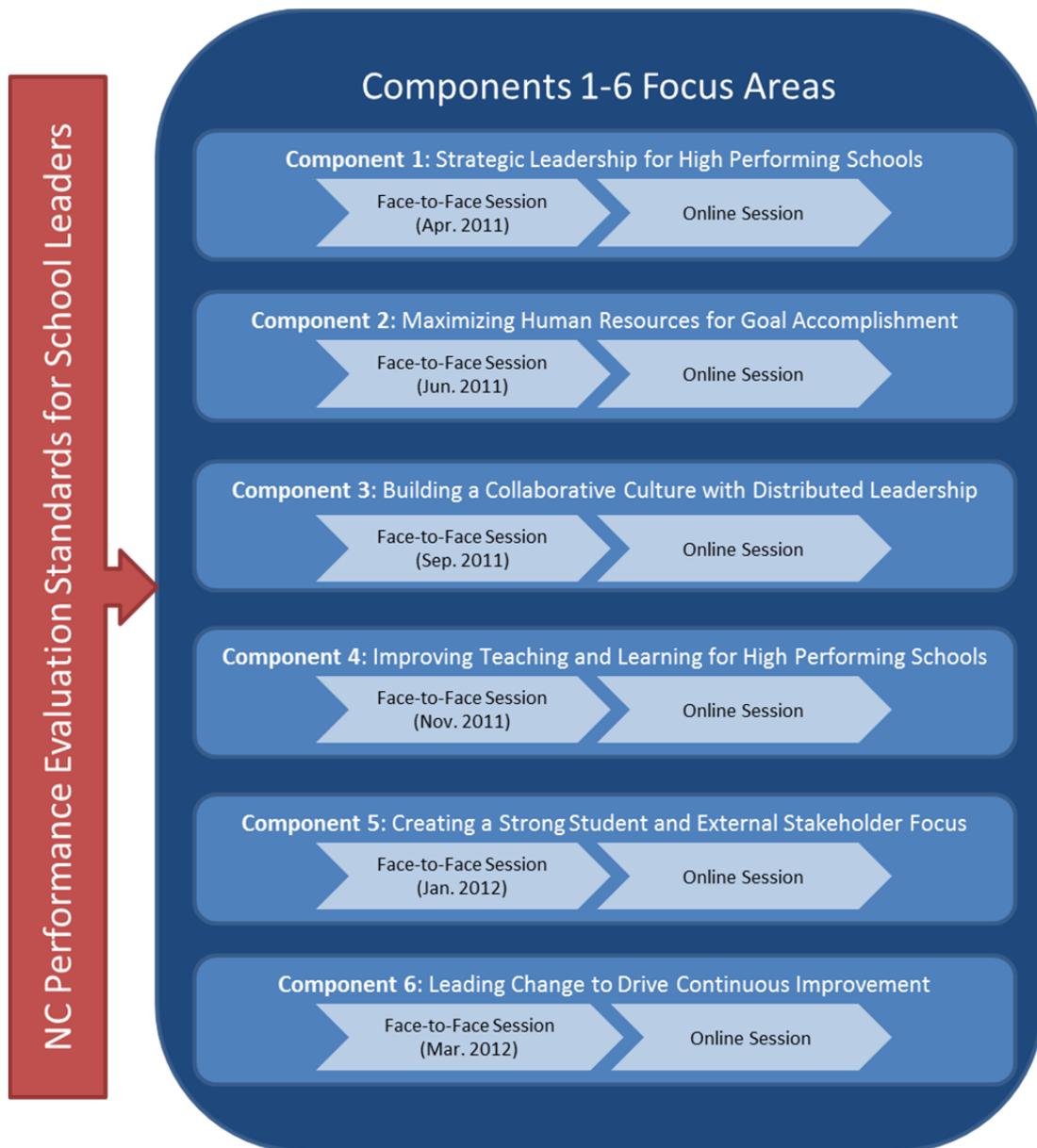
Purpose of the RttT Evaluation and of this Report

North Carolina's RttT proposal includes a commitment to independent evaluation of each initiative. This evaluation is being conducted by the Consortium for Educational Research and Evaluation–North Carolina (CERE–NC), a partnership of the SERVE Center at the University of North Carolina at Greensboro, the Carolina Institute of Public Policy at the University of North Carolina at Chapel Hill, and the Friday Institute for Educational Innovation at North Carolina State University. The roles of the RttT Evaluation Team are to (1) document the activities of the RttT initiatives; (2) provide timely, formative data, analyses, and recommendations to help the initiative teams improve their ongoing work; and (3) provide summative evaluation results toward the end of the grant period to determine whether the RttT initiatives met their goals and to inform future policy and program decisions to sustain, modify, or discontinue initiatives after the grant-funded period. Over the next three years, the Evaluation Team will document the DLP activities and collect data about participation in, satisfaction with, and the impact of DLP professional development activities through surveys and focus groups with DLP participants and facilitators, as well as analysis of longitudinal education data on students, teachers, leaders, and schools. The purpose of this study is to provide detailed information about the implementation and impact of this professional development effort that targets practicing principals. This evaluation study is one part of a larger effort to evaluate the implementation and impact of NC's RttT professional development initiatives in order to determine if the initiatives as implemented have had the intended outcomes on school leader practice, their schools' culture/climate of achievement, and, potentially, teacher and student performance. The plan is described in greater detail in Appendix A.

Four general questions guide the overall evaluation of the RttT professional development effort:

 I. *State Strategies*: To what extent did the state implement and support proposed RttT professional development efforts?

 II. *Short-Term Outcomes*: What were direct outcomes of state-level RttT professional development efforts?

 III. *Intermediate Outcomes*: To what extent did RttT professional development efforts successfully update the NC education workforce?

 IV. *Impacts on Student Performance*: To what extent are gains in student performance outcomes associated with RttT professional development?

The questions for the DLP evaluation fall into seven categories and are aligned with the four overarching evaluation questions for RttT professional development (stated above).

 I. *Program Description*: How is the DLP initiative operationalized and implemented?
  (aligns with *State Strategies and Short-Term Outcomes*)

 II. *Participation*: To what extent does DLP reach the intended participants?
  (aligns with *State Strategies and Short-Term Outcomes*)

 III. *Program Quality*: To what extent does the DLP program meet standards of high-quality professional development?
  (aligns with *State Strategies and Short-Term Outcomes*)

IV.   *Short-Term Outcomes*: To what extent did participants acquire intended knowledge and skills as a result of their participation in DLP?
(aligns with *Intermediate Outcomes*)

V.   *Intermediate Outcomes*: What was the impact of DLP on participants' practice?
(aligns with *Intermediate Outcomes*)

VI.   *Long-Term Outcomes*: What was the impact of the principals' participation in DLP on their schools' culture/climate of achievement?
(aligns with *Impacts on Student Performance*)

VII. *Distal Outcome*: To what extent are gains in student performance outcomes associated with principals' participation in DLP?
(aligns with *Impacts on Student Performance*)

Although the current report is not a required deliverable under the RttT professional development evaluation contract, the Evaluation Team was committed to informing future DLP efforts by providing timely formative feedback based on data that was not available at the time of the previously submitted RttT professional development overall evaluation report.[2]

Contents of this Report

This report addresses Questions I–IV on program description, participation, program quality, and short-term outcomes, and provides some initial information related to Question V on intermediate outcomes. Questions VI and VII on long-term and distal outcomes will be addressed in future evaluation reports.

This report consists of four sections:

I.   An overview of the data sources used to address the evaluation questions

II.   Evaluation findings

III. Recommendations for future implementations of the DLP program

IV.   Next steps for the DLP evaluation

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[2] January 2012; available at http://cerenc.org

Data Sources and Analysis

The evaluation data for this report were collected from the second cohort of DLP principals who participated in the year-long program from April 2011 to March 2012. (Note that the first cohort included a select group of 40 principals who participated in a pilot version of the program during the year prior to the beginning of the evaluation effort, prior to North Carolina's RttT Initiative.) The evaluation was informed by a variety of sources, including program artifacts, school-level administrative data, face-to-face session observations, focus groups, surveys, and reviews of online sessions. Data were collected throughout the DLP program and at the conclusion of the Year 2 implementation in March 2012. Each section of this report integrates data from these varied sources. Please see Appendix B for a summary of data sources used to answer each evaluation question.

Program Documents and Artifacts

NCPAPA shared DLP agendas, schedules, component descriptions, and facilitator biographies with the Evaluation Team. In addition, the DLP website (http://www.ncpapa.org/dlp.html) provided useful information about the program. The Evaluation Team used these program documents and artifacts to help inform our evaluation efforts and ensure that the data collection instruments we developed were closely tied to the program design and goals. We also used the program documents and artifacts to describe the program and to assess whether it was aligned with RttT priorities.

Available Data on Principals and Their Schools

In an effort to describe the characteristics of DLP principals and their schools, the Evaluation Team obtained school-level administrative data from a longitudinal database maintained by the Carolina Institute for Public Policy (CIPP) and assembled from NCDPI administrative records. These data included school characteristics—level (elementary, middle, or high), type (traditional or charter), region, and locale classification (i.e., urbanicity)—as well as demographic characteristics of the student population (free or reduced-price lunch, race/ethnicity, students with disabilities, and English language learners).

In addition to the data on school characteristics, data from the Spring 2011 statewide administration of the Teacher Working Conditions (TWC) survey were used to describe DLP principals' schools and compare them with those of non-participating principals, in order to identify any patterns of participation and to create a baseline for future comparisons. The TWC includes a large number of questions designed to create a comprehensive understanding of teacher working conditions through eight different constructs. Of most interest to the evaluation of DLP is the "school leadership" construct, defined as "the ability of school leadership to create trusting, supportive environments and address teacher concerns" (New Teacher Center, 2010, p. 2). To simplify analysis, the questions within the school leadership construct were reduced to three underlying factors (see Appendix C for results of the factor analysis). Factor 1 is defined as respect and professionalism, as it contains questions addressing the extent to which teachers are respected as leaders and other aspects of a professional work environment. Factor 2 is defined as responsiveness, as it encompassing questions focused on the extent to which school leadership

makes a sustained effort to address teachers' concerns. Finally, Factor 3 is defined as distributed leadership, as it includes questions about the roles teachers play in school decision making. The analysis involved computing each school's composite scores for each of the three factors. Then, the composite scores for the DLP participants' schools were compared with those of non-participants to assess whether there was a systematic difference between the two groups in the quality of school leadership as determined by the three factors. In addition, teachers' responses to four overall TWC survey questions were compared for DLP participants' and non-participants' schools.

RttT Professional Development Observation Protocol

The RttT Professional Development Evaluation Team developed an observation protocol (Appendix D) that was used for the face-to-face session observations. The observation protocol was adapted from a professional development tool developed by Horizon Research, Inc. (http://www.horizon-research.com/instruments/lsc/pdop.pdf) and was used to collect data about the design and implementation of the face-to-face professional development sessions. The protocol includes both closed-form and Likert-scale items related to general characteristics of high-quality professional development. Members of the Evaluation Team recorded their observations of the session's primary intended purpose and major activities of the participants. Observers also assessed the design, implementation, pedagogy, and culture of each session.

The DLP initiative was implemented in four regions, with all observation data for this report collected in the Central region, to provide an in-depth look at one cohort. Members of the Evaluation Team conducted structured observations of face-to-face sessions for four of the six DLP components. Due to a delay in finalizing the data collection plan for the RttT DLP evaluation, the Evaluation Team was not able to attend the first two DLP components. All observed sessions were attended by one Evaluation Team member, with one session attended by two members. For the session with two observers, inter-rater agreement revealed high consistency between the two observers, so only one observer's data was included in the analysis to avoid over-weighting this session in the totals.

Observation data were recorded in half-hour segments. The number of half-hour segments observed was 5 for Component 3 (fewer because of a field trip scheduled during that component) and 18 each for Components 4–6, for a total of 59 half-hour segments across the four components observed. Analysis of observation data consisted primarily of descriptive statistics with results from observations aggregated across all half-hour segments. Some results are presented by component.

Post-Component Surveys

NCPAPA developed post-component surveys aligned to the objectives of each component (Appendix E), and the DLP facilitators administered these surveys at the end of each face-to-face DLP session. For each post-component survey, participants were asked their level of overall satisfaction with the component seminars, seminar facilities, and seminar materials. In addition, there were several component-specific items; these items included the prompt, "Please let us know if we accomplished the following desired outcomes." The response options were as follows: Very satisfied, Satisfied, Somewhat satisfied, and Not satisfied. Note that this scale is

unbalanced, as three of the four response options were for positive satisfaction and only one was for dissatisfaction. This could introduce positive bias, and results should be interpreted with caution. It should also be noted that survey data for Component 1 are missing from the Western cohort, and data for Component 4 are missing from the Northeast cohort. Despite these limitations, the Evaluation Team attempted to make balanced, evidence-based interpretations. Analysis of the survey data consisted primarily of descriptive statistics, with some comparisons made by region and by component.

DLP Participant Survey

The RttT Professional Development Evaluation Team developed a survey (Appendix F) to solicit participant feedback at the conclusion of each year's DLP program. The survey items are based on the content and goals of the program. They include both Likert-scale and open-ended items regarding the quality of the face-to-face sessions, online sessions, and DLP program as a whole; the achievement of learning objectives; and the application of knowledge and skills gained.

This survey was administered online at the end of the final face-to-face session in March 2012. Program records indicate that 141 principals were in attendance on Day 2 of that final session; 132 of these principals took the survey, for a response rate of 94% of those in attendance (and 84% of the total cohort of 157 principals; 16 principals missed Day 2 of the face-to-face session but completed the final component online). Analysis of the participant survey data focused primarily on averages and percentages of item-level responses, with some qualitative information taken from the open-ended items.

Focus Groups

In order to better understand the program, the Evaluation Team conducted focus groups with both DLP participants and facilitators. In an effort to systematically recruit participants, the Evaluation Team randomly selected 20 participants from each region (about half) and invited them by email to participate in a focus group. A total of 80 participants were contacted, with 48 (60%) responding. Participants who replied to the invitation were asked to fill out a web-based form (Doodle Poll) to indicate their availability during the data collection week. The Evaluation Team scheduled the focus groups to occur at the date and time that worked for the most principals. Focus groups were conducted in Spring 2012, after the DLP participants had completed five of the six face-to-face sessions, and while they were in the process of completing the fifth online session. There were four participant focus groups, one for each region (Northeast, Southeast, Central, and West). These focus groups were conducted via telephone conference call, and each had four to five participants overall, with some joining late and some leaving early. In addition, the Evaluation Team conducted one face-to-face focus group with four facilitators who had also served as developers of the program.

Focus groups followed a standardized open-ended question format, with questions developed by members of the Evaluation Team (Appendix G). The discussions centered on pre-participation factors (recruitment, expectations); satisfaction with the DLP experience, including what they found most and least useful/valuable; and the impacts (actual and anticipated) of their participation. Two interviewers were present at each focus group, one to facilitate discussion and the other to take detailed notes. Analysis of audio transcripts and interviewer notes involved a

systematic process of coding, categorizing, and interpreting participant responses in order to identify general patterns or themes relevant to the study's research questions (McMillan & Schumacher, 2005).

Expert Review of Online Sessions

The RttT Professional Development Evaluation Team developed an Online Professional Development Rubric (OPD Rubric) to measure the extent to which online professional development offerings are aligned to standards for high-quality professional development as identified in the RttT proposal. The OPD Rubric (Appendix H) is organized around standards for professional development put forth by Learning Forward (formally the National Staff Development Council). It is based largely on indicators of high-quality online professional development from several organizations nationally recognized for leadership in the fields of professional development and online learning. The primary sources of the indicators included in the rubric are Learning Forward's publication, *E-learning for Educators: Implementing the Standards for Staff Development* (National Staff Development Council, 2001), and the Southern Regional Education Board's *Online Professional Development Standards* (Southern Regional Education Board, 2004). Finally, the International Association for K–12 Online Learning's publication, *National Standards for Quality Online Courses* (iNACOL, 2010), provided guidance for evaluating the quality of assessment and instructional design.

The OPD Rubric was used by one member of the Evaluation Team (the reviewer) to evaluate each of the online sessions offered through the DLP program. In order to address issues of variability among instructors, the reviewer purposefully selected sessions facilitated by different instructors. The reviewer examined resources and activities provided in the online session and assessed the extent to which these offerings aligned to each professional development standard using the indicators included on the OPD Rubric. Examples from the six sessions are used to illustrate findings related to each professional development standard.

Findings

Below are findings for each of the specific evaluation questions outlined earlier. Please see Appendix B for a summary of data sources used to answer each evaluation question.

I. Program Description: How Was the DLP Initiative Operationalized and Implemented?

The DLP initiative employs a non-traditional professional development model that allows participants to examine critically the meaning and application of school leadership through a problem-based, real-world approach. This cohort-based, experiential program is delivered over a one-year period using a blended model of face-to-face sessions supplemented by online sessions.

Program Development

The program plan for DLP was informed by lessons learned from other previous professional development initiatives. First, the application-based, real-world approach used by the New York Leadership Academy to develop aspiring principals was used as a model to create the DLP curriculum and format. Second, the developers incorporated lessons learned from North Carolina's previous experience running the Principal's Executive Program. Based on this experience, the developers decided to use a cohort model and were careful to limit the amount of time that principals would have to spend away from their schools. Third, NCPAPA recruited 40 "high-flying" principals (determined by superintendent recommendation, proven leadership based on school and student performance, Teacher Working Conditions survey results, experience in professional development, and willingness to work in a technology-rich environment) to participate in the DLP pilot program. This first cohort of principals was highly involved in providing feedback to the DLP developers in an effort to inform the DLP curriculum revision process. As one DLP developer noted:

> *The uniqueness of this was that [principals in the] pilot really were the test case, and they were giving us formative feedback as we progressed through it, and they held us to a very high standard of whether this is practical or not, because they really did not want to come in and be talked to for these sessions. So it had to be [tied to] the practicality of your job, and not at the developing level [of the school executive standards]. It's at the distinguished level, which is pretty intense in itself.*

The DLP developers defined effective and appropriate professional development based on two considerations: (1) the content being aligned with principal performance standards, and (2) the approach being consistent with adult learning principles.

The content covered in the DLP program was divided into six program components that are closely aligned with the North Carolina Standards for School Executives, for which all North Carolina principals are held accountable. The DLP program purports to equip principals with knowledge in six areas: strategic leadership for high-performing schools, maximizing human resources for goal accomplishment, building a collaborative culture with distributive leadership, improving teaching and learning for high-performing schools, creating strong student and stakeholder focus, and leading change to drive continuous improvement. Each of the DLP

components integrates lessons, activities, and resources that correspond to specific executive standards as approved by the North Carolina State Board of Education (Table 1).

> *We had design principles for each component, which were grounded in the Principal Evaluation Process ... [The NC Standards for School Executives] were the basis for designing the program ... "Distinguished" is the highest category of classification for a principal, and so our aim was to help them get to [the] "Distinguished" [level].*
>
> *There was a significant intent to make [the components] aligned to the standards in such a way that the seven standards make sense; they don't stand alone, but [rather] each component ... seems to build on a set of skills [and] refines it in the next session.*

Table 1. Alignment of Component Focus Area with Executive Standards

Component Focus Area	Corresponding NC Standard for School Executives
Component 1: Strategic Leadership for High-Performing Schools	Standard 1: Strategic Leadership
Component 2: Maximizing Human Resources for Goal Accomplishment	Standard 2: Instructional Leadership Standard 4: Human Resource Leadership
Component 3: Building a Collaborative Culture with Distributed Leadership	Standard 3: Cultural Leadership Standard 4: Human Resource Leadership
Component 4: Improving Teaching and Learning for High-Performing Schools	Standard 2: Instructional Leadership Standard 4: Human Resource Leadership
Component 5: Creating a Strong Student and External Stakeholder Focus	Standard 3: Cultural Leadership Standard 6: External Development Leadership
Component 6: Leading Change to Drive Continuous Improvement	Standard 1: Strategic Leadership Standard 2: Instructional Leadership Standard 5: Managerial Leadership Standard 7: Micro-Political Leadership

DLP developers focused on ensuring a high-quality experience for participants in the DLP program, with the expressed intention that the sessions be engaging, customizable, practical, sustainable, and fluid. The sessions were designed to be interactive and to model the types of engaging lessons that teachers are expected to implement with students in the classroom. In addition, participants were provided an opportunity to customize session assignments to what is applicable for their school context in order to meet their individual needs. Strategies presented through DLP were intended to be practical enough for principals to implement and sustain at their current schools. The fluidity of the sessions allowed developers to adjust the content and activities based on ongoing feedback, ensuring continuous improvement.

Characteristics of the DLP Facilitators and Developers

DLP facilitators are 20 highly qualified individuals who are former or current principals. Of the 20 facilitators, six had also served as developers of the DLP program, and ten were previous participants from the pilot. Most of the facilitators had over 20 years of experience in education, with teaching licenses covering all levels of K–12, and four having previously worked as

superintendents. They also had considerable experience planning, designing, and facilitating professional development for educators, serving in such roles as coaches/mentors, trainers, facilitators, and consultants. In addition, a couple of the facilitators have worked, or currently work, for NCDPI, and many have served on various boards and in advisory roles. Nearly all of the facilitators have earned a doctoral degree or are currently working toward one. The DLP facilitators had to pass rigorous training through LEARN NC, a program of the UNC–Chapel Hill School of Education, which provides cohort-based, online professional development courses for K–12 educators. The training focused on how to develop and facilitate online courses. In addition, NCPAPA contracted an independent consultant to work one-on-one with the online facilitators beginning with Component 4. This staff person monitored the feedback provided by online facilitators and provided suggestions for improvement.

Program Delivery

The DLP program was delivered using a blended learning model integrating face-to-face and online professional development. Each of the six DLP components consists of an extended face-to-face session supplemented by an online session.

Face-to-face sessions were held approximately every other month over the course of a one-year period (from April 2011 to March 2012). These were group events conducted in four regions (Central, Northeast, Southeast, and West), with approximately 40 principals participating in each region. In order to expose DLP participants to a variety of leadership models, the 20 facilitators rotated leading the different components in the four regions. Each face-to-face session was co-led by two facilitators and consisted of a half day followed by a full day. During the face-to-face sessions, principals engaged in a series of content-specific activities that reinforced the focus of a particular component. The professional development content was delivered by the facilitators using PowerPoint, videos, handouts, and other resources. Participants partook in small and whole group discussions and a variety of learning activities.

The online sessions supplemented the lessons that were taught during the face-to-face sessions. These integrated, technology-driven sessions were designed to help principals apply the skills they had learned in DLP to their current school situations. The online sessions were hosted by LEARN NC. Just like the face-to-face sessions, the six online sessions were organized for regional cohorts of DLP participants and were facilitated by content matter experts, some of whom had previously participated in the DLP program. Each online session followed a consistent organizational structure that included a welcome area, course orientation, open discussion area, and a series of learning units designed to provide instructional content and professional development activities. Each online session consisted of three to six of these learning units, with each unit including an overview and a series of assignments. Each week, participants were expected to complete one unit and spend at least three hours on the assignments, with the facilitator readily available to answer questions and provide assistance if needed. Assignments included instructional activities such as readings, self-assessments, and worksheets, and typically concluded by posting a write-up or artifact of that activity to a public discussion forum or private online journal. Participants were then provided feedback on assignments by both the facilitator and/or their cohort of peers. To foster a more participatory and distributed leadership style, many of the activities required principals to work on the assignments in collaboration with their staff and students.

II. Participation: To What Extent Did DLP Reach the Intended Participants?

Program Applicants

In the second year of program implementation, DLP was expanded statewide and offered to all practicing NC principals. The only eligibility requirements to participate were to have the support of their superintendent and to commit to fully participating. Focus group participants reported that they learned about DLP through emails from NCPAPA informing them of the opportunity. Word-of-mouth was also an effective means of recruitment, with several focus group participants reporting that participants from the 2010–11 pilot program encouraged them to apply.

Participants cited the need for, but lack of, professional development opportunities specifically for principals as the reason they applied to the program. In addition, several participants noted that they expected DLP to be of high quality, given the stellar reputation of NCPAPA (the provider), and in particular, Executive Director Dr. Shirley Prince.

Participant Characteristics

Based on the participant rosters provided by NCPAPA, there were 194 principals in the 2011–12 cohort of DLP, 157 of whom completed all six components. It should be noted that the participation level was in line with the proposed target of serving 200 principals annually. A description of the characteristics of program completers follows. Future analyses will examine whether characteristics differ between those who completed DLP and those who did not. Data from participants' applications (Table 2, following page) indicates that the highest degree earned was a master's degree for over three-quarters (77%) of the participants. Small percentages had earned, or were currently working towards, a doctoral (16%) or Educational Specialist (7%) degree. The number of years participants had served in administrative roles ranged from 0–9 years as an assistant principal (with an average of about 4 years) and 0–15 as a principal (with an average of about 5 years). On average, participants reported being at their current school for about 4 years, although this ranged from less than 1 year to 17 years. Participant survey results indicate that participants were fairly balanced across levels of experience, with about one-third (34%) reporting that they had been in their current position for 6–10 years, followed by 30% with 4–5 years, 19% with 0–3 years, and 17% with more than 10 years of experience in their current position (including time spent at other schools).

Table 2. Characteristics of DLP Principals

Highest degree earned or underway	Percentage (*n*=158)
Master's degree	77%
Education Specialist degree (Ed.S.)	7%
Doctoral degree (Ed.D., Ph.D.)	16%

Characteristic	Range (min–max)	Mean	Median
Years as an assistant principal	0–9	3.78	4
Years as a principal	0–15	4.85	4
Years at current school	<1–17	3.99	3

Data on school characteristics indicates that DLP principals represented a variety of schools, which were fairly representative of the state (Table 3, following page). The majority of DLP participants were principals at elementary schools (63%), with smaller proportions representing middle schools (21%), high schools (11%), and other grade combinations (4%). Nearly all of the participants were principals at traditional schools, with only two serving as directors at charter schools. The geographic distribution of participants' schools was approximately equal across the regions, with nearly one-quarter of principals represented from the Central, Northeast, Southeast, and Western regions, respectively. In addition, about half of the principals came from rural schools, with the other half coming from schools in cities (18%), suburbs (16%), towns (8%), and undefined locales (7%). Their schools ranged in size from as small as 75 students to as large as 2,210.

Table 3. Characteristics of DLP Principals' Schools

Characteristic	Number of DLP schools (*n*=158)	Percentage of DLP schools	Statewide percentage
School level			
Elementary	100	63%	54%
Middle/junior high	33	21%	18%
High school	18	11%	23%
Other	7	4%	5%
School type			
Traditional	156	99%	96%
Charter	2	1%	4%
*Region**			
Central	38	24%	29%
Northeast	42	27%	24%
Southeast	42	27%	26%
Western	36	23%	21%
Locale classification			
Rural	81	51%	47%
Town	12	8%	13%
Suburban	25	16%	12%
City	29	18%	22%
Undefined	11	7%	6%

Characteristic	Range (min–max)	Average across DLP principals' schools	Statewide average
School size (average daily membership)	75–2,210	576	568
Students enrolled in free or reduced-price lunch	16%–100%	62%	59%
Students of color	6%–98%	47%	47%
Students with disabilities	0%–93%	13%	13%
English language learners	0%–44%	7%	7%

* Participating principals were from all eight of the state's educational regions and were assigned to one of the four DLP regions based on their distance to the location. To calculate the statewide percentages, the eight statewide regions were consolidated into four comparable categories. This was done by assigning schools outside the included regions to participant regions by proximity based on GIS calculations.

Student characteristics also varied widely across the principals' schools (Table 3). The percentage of economically disadvantaged students, as indicated by enrollment in the free or reduced-price lunch program, ranged from 16% to 100%, with an average of 62% across the 158 schools. Likewise, students of color represented between 6% to 98% of the student body, with an average of 47%. Students with disabilities accounted for 13%, and English language learners accounted for 7% of the student body, on average.

Results from the Teacher Working Conditions (TWC) survey were used to assess the quality of school leadership as perceived by teachers. The survey was administered to teachers statewide in Spring 2011, just before the start of the DLP program, allowing for a baseline comparison of

conditions across DLP participants' and non-participants' schools. Survey questions addressing school leadership were reduced to three underlying factors: respect and professionalism, responsiveness, and distributed leadership. A comparison of the school-level composite scores for each of the three factors revealed no significant differences between the participants' and non-participants' schools (Table 4).

Table 4. TWC School Leadership Characteristics of DLP Principals' Schools

Factor	Mean composite score		Mean difference	Significance
	DLP participants' schools (*n*=155)	Non-participants' schools (*n*=2,399)		
Respect and professionalism	3.168	3.164	0.004	*p*=0.846
Responsiveness	3.168	3.152	0.016	*p*=0.397
Distributed leadership	3.039	3.001	0.038	*p*=0.121

The TWC survey also included four overall questions. Again, survey results showed no significant differences in teachers' responses between DLP participants' and non-participants' schools. Seventy percent of DLP participants' teachers and 71% of non-participants' teachers indicated that they plan to stay at their current school, with only 3% of both groups planning to leave the education profession entirely. Twenty-three percent of teachers in both groups reported feeling that school leadership is the most important factor affecting their willingness to stay at their current school. Finally, 39% of teachers at DLP participants' schools and 40% of teachers at non-participants' schools strongly agreed that their school is a good place to work and learn. Overall results suggest that at baseline there were no significant differences in the quality of school leadership between DLP participants and non-participants.

III. Program Quality: To What Extent Was the DLP Program of High Quality?

Alignment with RttT Priorities

North Carolina's RttT-funded professional development plans are ambitious, with a top-level goal of updating the entire education workforce to ensure that each of the state's 100,000 teachers and 2,400 principals has the knowledge and skills necessary to foster student achievement. The plan requires professional development for principals, assistant principals, curriculum specialists, and all of the other administrators involved in guiding and supporting teachers through transitions to new standards, assessments, data systems, technologies, and overall expectations for both themselves and their students.

While the general goals of the DLP program fit within the RttT professional development plan, the DLP program components most closely align with the focus on updating the education workforce, defined as principals progressing along the North Carolina Standards for School Executives. As noted previously, each of the six DLP components integrates lessons, activities, and resources that correspond to specific NC School Executive Standards (Table 1, above).

According to NC's RttT application, the DLP program was to use a cohort-based experiential approach, delivered using a blended method of six whole-group face-to-face sessions, online activities with online cohort collaboration and coaching, and small-group sharing/feedback sessions, over a one-year period. The blended approach to the professional development, as well as the knowledge and skills the components are designed to increase, has been fully consistent with the proposal plan.

Meeting Principals' Professional Development Needs

During their focus group, DLP program developers discussed how the program has done a good job of meeting principals' professional development needs, in particular because the content and activities are based on principals' performance standards and day-to-day activities, making DLP highly relevant. Participant feedback supports this conclusion. Almost all of the participants (97%) agreed or strongly agreed that the face-to-face sessions, and the DLP program overall, were relevant to their professional development needs; a very high percentage (93%) of participants agreed/strongly agreed that the online sessions were relevant to their professional development needs (Table 5).

Table 5. Participant Survey Results Regarding Quality: Relevance

Relevant to my professional development needs	Percentage of respondents (*n*=131)		
	Strongly agree/Agree	**Neither agree nor disagree**	**Strongly disagree/Disagree**
Face-to-face	97%	1%	2%
Online	93%	3%	4%
DLP overall	97%	1%	2%

According to participants in the focus groups, DLP addressed principals' needs best in the following areas:

- Providing resources and tools to bring back to schools
- Enhancing technology skills
- Providing opportunities for networking and collaboration
- Developing or refining the vision and mission of their schools
- Building learning communities
- Developing strategic leadership skills

Conversely, participants expressed mixed opinions about the timing (toward the end of the year) of the stakeholder focus component. While some found this component timely for their needs, others found it inconvenient and the related online activities burdensome. In fact, a few specifically identified this piece as not relevant to their professional development needs.

With the one exception of the stakeholder focus component, overall results from the participant survey and focus groups suggest that DLP was highly successful in addressing principals' professional development needs. One participant said during a focus group:

> *I think by going through the [NC Principal Evaluation Process] they hit every area that would be of concern to us, and I think through the networking and then through the discussion, it brought up even more topics of conversation. So, for me, it kind of answered all my questions.*

Another offered:

> *They did meet my professional learning needs. I can always grow in every area, so it won't be any program that will meet every need, but for what they set out to do, I believe they did.*

While DLP did address major professional development needs, some participants suggested improvements in the following ways:

- Differentiating activities and cohort groups based on experience

- Providing additional networking and collaboration opportunities

- Focusing on a targeted high-needs populations, or solving specific school-level issues

Quality of DLP Face-to-Face Sessions and Online Sessions

The quality of DLP face-to-face and online sessions was evaluated through the framework of Learning Forward's Standards for Professional Learning (National Staff Development Council, 2001), which focus on seven primary areas: Using Data, Prioritizing Resources, Applying Learning Designs, Supporting Implementation, Leadership, Learning Communities, and Guaranteeing Outcomes. Overall, participants provided very favorable responses about the quality of DLP sessions in the online participant survey, the post-component evaluations, and focus groups. These are summarized below, along with some recommendations for possible improvements.

Standard 1. Using Data: High-quality professional development "uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning."

As previously mentioned, the design of the DLP components was data-based: Developers used the New York Leadership Academy as a model, aligned the content of the components with the Standards for School Executives, and incorporated lessons learned from the evaluation of the Principal's Executive Program and the DLP pilot.

Data were also collected throughout the DLP program. In an effort to individualize the learning experience, the online sessions prompted participants to complete self-assessments to identify targeted focus areas for activities within the sessions. However, the extent to which principals were provided data or evaluated on their successful completion of the components was unclear.

Participants were not provided with information to indicate the degree to which they achieved the desired learning outcomes outlined in the overview for each component.

In addition, DLP program staff regularly collected participant satisfaction data. At the conclusion of each face-to-face session, participants were given a short survey (5–7 items) asking about satisfaction with the session overall, with specific materials, and with the understanding of specific objectives. Likewise, upon completion of the online session for each component, participants were provided the opportunity to evaluate the course through a 70+ item questionnaire. While we do not have specific information about how the survey data were used to inform program revisions or changes to the components, the course developers indicated that they continuously monitor quality and incorporate feedback. As one developer noted:

> *Very close attention has been paid to feedback, and we've been very responsive to feedback during the pilot and continuing.*

Standard 2. Prioritizing Resources: High-quality professional development "requires prioritizing, monitoring, and coordinating resources for educator learning."

Staff, time, technology, material, and fiscal resources should all be prioritized, monitored, and coordinated for effective professional development. The face-to-face sessions employed appropriate human, time, and material resources. Likewise, the online sessions were sufficiently staffed to provide the instructional support needed for successful completion, and they provided adequate resources and training to support learners uncomfortable in the online environment or who were in need of technical assistance.

Staff resources. With regard to the quality of staff resources, the 20 individuals who served as facilitators for DLP were all highly qualified (see the Characteristics of the DLP Facilitators and Developers section above for a description of their qualifications). In addition, nearly all of the participants surveyed (98%) agreed or strongly agreed that the face-to-face sessions were led by effective facilitators. Likewise, observation results indicate that the facilitators' presentations were carried out effectively, and their management styles enhanced the quality of the sessions in nearly all (98%) of the segments observed.

Time. The amount of time allocated for the face-to-face sessions could be considered another indication of the quality of those sessions. Each face-to-face session consisted of an initial half day followed by one full day. As shown in Table 6, 84% of participants indicated that the amount of time required for the face-to-face sessions was adequate. Note that, due to the unclear wording of this survey question, it is difficult to discern whether the participants who selected "not enough time" meant that they did not have enough time to complete the required work, or whether the required work was completed too quickly. Regarding the 8% who reported that "too much time" was required for the face-to-face sessions, when asked how DLP could be improved for future cohorts, these participants suggested that the sessions be shortened to one full day or a longer one-day session. Comments regarding the length of the face-to-face sessions are echoed in the focus group data, with participants requesting less time away from their districts, although a few would not mind two full days of face-to-face sessions if much of the time was spent collaborating and networking, and if lengthening the face-to-face sessions would decrease workload from the online sessions.

Survey results show that a large percentage of participants (40%) felt that the online sessions required too much time (Table 6). During the focus group discussions, some participants reported that the online assignments were too time-consuming. Some also felt that the assignments were busy work, as noted by this principal:

> *Especially [with] the online work part of this, there was some stuff that I believe was busy work, and in the day-to-day running of a school, it just felt like it was busy work and not really productive.*

Note that principals were expected to spend at least three hours per week on the online assignments. However, the sessions reviewer found that time needed to complete assignments varied widely across sessions. Some sessions consisted of several extensive assignments requiring considerable fieldwork at their schools in addition to a write-up. For other sessions, participants could spend less than three hours completing simpler assignments, such as reading and reflecting on provided resources.

Table 6. Participants' Ratings of Time Required during DLP

	Not enough time	**Adequate amount of time**	**Too much time**
Face-to-face sessions	8%	84%	8%
Online sessions	11%	48%	40%
DLP as a whole	4%	89%	8%

DLP participants had fairly positive reactions to the logistical aspects of DLP. Participant survey results show that most agreed or strongly agreed that the face-to-face sessions were scheduled at times convenient for their participation (90%) and were held at convenient locations (96%; Table 7). Likewise, 92% of respondents to the post-component surveys were satisfied or very satisfied overall with the DLP seminar facilities. However, participants in the Northeast area expressed some dissatisfaction with facilities for the first three face-to-face sessions (data are missing for the fourth). In response, the location was changed, and satisfaction levels among Northeast participants improved for the final two components.

Table 7. Participant Survey Results Regarding Quality: Convenience

The face-to-face sessions…	**Percentage of respondents** (*n*=131)		
	Strongly agree/Agree	**Neither agree nor disagree**	**Strongly disagree/Disagree**
were scheduled at times convenient for my participation.	90%	8%	2%
were held at locations convenient for my participation	96%	1%	3%

Technology. With regard to the online sessions, nearly all of the principals surveyed (96%) reported that the sessions were easy to access and use (Table 8). Although a high percentage of principals (84%) indicated that the sessions were free of technical issues, this was the lowest rated item of those related to the quality of the online sessions. Indeed, during the focus groups, some principals shared examples of struggles they had with getting the technology to work, but their issues seemed to be individual rather than systemic. The session reviewer found that all links, videos, and applications worked as intended on the browser (Internet Explorer) and the platform (Windows 7) that the reviewer used to access the online sessions.

Table 8. Participant Survey Results Regarding Quality: Logistics of Online Sessions

The online sessions…	Percentage of respondents (*n*=131)		
	Strongly agree/Agree	Neither agree nor disagree	Strongly disagree/Disagree
were easy to access and use.	96%	2%	2%
were free of technical issues.	84%	8%	8%

Material resources. Results from the post-component surveys show that DLP participants had favorable impressions of the materials used during the face-to-face sessions (Table 9). The percentage of participants who reported that they were very satisfied with the session materials ranged from 57% for Component 4 to 71% for Component 1, and was 64% across all of the components. An additional 34% of participants reported that they were satisfied across all the components, with a range from 27% to 40% depending on the particular component. Very few respondents reported that they were only somewhat satisfied, and almost none expressed dissatisfaction. These overall results are fairly consistent with responses to questions about satisfaction with more specific materials used in the different components, which were also very favorable. Keep in mind that, due to the unbalanced response scale, there is some concern for a positive bias in responses; nevertheless, these results are consistently high with findings from other sources.

Table 9. Participant Survey Results Regarding Quality: Overall Satisfaction with Materials

Overall, how satisfied were you with the seminar materials?	*n*	Very satisfied	Satisfied	Somewhat satisfied	Not satisfied
Component 1	143	71%	27%	1%	0%
Component 2	154	60%	37%	3%	1%
Component 3	140	64%	34%	2%	0%
Component 4	112	57%	40%	3%	0%
Component 5	108	64%	34%	2%	0%
Component 6	112	64%	32%	2%	2%
Overall, all components	769	64%	34%	2%	<1%

The participant survey results show that nearly all of the principals (98%) agreed or strongly agreed that the face-to-face sessions provided them with useful resources (Table 10). Likewise, observers indicated that the content materials and activities provided an added piece to better understanding in nearly all of the segments observed (98%).

Moreover, nearly all of the participants surveyed (93%) agreed or strongly agreed that the online sessions provided them with useful resources (Table 10). During the focus groups, principals expressed interest in having ongoing access to the session resources but were unsure whether they would continue to have access after the program ends. Nevertheless, DLP developers stated that participants would be able to access the sessions indefinitely through LEARN NC and that they were also looking into other storage options, including the possibility of using a Live Binder on the web or downloading everything onto a DVD.

Table 10. Participant Survey Results Regarding Quality: Resources

Provided me with useful resources	Percentage of respondents (*n*=131)		
	Strongly agree/Agree	**Neither agree nor disagree**	**Strongly disagree/Disagree**
Face-to-face	98%	1%	1%
Online	93%	5%	2%

Standard 3. Applying Learning Designs: High-quality professional development "applies research about learning and instructional design to achieve its intended outcomes."

While the extent to which DLP program developers used specific learning research, theories, or models is unclear, the evaluators found evidence of high-quality learning designs incorporated into the face-to-face sessions and online sessions in terms of the following characteristics:

- Clear objectives

- Logical structure

- Relevance to practice

- Active engagement during face-to-face sessions

- Variety and pace of activities in face-to-face sessions

- Opportunities for sharing during face-to-face sessions

Clear objectives and logical structure. All surveyed participants agreed or strongly agreed that the face-to-face sessions had clear objectives, and 97% agreed or strongly agreed that the sessions were well-structured (Table 11, following page). Similarly, most of the participants surveyed agreed or strongly agreed that the online sessions had clear objectives (97%) and were well-organized (94%). These findings were substantiated by the online session review, which found that each unit provided an overview and syllabus, and clearly and concisely described the learning objectives, assignments, and resources used to support learning. The use of online tools

such as discussion boards and journals was appropriate to the instructional activities, while the structure and use of media such as text and images was likely to facilitate learning. Program developers stated that the sequence of the components and sessions is such that later sessions build on skills developed in previous sessions.

Table 11. Participant Survey Results Regarding Quality: Clear Objectives/Purpose and Well-Structured/Organized

	Percentage of respondents (*n*=131)		
	Strongly agree/Agree	**Neither agree nor disagree**	**Strongly disagree/Disagree**
Clear objectives/purpose			
Face-to-face	100%	0%	0%
Online	97%	2%	2%
DLP overall	99%	1%	0%
Well-structured/organized			
Face-to-face	97%	1%	2%
Online	94%	5%	2%
DLP overall	96%	3%	1%

Relevance to practice. Developers stated there was a strong focus on keeping the program relevant to professional practice so that principals could later apply what they learned:

> *There is a high regard for the level of knowledge and expertise that principals are bringing into this training session, that some of them have more experience than I have had—had different experiences, better experiences, are more capable of things than I am. So we wanted to make sure it was designed to really build on wherever they were, or wherever their school was, and help them kind of customize where they needed to go in internalizing the training. So a lot of the design of the assignments online and a lot of the design of the face-to-face sessions is to get them engaged, talking about what they know, what they'd like to know, what they need to know, what they are currently doing, what they'd like to be doing.*

Indeed, participants found DLP to be highly relevant to their professional development needs, as discussed previously, as well as to the specific needs of their schools (Table 12). Observation results also provide evidence that DLP was relevant to principals' professional practice. Observers indicated that appropriate connections were made to other disciplines and/or real-world contexts in all of the face-to-face segments observed, and most of the segments observed (87%) also provided opportunities for participants to consider classroom applications of resources, strategies, and techniques. Likewise, nearly all of the participants surveyed (97%) agreed or strongly agreed that the face-to-face sessions included adequate opportunities for participants to consider applications to their own professional practice (Table 12, following page). In addition, the activities provided in each online session were consistently linked to

participants' roles within their schools and provided frequent opportunities to apply knowledge and skills in the participants' professional settings.

Table 12. Participant Survey Results Regarding Quality: Relevance to Practice

	Percentage of respondents (*n*=131)		
	Strongly agree/Agree	**Neither agree nor disagree**	**Strongly disagree/Disagree**
DLP as a whole…			
was relevant to the specific needs of my school.	94%	4%	2%
The face-to-face sessions…			
included adequate opportunities for participants to consider applications to their own professional practice.	97%	2%	1%

Active engagement during face-to-face sessions. Observers noted that participants were engaged in 100% of the segments observed. Likewise, observers frequently noted in their open-ended comments that participants were actively engaged and comfortable contributing to discussions. These findings are consistent with the developers' intentions to make the DLP sessions highly engaging. One developer explained:

> *[W]e expect this to be engaging learning. We expect it to model what we expect teachers to do with students in the classroom.*

In addition to results from the participant survey, in which 95% of respondents found the face-to-face sessions engaging, focus group participants also praised the program for providing engaging activities:

> *It was very twenty-first century, and I was never bored during the face-to-face sessions. They were always interesting, relevant, and provided even a laugh at certain times.*

Another participant said:

> *They kept my attention, and I have the attention span of a gnat.*

In general, focus group participants found the face-to-face sessions to be engaging, relevant, valuable, meaningful, and effective.

Variety and pace of activities in face-to-face sessions. Observation results suggest that participants were engaged in a variety of activities during face-to-face sessions (Table 13). (Note that observers documented the types of activities that occurred during each half-hour segment but did not record the amount of time spent on each activity.) In 81% of the half-hour segments observed, participants partook in more than one activity. Participants most frequently engaged in whole-group discussions led by the facilitator (observed in 81% of segments), followed by small-group discussions (observed in 68% of segments). In about half (49%) of the segments observed, participants listened to a formal presentation made by the facilitator. Other less frequent activities included partner and small-group activities, individual work, and watching videos. Observers indicated that the pace was appropriate for all of the segments observed, although a few activities took longer than needed to achieve the objectives.

Table 13. Major Activities Observed During Face-to-Face Sessions

Activities	Number (and %) of observations that included the activity				
	Component 3 (*n*=5)*	Component 4 (*n*=18)*	Component 5 (*n*=18)*	Component 6 (*n*=18)*	Total (*n*=59)*
Engaged in whole-group discussion led by facilitator	2 (n/a)	15 (83%)	17 (94%)	14 (78%)	48 (81%)
Engaged in small-group discussion	3 (n/a)	16 (89%)	9 (50%)	12 (67%)	40 (68%)
Listened to a formal presentation by facilitator	2 (n/a)	6 (33%)	9 (50%)	12 (67%)	29 (49%)
Engaged in whole-group discussion led by participant(s)	0 (n/a)	0 (0%)	1 (6%)	1 (6%)	2 (3%)
Listened to a formal presentation by participant(s)	0 (n/a)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

*Number of half-hour segments observed

Opportunities for sharing during face-to-face sessions. Participant survey results show that nearly all respondents (99%) agreed or strongly agreed that the face-to-face sessions included adequate opportunities for participants to share their knowledge and/or experiences. Observation results mirror these findings, with nearly all of the face-to-face segments observed (94%–98%) providing opportunities for participants to share knowledge of content, teaching, learning, and/or the reform process, as well as adequate time and structure for participants to share experiences and insights. These findings are not surprising given the high frequency with which participants engaged in whole-group and small-group discussions during face-to-face sessions.

Learning design improvements. Findings across data sources suggest that the following areas of the DLP program could consider further improvement in terms of learning design:

- Integration of multimedia technologies and tools during face-to-face sessions

- Variety of activities in online sessions

- Opportunities for sharing using discussion boards in online sessions

- Differentiated instruction

Each area is described further below.

- *Integration of multimedia technologies and tools.* Observation results indicate that facilitators and participants rarely used web-based resources during the face-to-face sessions. The only web-based resources were videos from websites, used once during Component 5 and twice during Component 6. In a couple of instances, the observers noted that the activities observed could have been done more efficiently with the use of technology. However, 88% of participants agreed or strongly agreed that the face-to-face sessions were enhanced by the use of technology (Table 14). While this is a high percentage of agreement, this is nonetheless the survey item with the lowest level of endorsement out of all of the items related to the quality of the face-to-face sessions. DLP program developers agreed that more technology tools should be integrated into the curriculum, and they stated that they plan on addressing this issue in the future.

Table 14. Participant Survey Results Regarding Quality: Integration of Technology

The face-to-face sessions…	Percentage of respondents (*n*=131)		
	Strongly agree/Agree	Neither agree nor disagree	Strongly disagree/Disagree
were enhanced by the use of technology (during the sessions).	88%	9%	3%

- *Variety of activities in online sessions.* According to results from the online session review, some components provided greater variation among session activities, while others consisted almost entirely of reading a document, writing a response, and replying to a peer over the course of a five-week period. In addition, there was little variation in the use of online tools to support the delivery of instructional content or to facilitate participant interaction. The online sessions were text-heavy, and the use of audio, video, and other media was limited. Only one component incorporated the use of videos to enhance learning about the delivery of content and instructional activities. In addition, the online sessions made little use of online tools and were limited primarily to static, text-heavy webpages and asynchronous discussion forums. The lack of variation may initially increase the comfort level of participants, especially those new to learning in an online setting, but it is likely to diminish participant interest if activities are seen as repetitive. In fact, participant survey results indicate that respondents were less likely to find the online sessions engaging (86%) compared to the face-to-face sessions (95%; Table 15).

Table 15. Participant Survey Results Regarding Quality: Engagement

The sessions were engaging.	Percentage of respondents (*n*=131)		
	Strongly agree/Agree	Neither agree nor disagree	Strongly disagree/Disagree
Face-to-face	95%	5%	0%
Online	86%	10%	4%

- *Opportunities for sharing using discussion board in online sessions.* Although 90% of the participants surveyed agreed or strongly agreed that the online sessions provided opportunities for meaningful collaboration and/or social interaction (Table 16), other evaluation results suggest that these opportunities were not fully realized.

Table 16. Participant Survey Results Regarding Quality: Collaboration

The online sessions…	Percentage of respondents (*n*=131)		
	Strongly agree/Agree	**Neither agree nor disagree**	**Strongly disagree/Disagree**
provided opportunities for meaningful collaboration and/or social interaction.	90%	8%	2%

Results from the online session review indicate that the discussion board process was not as effective as it was intended to be. Very few, if any, replies to peers' posts were made on discussion boards. Focus group members also wanted more participation from others in their online cohorts; however, they admitted that they themselves had difficulty putting in the time necessary for heavy and meaningful feedback on the discussion boards. One focus group participant said:

> *A lot of people, again, me included, waited some time 'til the end, so you really didn't get much collaboration.*

Another said:

> *When we went to do the online sessions, the notion of collaboration among ourselves never really felt like it took off because we would enter our answers into the Moodle, and then you might get a response back from one of your colleagues [or] you might not. I felt like we didn't fully develop that component of it … I found the activities helpful and meaningful, but the networking piece among ourselves online was probably not as fully developed as it could have been.*

Two others expressed some misalignment with expectations of collaboration:

> *I thought that the online session was going to be more collaboration and getting ideas from colleagues as opposed to specific assignments, the way that they are currently.*

> *I mean we've collaborated some online, but it's really been a lot of just individual work unless we come together in our group meetings.*

These findings are consistent with other research showing that online discussions often fail to foster the type of productive social interaction and collaboration that is more typical of face-to-face interactions (Gao, Wang, & Sun, 2009). While online sessions such as those offered through DLP have the potential to increase communication and collaboration among

participants (Vavasseur & MacGregor, 2008), the conditions for fostering and supporting these types of interactions must be in place (Lin, Hung, & Chen, 2009). Prior research underscores the importance of effective leadership for cultivating and sustaining a vibrant knowledge-sharing environment (Gairín-Sallán, Rodríguez-Gómez, & Armengol-Asparó, 2010; Prestridge, 2010). The presence of a moderator who is attuned to the cultural, social, and organization issues of a particular practice is essential for sustaining an online community of learners over an extended period and enabling it to evolve beyond superficial interactions (Gray, 2004).

- *Differentiated instruction.* The review of the online sessions revealed that, while the structure and navigation processes were clear and consistent throughout, the flexibility and variation among learning activities were not. Some online sessions allowed for modifications to activities to better address learning styles and needs, while others provided a single path through assignments and activities, with little flexibility to accommodate learner preferences. According to focus group feedback, participants also desired more differentiation, both in the face-to-face sessions and in the online sessions, in order to address differences in principals' experiences:

   I just felt like some of the sessions could have been different based on principal experience. They were all very good topics, but again, meeting the needs of the learner for where they are. I think it could have been better designed to address experience levels of the administrators.

   Some of it could have been condensed or differentiated for … not just years of experience but experiences among us.

Standard 4. Supporting Implementation: High-quality professional development "supports implementation of learning and sustains long-term change."

The DLP year-long schedule extended learning over time to support long-term change in practice. In addition, DLP provided the opportunity for learning to extend beyond the end of the program by providing long-term access to the course resources, and in particular, the online sessions through LEARN NC. It is hoped that the connections principals make during DLP will continue beyond the program so that principals can continue to learn from each other and provide peer support to one another.

In order to support implementation of change, DLP developers sought to define what it means to be a *distinguished* leader by providing specific examples of things principals can implement in their professional practice:

   [B]ecause the standards are so new, it really does give them, for lack of a better term, a roadmap of what it really means to be a proficient or distinguished principal, that you can accomplish it. These are the principles, these are the actions, these are the products, this is how life as a distinguished principal looks.

The integration of reflection into professional development is an important factor for supporting continuous improvement in practice. The DLP developers noted that the program design includes a rigorous reflective aspect, as illustrated by the following focus group quote:

> *There's a reflective piece to this design that I think is extremely powerful. And it's fun to watch … where they were at the beginning to where they are now, and their level of comfort with sharing with one another and being very open and honest about what their struggles are back at school, and another participant stepping up to provide that support and encouragement and feedback, which is invaluable. So you start to watch the participants from Session 1 to Session 5, and then ultimately to 6, really grow. But there are no shortcuts here. This is rigorous. It is designed to bring out the best in principals, to challenge them, to make them think about the roles that they play, and the impact that they have in what goes on in their schools.*

Observation results suggest that opportunities for reflection were well-integrated into the face-to-face sessions. Specifically, results indicate that nearly all of the segments observed (93%) provided adequate time and structure for "sense-making," including reflection about concepts, strategies, and issues. Likewise, the online assignments required considerable reflection on the part of the principals. In the words of one participant:

> *It's structured to be a reflective practice. It's getting us to look at things we're doing and how we're doing them, and what things we would look at changing in order to make our schools more successful.*

Learning from other participants' experiences can also support implementation. Focus group participants almost unanimously found that discussing each other's experiences was one of the most valuable aspects of the DLP program:

> *Even if it's not a matter of getting to share what we're doing in our building, to sit and have professional discussions: "Well, what would you do in this instance? What would you do in that instance? What's your take on this?" for me, personally, would be very helpful … and to know that there are other people out there experiencing the same obstacles that you are.*

> *I've enjoyed being able to read what other principals are doing throughout the state and even at different grade spans. I'm at a high school, but I find a lot of ideas from elementary and middle school principals as well.*

In the surveys, 99% of respondents agreed or strongly agreed that they had adequate opportunities to share their knowledge and experiences in face-to-face sessions. However, more in-depth conversations with focus groups suggested that principals want even more time to talk about experiences during the face-to-face sessions, and especially during the online sessions.

One of the most important features of a professional development program is receiving proper feedback from facilitators and peers in order to support the implementation of newly acquired skills and knowledge. Although experienced facilitators were provided to facilitate the online learning experience, the quality of instructional support varied by facilitator. Some facilitators

were very engaged on the discussion boards and frequently responded to participants, ensuring contact with everyone in the community and continual monitoring of progress. Other facilitators, however, were noticeably absent from the discussion boards and posted sparsely throughout the components. A scan through facilitator feedback in participant journals revealed that some facilitators provided substantive and detailed feedback on assignments, while others provided feedback that was limited to 2–3 lines of text and was not always specific and aligned directly to learning outcomes. One developer described the experience of monitoring posts and providing feedback as follows:

> *When we are working with a component, we are online every single day looking at our participant postings, responding to them, giving feedback, making announcements, encouraging them, helping them put the pieces together.*

Additionally, the lack of feedback from peers is consistent with the online session review, with some focus group participants suggesting that this is a result of competing priorities. Steps to ensure active facilitation and increase cohort interactions in the online sessions would clearly further the program objectives and increase participant ratings of this part of the program.

Standard 5. Leadership: High-quality professional development "requires skillful leaders who develop capacity, advocate, and create support systems for professional learning."

The DLP program provides opportunities for distributed leadership, as principals from the DLP pilot were paired with the DLP developers to co-facilitate various components of DLP, both face-to-face and online, in the second year when the program was expanded. As co-facilitators, these former participants took on responsibility for monitoring current participant progress and providing instructional and technical support.

However, evaluation results suggest some additional opportunities for distributed leadership that were missed. For instance, observations of the face-to-face sessions indicate that participants rarely led whole-group discussions and never gave formal presentations (Table 13, above). Allowing participants to assume these leadership roles could further expand opportunities for distributed leadership. Likewise, allowing participants to lead aspects of the online sessions, such as moderating or leading peer discussions, assessing the work of peers, or assisting struggling learners, could expand leadership and strengthen support systems for professional learning.

Standard 6. Learning Communities: High-quality professional development "occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment."

Observations of the face-to-face sessions provide support for the collaborative environment of DLP (Table 17). Results indicate that the following characteristics were present in 95%–100% of the half-hour segments observed: (1) a climate of respect for participants' experiences, ideas, and contributions; (2) interactions reflecting collaborative working relationships between facilitators and participants; and (3) participants encouraged and willing to generate ideas, questions, conjectures, and propositions. On the other hand, participants provided constructive criticism and/or challenged ideas in only 62% of the segments observed. This might suggest that participants were at times hesitant to criticize or challenge each other, but it is also possible that some of the situations did not call for this type of behavior.

Table 17. Culture of Learning Communities as Observed in DLP Face-to-Face Sessions

Item	Number of half-hour segments observed*	Percent agree/Strongly agree
There was a climate of respect for participants' experiences, ideas, and contributions.	59	100%
Interactions reflected collaborative working relationships between facilitator(s) and participants.	57	100%
Participants were encouraged to generate ideas, questions, conjectures, and propositions.	56	95%
Participants were willing to generate ideas, questions, conjectures, and propositions.	56	100%
Participants provided constructive criticism and/or challenged ideas.	52	62%

* The number of segments varies depending upon the item because the segments for which the items were rated as "not applicable" were excluded from analysis.

Survey results provide additional evidence that participants valued the collaborative environment of face-to-face sessions. When asked, "What was the most beneficial/valuable part of the training," the most frequent themes in respondents' comments were collaboration, face-to-face, and networking. As stated by one participant:

> *I loved the face-to-face and being able to meet other principals [and] share ideas.*

The recurring theme from these positive comments about the face-to-face time was that it was useful to have time to meet, discuss, and collaborate with other administrators; for example:

> *The face-to-face meetings and the interaction with administrators from varying levels and regions of the state. Just having the time to talk and listen to one another was key.*

These comments were consistent with the sentiments of many participants in the focus groups; for example:

> *There's the opportunity to grow with other principals and to collaborate and to hear ideas throughout the different regions ... That is always valuable because we sometimes fall into a pattern of doing things just how our county does it. So [collaborating with other principals] is always a good opportunity, and ... I think that's been very productive.*

Because collaboration was so valued by participants, many indicated through the participant surveys and focus groups that they would like additional time and support to develop learning communities with their peers during face-to-face sessions and for the online sessions.

The online sessions were designed to support the formation of online communities by providing frequent opportunities for participants to share ideas, experiences, and information within their cohorts. Participants were provided both public and private means of communication to support learning. Nearly every session provided opportunities for constructive peer feedback on assignments, with many activities providing specific prompts for making the feedback meaningful.

There were, however, areas in which the online sessions were not fully aligned with the Learning Communities quality standard. For example, instances in which participants were required to collaborate with peers in order to complete instructional activities were rare or absent from most components. There was one online unit that provided several opportunities for principals to collaborate on the assignments; however, the collaboration was with staff and students at their schools, not with other participating principals. In addition, there was little evidence of an active and engaged online learning community. Participant interaction was limited to peer responses on posted assignments, and while replies to peers on assignments were generally collegial and constructive, there was very little sustained discussion. The number of replies to peers on assignments typically ranged from zero to four, with no reply or just a single reply to peers a very common occurrence.

Standard 7. Guaranteeing Outcomes: High-quality professional development "focuses on outcomes defined in educator performance standards and student content standards."

The goals of the DLP components were clearly and consistently aligned to the NC Standards for School Executives and to the Learning Forward performance standards for educators, and, where appropriate, were directly tied to student learning outcomes. Goals and objectives were clearly communicated throughout the face-to-face sessions and online sessions, and the latter built upon the former. As a result, the online sessions provided regular opportunities to deepen content knowledge and strategies by reinforcing and extending the face-to-face professional development efforts.

Developers in focus groups indicated that they observed improvements in principals going through the program, based on their interactions during online sessions and afterward. One DLP developer stated that he/she has seen the change:

> *I have watched online and now I see it in practice, and it's kudos to my colleagues because you see these activities playing out in a school ... I see the application of this work and it's really powerful ... It's inspiring to see professional development played out like that.*

Overall Quality of the DLP Program

Results from the participant survey provide strong support for the overall quality of DLP (Table 18). Nearly all of the participants (96%) agreed or strongly agreed that the face-to-face sessions, and the DLP program as a whole, were of high quality overall; a high percentage (91%) of participants also agreed or strongly agreed that the online sessions were of high quality. In addition, most of the participants surveyed (91%–93%) agreed or strongly agreed that the face-to-face sessions, online sessions, and DLP program as a whole met their expectations.

Table 18. Participant Survey Results Regarding Quality: Overall

	Percentage of respondents (*n*=131)		
	Strongly agree/Agree	**Neither agree nor disagree**	**Strongly disagree/Disagree**
High quality overall			
Face-to-face	96%	2%	2%
Online	91%	6%	3%
DLP overall	96%	3%	1%
Met my expectations			
Face-to-face	93%	2%	5%
Online	91%	3%	6%
DLP overall	92%	5%	2%

The observational data provided converging evidence of the overall quality of the DLP program. Observers rated the overall quality of each half-hour segment observed on a scale ranging from "Level 1: Ineffective" to "Level 5: Exemplary" (Table 19, following page). The majority of sessions were rated as being Level 4 (42%) or Level 5 (41%), and the average rating across all the segments observed was 4.22. No segments were rated as being ineffective. The observation results also suggest that the quality of the components may have improved over time, although there is not sufficient data on which to base a strong conclusion.

Table 19. Observers' Ratings of Overall Quality

Overall quality level	Number (and percentage) of observations that were rated at the level				
	Component 3 (*n*=5)*	Component 4 (*n*=18)*	Component 5 (*n*=18)*	Component 6 (*n*=18)*	Total (*n*=59)*
Level 1: Ineffective Professional Development	0 (n/a)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Level 2: Elements of Effective Professional Development	0 (n/a)	1 (6%)	0 (0%)	0 (0%)	1 (2%)
Level 3: Beginning Stages of Effective Professional Development	2 (n/a)	6 (33%)	1 (6%)	0 (0%)	9 (15%)
Level 4: Accomplished, Effective Professional Development	3 (n/a)	11 (61%)	5 (28%)	6 (33%)	25 (42%)
Level 5: Exemplary Professional Development	0 (n/a)	0 (0%)	12 (67%)	12 (67%)	24 (41%)
Average	n/a	3.56	4.61	4.67	4.22

*Number of half-hour segments observed

Participants reported overwhelmingly positive reactions to DLP; they enjoyed the experience; and they found it was well worth the significant time commitment. Representative quotes from focus group participants include the following:

> *I think it's been the greatest thing we've had this year, as far as administrative professional development. There's nothing been offered for administrators in our county or statewide really, and it's been a great experience.*

> *I just think it's been a very valuable experience and hopefully other principals will continue to take the opportunity to grow and want to be better and, again, want to be models for our teachers and our students, and our communities.*

> *I think I was just really impressed at how it all flowed together … It's been just a good experience for me.*

> *I always come back energized, you know, I want to try this or try something different. So I always come back energized and ready to move forward.*

Enthusiasm generated by DLP has led many of the participants to promote the program to other principals, encouraging them to apply for future cohorts. Principals are also excited to share and apply what they've learned back in their schools and districts, as suggested by focus group participants:

> *I think it's the perfect program and I hope they keep it for future administrators.*

> *I've at least shared with other principals some of the things that I've been doing with DLP, trying to encourage them to apply. Not certain policies, but I have been sharing the types of activities and things that we did.*

Results from the participant survey indicated that 92% of the respondents agreed or strongly agreed that their involvement with DLP had increased their confidence as a school leader (Table 20). Facilitators also mentioned in their focus group that they saw participants' pride and sense of accomplishment upon completion of the rigorous curriculum:

> *I know there's a great sense of pride and accomplishment when the principals have completed their DLP program … the feeling of pride that you had done that. And then the celebration of, you know, we're modeling the importance of lifelong learning as well. So a lot of the participants have said that their staffs have shared with them. I've read that in the postings my participants have done, that their staff is really proud of them, too.*

Table 20. Participant Survey Results Regarding Quality: Confidence

DLP as a whole…	Percentage of respondents (*n*=131)		
	Strongly agree/Agree	**Neither agree nor disagree**	**Strongly disagree/Disagree**
increased my confidence as a school leader.	92%	8%	1%

IV. Short-Term Outcomes: To What Extent Did Participants Acquire Intended Knowledge and Skills as a Result of their Participation in DLP?

Responses to the post-component surveys were overwhelmingly positive, with results suggesting that participants learned the intended knowledge and skills during the face-to-face sessions (Appendix I). Almost all participants (95%–100%, depending on the objective) indicated they were satisfied or very satisfied that the specific learning objectives had been accomplished, and only a small fraction of respondents indicated they were somewhat satisfied or not satisfied. Note that there is some concern that the responses may be positively biased because the response options were not balanced. Nevertheless, the positive results are consistent with other sources of data, including the participant survey and focus groups.

Results from the participant survey show that most of the principals agreed or strongly agreed that they developed specific knowledge and skills targeted by DLP (Tables 21 and 22, following page). For instance, most of the principals surveyed indicated that they developed a better understanding of how to integrate high performance standards into the culture at their school (95%) and how to apply the principal performance model (92%). Just under 90% reported developing a better understanding of Professional Learning Communities (88%) and effective student learning strategies (87%). Furthermore, almost all (98%) reported improving their skills in building connections with other education professionals, and most reported improved skills in managing the needs of stakeholders (95%) and in applying data-driven decision making in their school improvement plans (92%). A slightly lower, although still high, percentage (86%) reported improving their skills in using the TWC survey to help teachers improve their practice.

Table 21. Participant Survey Results Regarding Short-Term Outcomes: Achievement of Knowledge through DLP

Through my participation in DLP, I developed a better understanding of…	Percentage of respondents (*n*=132)		
	Strongly agree/Agree	Neither agree nor disagree	Strongly disagree/Disagree
Professional Learning Communities.	88%	9%	3%
effective student learning strategies.	87%	8%	5%
how to apply the North Carolina Standards for School Executives High-Performance Model.	92%	6%	2%
how to integrate high performance standards in the culture at my school.	95%	2%	3%

Table 22. Participant Survey Results Regarding Short-Term Outcomes: Acquisition of Skills through DLP

Through my participation in DLP, I improved my skills in…	Percentage of respondents (*n*=131)		
	Strongly agree/Agree	Neither agree nor disagree	Strongly disagree/Disagree
building connections with other education professionals.	98%	2%	0%
applying data-driven decision making in my school improvement plans.	92%	6%	2%
using the NC Teacher Working Conditions Survey to help teachers improve their practice.	86%	13%	1%
managing the needs of stakeholders.	95%	3%	2%

Focus group results also provide evidence that participants acquired knowledge and skills—from the facilitators as well as from each other—that will help them become better leaders. Some specific examples include the following: developing mission and vision statements, distributing leadership among school staff, addressing stakeholder concerns, developing Professional Learning Communities, using data to inform practice, and integrating technology.

> *I wasn't aware of how to drill down into the Teacher Working Conditions survey, and that was one of the resources or one of the things that I learned to do that I'll continue to do.*

> *Some of the [online session] activities themselves required us to learn a new piece of technology, whether it was something web-based, or doing something with … visual representations [like Wordle]…Because we're not teachers anymore, we wouldn't have [had] an opportunity to learn some of those tools, but [they] are equally important for the work that we do.*

> *Making the effort where we met with different student groups and talked to them about specific questions really gave me a little bit different insight [as] to what they are feeling and thinking about their school experience.*

V. Intermediate Outcomes: What Was the Impact of DLP on Participants' Practice?

Application of learning and progress along the NC Standards for School Executives

The survey questions regarding application were written to align directly with the North Carolina Standards for School Executives. Participants were asked to report on the extent to which they had applied the knowledge and skills gained in DLP to aspects of their professional practice, with an emphasis that their responses be based on their DLP participation. As shown in Table 23, the results were overwhelmingly positive, with at least 94% of respondents strongly agreeing or agreeing that they had applied the knowledge and skills learned in DLP in ways that reflect progress along the NC Standards for School Executives. On the survey items related to application, the ratings ranged from 94% agreement for improving managerial tasks that allow staff to focus on teaching and learning to 98% agreement for fostering a collaborative school environment focused on student outcomes.

Table 23. Participant Survey Results Regarding Intermediate Outcomes: Application of DLP Acquired Knowledge and Skills Aligned with Standards

I have applied the knowledge and skills gained in DLP to…	Aligned standard	Percentage of respondents (*n*=131)		
		Strongly agree/Agree	**Neither agree nor disagree**	**Strongly disagree/Dis-agree**
ensure that the vision, mission, and goals of my school are aligned with 21st century learning.	Strategic leadership	96%	3%	1%
foster a collaborative school environment focused on student outcomes.	Instructional leadership	98%	2%	1%
ensure that the school culture supports the goals of my school.	Cultural leadership	97%	3%	0%
improve processes and systems that ensure high-performing staff.	Human resources leadership	96%	3%	1%
improve managerial tasks that allow staff to focus on teaching and learning.	Managerial leadership	94%	5%	1%
design structures or processes that result in community engagement, support, and ownership.	External development leadership	95%	5%	1%
facilitate distributed governance and shared decision-making	Micro-political leadership	95%	5%	1%

When asked an open-ended question about whether and how they had implemented what they had learned in DLP, most of the principals surveyed (90%) provided an affirmative response, and several provided specific examples:

> *I have implemented certain parts of the training. The ideas on culture and involving external stakeholders have benefited me greatly.*

> *I have used the information and brought about positive changes in teacher leadership. The awareness of school culture has been awesome.*

> *I have worked on activities to ensure a positive school culture conducive to student learning.*

> *I've begun using data regularly to drive discussions about student achievement and to drive instruction.*

> *Yes, I have implemented many things I've learned in DLP! Our school has developed new mission and vision statements based on our core values, which now drive all that we do. I have learned how important it is to delegate to other leaders within my building so that I am not completely overwhelmed, but more importantly, in order to empower leaders within my school. There are so many other things I have implemented. No doubt I am a better leader now than when I began DLP!*

Focus group data supported this, as participants reported having implemented a wide range of strategies they learned in DLP once back in their schools and districts. Some themes emerged from the examples they provided: creating, assessing, and revising their school's mission and vision statements; improving walk-through observations, focusing on their role as instructional leaders; collecting input from students, parents, teachers, and other stakeholders; effectively using data to inform decisions (especially from the TWC survey); creating or improving Professional Learning Communities within their schools; spending more time being reflective about their professional practice; and collaborating and networking more with administrators in other schools and districts. Many of the principals also mentioned doing some of the activities they learned in DLP with their school staff, as well as sharing resources. In addition, some participants indicated that many of the activities reaffirmed things they had already been doing.

> *Trying to make sure that you enhance the communication within your school setting so that you're getting consistent and specific feedback from all your stakeholders is something that I'm going to try to make sure that I do.*

> *I think using the information I received from DLP and networking with others has improved our data gathering and assessment of data.*

> *While we may have been using many of the tools, we are now revisiting them in a new light. The school culture pieces, the data pieces, the classroom walk-through pieces, building leadership in our school, down to even the components on student opportunities.*

Recommendations

As detailed in this report, the data clearly show that the DLP team has designed and implemented a very high-quality program that meets the professional development needs of the participating school leaders. This level of quality, building upon the pilot program, reflects the DLP team's commitment to continuous improvement processes. Some of the data in this report will help inform those processes as the DLP team continues to refine the already strong program. Areas that the data suggest might be considered in future program improvements are summarized here.

Differentiate Activities

Feedback from participants suggests further differentiation of activities based on both their years of experience and type of experience. For example, individuals who have been principals for more than 10 years could have an advanced version of an activity, while new principals could have the same activity, but at a developing level. Differentiation is always a design challenge in professional development programs and should not be overused, since participants also indicated that they appreciated the opportunity to learn from others with different types of experiences. Nevertheless, it may be beneficial to further differentiate selected activities within the DLP program.

Further differentiation could be supported through the use of a pre-DLP survey. While self-assessments are integrated into the online sessions, no such assessment is available before the entire DLP program begins for participants. Such data could inform facilitators if participants have any specific needs to be addressed, or if participants have specific topics they are interested in discussing. For example, some members of a focus group suggested including content on special topics, such as working with targeted populations or legal issues associated with school administration. Additionally, pre-DLP data would be useful for assessing change in participants' knowledge and skills over the course of the program.

Provide Opportunities for Participant Leadership

Observations of the face-to-face DLP sessions and online sessions suggest that there are missed opportunities for distributed leadership during the program. For example, during the face-to-face sessions, participants could be assigned to lead group discussions or give formal presentations on short segments of material or about their areas of expertise. Small groups of participants could also present to each other after working on a collaborative problem-solving project. During the online sessions, participants could take turns moderating or leading peer discussions, assessing the work of peers, or assisting struggling learners. Another way to provide opportunities for leadership might be to create formal mentoring partnerships.

Increase Time for Collaboration and Networking

A recurring theme among feedback across all participant data sources was the value of networking and collaboration time. In fact, participants would have liked even more time sharing experiences and collaborating to solve shared problems. Program developers could consider integrating more activities that require teamwork to complete during face-to-face sessions and

during online sessions. One concern was that participants do not have much interaction with each other during online segments of the DLP program; therefore, providing collaborative assignments could create this opportunity. The mentoring partnerships suggested above would also create opportunities for collaboration and networking.

Improve Quality of Feedback in the Online Sessions

Data from participants and program observers suggests there is room for improvement in the quantity and quality of feedback that participants receive in the online sessions. While the online session reviewer found some evidence of high-quality feedback from some facilitators, this was not consistent across facilitators. Ongoing participant evaluations of session activities and facilitation might provide timely information to inform improvements in this area.

In addition, online session participants should also receive guidelines for expectations about providing peer feedback, including information about how to best provide constructive feedback online. Assignments received very few, if any, replies on the online discussion boards. One way to help ensure replies would be to establish response expectations and corresponding deadlines.

Increase Variety of Activities and Use of Technology Tools

Review of the online sessions indicates the variety of activities was inconsistent—some sessions had greater variety, while others consisted almost entirely of asynchronous text-based activities: reading a document, writing a response, and replying to a peer. In addition, little variation was found in the use of multimedia technologies and online tools to support the delivery of instructional content or to facilitate participant interaction for either the face-to-face sessions or online sessions. With the wide array of software and online tools available, DLP program developers have the opportunity to integrate multiple types of tools to alleviate repetitive types of activities. Tools that can be integrated include, but are not limited to: wikis, video-making tools, audio editing tools, data visualization tools, simulations, synchronous interaction platforms, blogs, survey tools, and mind mapping tools. Many of these tools could be integrated during the face-to-face sessions and online sessions and provide greater variety in the activities.

Improve Data Collection Instruments

The current instruments used by DLP leadership have several limitations in length, prompt-item-response option alignment, item wording, and response options provided. Evaluation Team members have extensive training and experience in developing research instruments and ensuring that data collected will produce the most accurate interpretations. In order to ensure that all data collection instruments are of the highest quality and provide valid information, we recommend that NCPAPA staff and DLP leadership collaborate with the Friday Institute Evaluation Team to develop, implement, and analyze all instruments for the continued evaluation work related to DLP professional development activities.

Next Steps for the DLP Evaluation

Data on the long-term and distal outcomes of the DLP program are not yet available. However, over the course of the RttT grant period (through 2014), the evaluation will seek to assess the impact that the program has on the culture/climate of achievement and on student performance at participating principals' schools. Specifically, the evaluation will address the following questions moving forward:

VI. Long-Term Outcomes: What was the impact of the principals' participation in DLP on their schools' culture/climate of achievement?

   a. To what extent did principal turnover change after participation in DLP?

   b. To what extent did teacher turnover change after a school principal participated in DLP?

   c. To what extent does the school achievement culture/climate improve with principals' participation in DLP?

VII. Distal Outcome: To what extent are gains in student performance outcomes associated with principals' participation in DLP?

   a. To what extent does student achievement in schools improve with principals' participation in DLP?

   b. Are there cohort-level differences?

While student outcomes will be the primary focus, a forthcoming report also will examine the impact on school culture/climate, including teacher working conditions and other related areas included in the RttT Omnibus Survey. The evaluation also will benefit from surveying participants some time after they have completed the program, which may allow them to better report on how they applied what they learned, as well as on any related issues they encountered.

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Appendix A. Race to the Top Professional Development Evaluation Plan

Overview

Formative Evaluation Focus: The successful transition to new standards and assessments and the use of data to improve instruction are ultimately dependent upon the effectiveness of the professional development, technical assistance, and support materials provided to educators across the state. Thus, the focus of this formative evaluation is to provide feedback to state leaders on the quality of professional development activities and resources (as described in Section D5 of NC's *RttT* proposal) provided at the state level in support of major *RttT* initiatives (*e.g.*, as described in Sections B3 and C3 of the proposal).

Summative Evaluation Focus: Over the next three years, a large portion of NC's RttT funds will support professional development efforts for teachers, principals, and other education leaders across the state. Data will be collected across initiatives about quality and participation in local and state supported professional development activities, including standards and assessments (B3), instructional data use (C3), NC Virtual Public School (D3), and Turning Around the Lowest Achieving Schools and NC STEM Schools Network (E2). In addition information will be collected through district and school field visits and the cross-cutting teacher and principal surveys to inform summative evaluation analyses examining the extent to which participation in high-quality professional development activities provided through RttT funds have increased the capacity of the education workforce to deliver effective instruction, and, ultimately, to increase in student performance.

RttT *Initiative Context*

Policy Objective(s)/Purpose(s) of the Initiative

- Formative Evaluation Focus:
  - Transitions to New Standards and Assessments (B3) – North Carolina will transition to the *Common Core Standards* and other new State standards, and high-quality assessments tied to these standards, by working in partnership with LEAs.
  - Using Data to Improve Instruction (C3) – Every teacher and instructional leader in NC will have ready access to a high-quality instructional improvement system containing assessment and data analysis tools and guidance in how to use these tools to improve instructional practices.
  - Providing Effective Support to Teachers and Principals (D5) – Through the Professional Development Initiative (PDI), educators will have access to a comprehensive, targeted, seamless, and flexible professional development system for all educators. The PDI also will develop multiple resources (*e.g.*, Professional Development Leaders, eLearning tools, *etc*.) in support of these efforts.

- Summative Evaluation Focus (in addition to B3, C3, and D5)
  - Provide effective teachers via virtual and blended courses (D3) - The NC Virtual Public School (NCVPS) provides courses that augment those available locally to equalize educational opportunities statewide and, in many cases, provide an effective online teacher when a qualified teacher is not available locally. The NCVPS is

committed to raising achievement and closing learning gaps with 21st-century innovation by providing access to world-class learning opportunities for all NC students.

- o Turning Around the Lowest-Achieving Schools in NC (E2) - NCDPI's District and School Transformation division, along with other change partners, has been engaged in turnaround efforts that closely resemble the four RttT models. As part of the State's RttT plan, District and School Transformation will transition to implementing the four school intervention models outlined by the USED. Professional development through coaches and other approaches is an important componenet of the District and School Transformation efforts.
- o NC STEM School Network (E2) - Work with partners to support the development of a small set of anchor/model STEM high schools that will serve as laboratory schools and sites for professional development around project-based learning.
- o Local RttT funding for professional development initiatives – Many school districts have chosen to allocate a portion of the funds allocated to them through RttT to professional development activities.

Initiative Activities Relevant to Professional Development

Formative Evaluation Focus:

- Transitions to New Standards and Assessments (B3)
  - ○ Develop and disseminate instructional resources to help educators develop a deep understanding of the new standards in an effort to increase student outcomes.
  - ○ Develop and publish a communication schedule that identifies opportunities to build knowledge among teachers, staff, and administrators.
  - ○ Develop and publish an online assessment Best Practices Guide, which will address issues of scheduling, financial planning, and technical requirements.
  - ○ Provide professional development on the new standard course of study and related assessments.

- Using Data to Improve Instruction (C3)
  - ○ Develop and implement a statewide Instructional Improvement System (IIS).
  - ○ Purchase tools for which LEAs can subscribe via the IIS.
  - ○ Provide professional development for data literacy.
  - ○ Communications around new standards, assessments, and accountability system.
  - ○ Provide professional development through data coaches.

- Providing Effective Support to Teachers and Principals (D5)
  - ○ Align professional development with major state initiatives, including standards and assessments, data use, instructional improvement, assessment system, and technology initiatives.
  - ○ Assess professional development needs for working with struggling readers, special needs students, and limited English proficiency students.
  - ○ Deploy state-sponsored Professional Development Leaders to provide training on the Instructional Improvement System (IIS) and to serve as data coaches for principals and teachers.

- Expand current repository offerings on DPI's Educator Recruitment and Development (ERD) website.
- Conduct planning institutes for LEA/Charter Leadership Teams.
- Conduct Distinguished Leadership in Practice Principal Institutes (NCASA & NCPAPA).
- Work with LEAs to ensure that effective and appropriate professional development is available to all teachers.

Summative Evaluation Focus (in addition to B3, C3, and D5)

- <u>Provide effective instruction via virtual and blended courses</u> (D3)
  - Identify blended resources, devices, and appropriate training and support.
  - Procure and deploy blended resources and devices, and provide appropriate training and support.
  - Collaboratively determine support and coaching needs for all staff and contractors regarding professional development, device deployment, and related needs.

- <u>Turning Around the Persistently Lowest-Achieving Schools in NC</u> (E2)
  - Provide Comprehensive Needs Assessment (CNA) and follow-up (determining resources, professional development - unpacking CNA report) for the 110 TALAS schools comprising the lowest 5% of schools in NC.
  - Provide customized professional development and on-site coaching for leadership and instruction according to identified needs.

- <u>NC STEM School Network (E2)</u>
  - Teams of teachers from anchor and network schools participate in professional development focused on content and instruction in math and science. Teachers will have access to "Critical Friends Group" and facilitated Peer School Reviews, as well as other programs.
  - Provide instructional coaches to work on-site with classroom teachers at the STEM network schools for approximately 60 days per school per year to improve teaching practices.
  - Provide on-site leadership coaching for principals in the STEM network schools for approximately 12 days per year to support their development as effective leaders. Provide Leadership Institute for principals. Also, take each principal on one study visit to a national model school.

Conceptual Framework for Formative Evaluation Focus

Program Theory for RttT Professional Development

*RttT priorities include: transition to new standards, new formative/summative assessments, data literacy for instructional improvement, revised NC Teacher Evaluation Process, technology for teaching and learning, and turning around lowest achieving schools.

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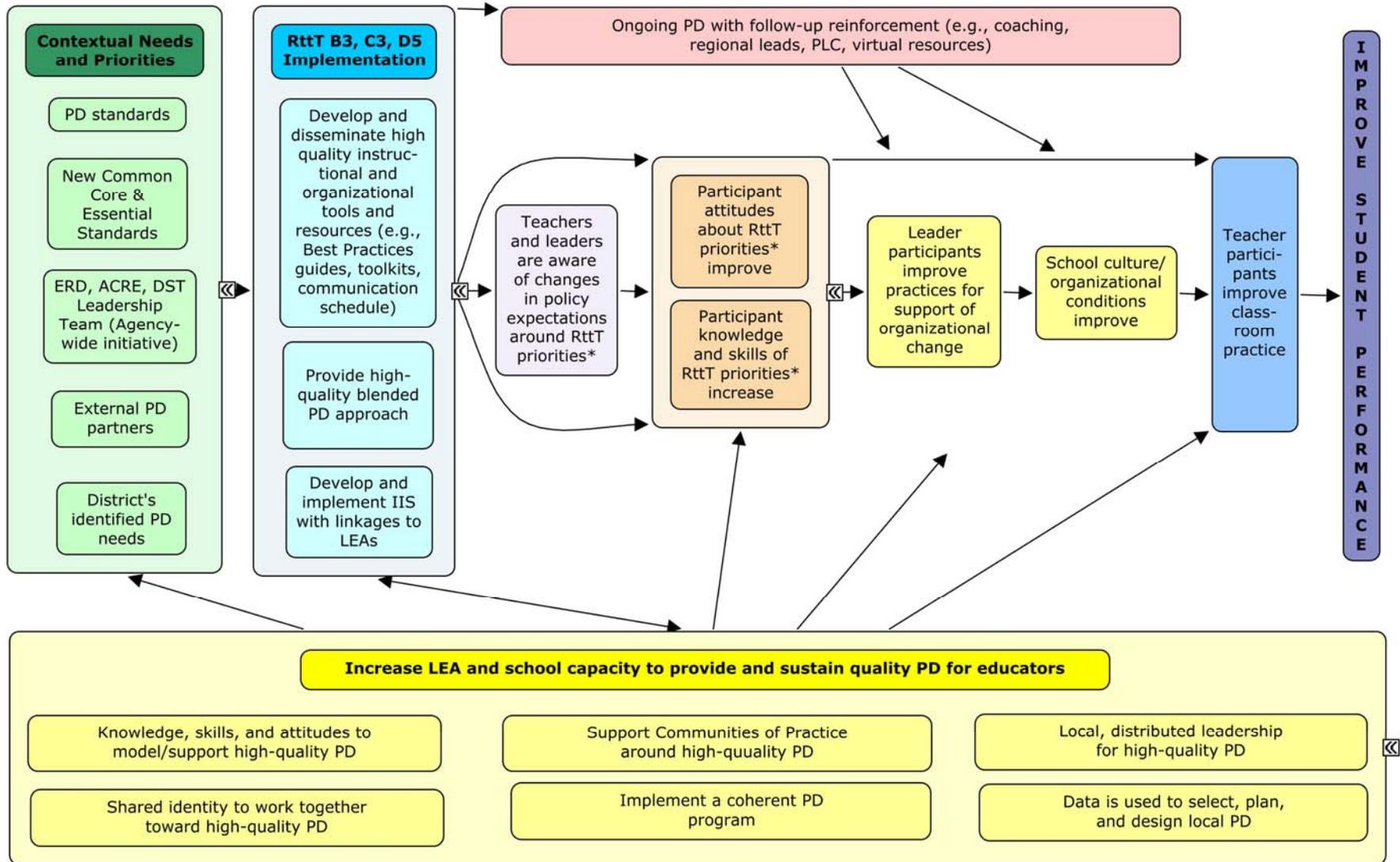
Evaluation Goal(s)/Purpose(s) of the Evaluation

- Provide formative evaluation as related to *RttT* B3, C3, and D5 activities.
- Provide summative evaluation as related to *RttT* B3, C3, D3, D5, E2 activities as well as implementation of professional development as a part of local RttT funding

Overall Approach to Evaluation

Mixed-method: Evaluation questions to be addressed by applying analyses from multiple qualitative and quantitative sources.

Research Questions & Anticipated Data Sources

Projected/Proposed Analysis Tool	Document/ Course Review	Educator Eval Tool Results	Observations (Classroom/ Institute/ Workshop/ Other)	Interviews (Teacher/ Admin/ Other)	Focus Groups (Student/ Teacher/ Other)	Surveys (Student/ Teacher/ Other)	Quant. Analysis	Admin. Data Review	Accounting Data Review
Evaluation Question									
Major/Overall Questions									
Strategies: To what extent did the state implement and support proposed RttT PD efforts?	X		X	X	X	X	X	X	
Short-Term Outcomes: What were direct outcomes of State-level RttT PD Efforts?	X	X		X	X	X	X	X	X
Intermediate Outcome: To what extent did RttT PD efforts successfully update the NC Education Workforce?		X	X	X	X	X			X
Summative Evaluation Focus									
Impacts on Student Performance: To what extent are gains in student performance outcomes associated with *RttT* PD?	X					X	X	X	X
State Strategies – Formative Evaluation Focus									
How did DPI assess educators PD needs?	X		X	X	X	X	X	X	
To what extent were state-level PD leaders hired and retained to successfully implement RttT PD efforts?	X		X	X	X	X	X	X	
To what extent were state-level PD efforts aligned with RttT priorities (e.g. standards and assessment, data use, instructional improvement, IIS, and technology use)?	X		X	X	X	X	X	X	
To what extent were current DPI PD offerings in the ERD Repository expanded?	X		X	X	X	X	X	X	
What were the nature, availability, and quality of Regional Planning Institutes for LEA/Charter leadership teams?	X		X	X	X	X	X	X	
What were the nature, availability, and quality of Distinguished Leadership in Practices (DLP) Institutes?	X		X	X	X	X	X	X	
How did PDI Team support and work with LEAs to define effective and appropriate PD?	X		X	X	X	X	X	X	

Research Questions & Anticipated Data Sources Continued

Projected/Proposed Analysis Tool	Document/ Course Review	Educator Eval Tool Results	Observations (Classroom/ Institute/ Workshop/ Other)	Interviews (Teacher/ Admin/ Other)	Focus Groups (Student/ Teacher/ Other)	Surveys (Student/ Teacher/ Other)	Quant. Analysis	Admin. Data Review	Accounting Data Review
Evaluation Question									
Short-Term Outcomes – Formative Evaluation Focus									
To what extent did the state create an online repository of PD offerings aligned to standards?	X	X		X	X	X	X		X
To what extent were educators able to locate and access appropriate PD?	X	X		X	X	X	X		X
What was the extent of eLearning PD opportunities?	X	X		X	X	X	X		X
To what extent did district and school personnel select, plan, design, and implement successful PD programs?	X	X		X	X	X	X		X
What were characteristics of RttT PD participants?	X	X		X	X	X	X		X
Intermediate Outcomes – Formative Evaluation Focus									
To what extent have educators successfully transitioned to new standards, including content knowledge?		X	X	X	X	X	X	X	
To what extent do educators use formative/summative assessment effectively?		X	X	X	X	X	X	X	
To what extent do educators use data to inform instructional decisions?		X	X	X	X	X	X	X	
To what extent are educators using the NC TEP as it was intended?		X	X	X	X	X	X	X	
To what extent have educators progressed along the NC Professional Teaching and School Executive Standards?		X	X	X	X	X	X	X	
Impacts on Student Performance – Summative Evaluation Focus **(To Be Determined based on available data. These are examples of potential questions)**									
What are associations between the type and quality of RttT PD participation, changes in classroom practice, and impact on student performance?	X					X	X	X	X
Do LEAs with "higher" quality PD have a greater impact on student outcomes than others?	X					X	X	X	X
Are their regional, LEA, school level differences in student performance associated with RttT PD?	X					X	X	X	X

Evaluation Activities

Anticipated Procedure:

- Formative Evaluation Focus: The Evaluation Team will examine qualitative data collected via a "purposeful sample of schools" approach in which a sample of LEAs and schools will be identified to participate in a longitudinal descriptive study, as well as quantitative data collected from various sources. The descriptive study will provide detailed information concerning implementation of both SEA and LEA professional development initiatives. Ongoing analyses will focus on the delivery and quality of *RttT*-supported resources and approaches to PD that focus on the transition to new standards, new formative/summative assessments, data literacy for instructional improvement, technology, and the revised Teacher Evaluation Process, with a goal of analyzing the impact of professional development on teacher practices and student achievement. Data sources will include interviews with key personnel, student and teacher focus groups, classroom observations and survey data.

- Summative Evaluation Focus: Administrative and accounting data on RttT PD participation will be utilized to develop measures of patterns of participation, analyze differences in those patterns and estimate association's between measures of participation and outcomes. In addition, the qualitative data collected in the sample of schools, from the Teacher and Principal Surveys, and other sources will be used to assess the extent to which the RttT professional development efforts have collectively created the capacity for teachers to deliver more effective instruction and improve student performance.

Anticipated Schedule:

- First stage (January 2011-June 2011)
  ○ Work closely with staff at DPI to understand *RttT* PD as an agency-wide initiative
  ○ Select and recruit sample of schools and LEAs
  ○ Identify or develop professional development observation tool, focus group protocols, surveys, classroom observation protocols, e-Learning analytics

- Second stage (July 2011-June 2013)
  ○ Observe face-to-face, blended, virtual *RttT* professional development
  ○ LEA and School visits – LEA and school staff surveys and focus groups, classroom observations
  ○ Create and implement quantitative data analysis plan built on a foundation of access to NCDPI PD Participation Data

- Third stage (July 2013-June 2014)
  o Continue with formative focused quantitative and qualitative evaluation
  o Implement summative focused quantitative evaluation

Major Evaluation Deliverables

- Baseline Report   10/31/2011
- Annual Report: Status of *RttT* PD   9/30/2012
- Annual Report: Status of *RttT* PD   9/30/2013
- Final Report: Impact   6/30/2014

Appendix B. Data Sources Linked to Evaluation Questions

Evaluation Question	Data Source								
	Program Documents and Artifacts	School-Level Administra-tive Data	Teacher Working Conditions Survey	RttT PD Observation Protocol	Post-Component Surveys	DLP Participant Survey	Focus Groups with Participants	Focus Group with Facilitators	Expert Review of Online Sessions (OPD Rubric)
1. Program Description: How is the DLP initiative operationalized and implemented?									
1a. How did DLP assess principals' PD needs?	X							X	
1b. How did the DLP developers define effective and appropriate PD?	X							X	
1c. What were the characteristics of the DLP facilitators and developers?	X								
1d. What was the nature of the DLP components and online modules?	X			X					X
2. Participation: To what extent does DLP reach the intended participants?									
2a. How did participants become aware of the DLP program?							X	X	
2b. What were the characteristics of DLP participants?	X	X	X						
3. Program Quality: To what extent does the DLP program meet standards of high quality PD?									
3a. To what extent was the DLP program aligned with RttT priorities?	X			X				X	X
3b. How well did DLP address principals' PD needs?						X	X	X	
3c. What was the quality of DLP (using NSDC standards as a framework)?	X			X	X	X	X	X	X
3d. What were participant reactions to DLP?					X	X	X		
4. Short-Term Outcomes: To what extent did participants acquire intended knowledge and skills as a result of their participation in DLP?									
4a. To what extent did participants acquire intended knowledge and skills as a result of their participation in DLP?					X	X			

5. Intermediate Outcomes: What was the impact of DLP on participants' practice?									
5a. To what extent have DLP participants applied what they learned in DLP in their schools/districts?						X	X		
5b. To what extent have DLP participants progressed along the NC Standards for School Executives?						X			

Appendix C. Teacher Working Conditions Factor Analysis

In order to simplify our analysis of the Teacher Working Conditions (TWC) survey data, we conducted a factor analysis to reduce the questions within the *School Leadership* construct to a smaller set of underlying factors. Factor analysis is a statistical method used to reduce the complexity of data by combining variables that are moderately or highly related. The technical details of this analysis follow.

All variables concerning school leadership, defined along both school and teacher dimensions, were included in the factor analysis. The data included 94,258 teacher surveys. Before identifying factors of school leadership, a prerequisite analysis confirmed that each variable satisfied two conditions: (1) each variable could not have more than 90% of answers clustered in one response category, and (2) the response rate for each variable could not be below 15%.

Initially, the factorability of the 35 survey components was inspected. All components were at least correlated .3 with at least one other component. Estimation of the Kaiser-Meyer Olkin measure of sampling adequacy (KMO=0.9751) and the Bartlett's test of sphericity ($\chi^2 (595) = 2.2*10^6$, $p < .05$) suggested that factor analysis was appropriate.

Principle components analysis was used because the primary purpose was to identify and compute composite scores for those factors underlying school leadership for ease in comparing DLP participants and non-participants. The principle eigenvalues suggested that three factors were appropriate and explained 95.57% of the variation. The rotated factor loadings are presented in Table 2.

Based on the mean of the items which had their primary loadings on each factor, composite scores were created by school for each of the three factors. Higher scores indicate better performance within each factor. Factor 1 is defined as *Respect and Professionalism* as it contains questions addressing the extent to which teachers are respected as leaders and other aspects of a professional work environment. Factor 2 is defined as *Responsiveness* as it encompassing questions focused on the extent to which school leadership makes a sustained effort to address teachers' concerns. Finally, Factor 3 is defined as *Distributed Leadership* as it includes questions about the roles teachers play in school decision making. The summary statistics for each factor are presented in Table 1.

Table 1: Descriptive Statistics for the Three School Leadership Factors

Factor	Items	*M* (*SD*)	Skewness	Kurtosis	Alpha
Respect/Professionalism	18	3.16 (0.26)	-0.07	3.39	.98
Responsiveness	9	3.15 (0.24)	-0.01	4.41	.97
Distributed Leadership	8	3.00 (0.29)	0.12	3.28	.90

Table 2: Rotated Factor Loadings for 35 Survey Variables*

Component	Factor1	Factor2	Factor3
Please rate how strongly you agree with the following statements about teacher leadership in your school.			
Teachers are recognized as educational experts.	0.7067		
Teachers are trusted to make sound professional decisions about instruction.	0.7400		
Teachers are relied upon to make decisions about educational issues.	0.7220		
Teachers are encouraged to participate in school leadership roles.	0.6466		
The faculty has an effective process for making group decisions to solve problems.	0.6485		
In this school we take steps to solve problems.	0.6793		
Teachers are effective leaders in this school.	0.6779		
Please indicate the role teachers have at your school in each of the following areas.			
Selecting instructional materials and resources.			0.5985
Devising teaching techniques.			0.5580
Setting grading and student assessment practices.			0.5493
Determining the content of in-service professional development programs.			0.6264
Establishing student discipline procedures.			0.5406
Providing input on how the school budget will be spent.			0.6313
The selection of teachers new to this school.			0.5569
School improvement planning.			0.5060
Teachers have an appropriate level of influence on decision making in this school.	0.3900		
Please rate how strongly you agree or disagree with the following statements about school leadership in your school.			
The faculty and leadership have a shared vision.	0.5686		
Teachers feel comfortable raising issues and concerns that are important to them.	0.6167		
There is an atmosphere of trust and mutual respect in this school.	0.6119	0.4255	
Teachers are held to high professional standards for delivering instruction.	0.5373		
The school leadership facilitates using data to improve student learning.	0.4881		
Teacher performance is assessed objectively.	0.5722		
Teachers receive feedback that can help them improve teaching.	0.5768		
The procedures for teacher evaluation are consistent.	0.5291		
The school leadership consistently supports teachers.	0.4429	0.4288	
The faculty are recognized for accomplishments.	0.5460	0.3626	
The school leadership makes a sustained effort to address teacher concerns about:			
Leadership issues		0.7238	
Facilities and resources		0.7677	
The use of time in my school		0.7498	
Professional development		0.7575	
Teacher leadership		0.8003	
Community support and involvement		0.7450	
Managing student conduct		0.6990	
Instructional practices and support		0.7779	
New teacher support		0.6091	
Eigenvalues	14.890	2.016	1.507
Percentage of total variance	.3967	.3772	.1818

*Factor loadings < .35 were suppressed.

Appendix D. RttT Professional Development Observation Protocol

The RttT Professional Development Evaluation Team developed an observation protocol that was used for the Summer Leadership Institutes observations and that also will be used to observe other upcoming sessions throughout the annual Professional Development Cycle. The observation protocol was adapted from a professional development tool developed by Horizon Research, Inc. (http://www.horizon-research.com/instruments/lsc/pdop.pdf) and is used to collect data about the design and implementation of the professional development sessions. The protocol includes both closed-form and Likert-scale items related to general characteristics of high-quality professional development. Members of the Evaluation Team recorded their observations of the session's primary intended purpose and major activities of the participants. Observers also assessed the design, implementation, pedagogy, and culture of each session. Data were aggregated from the observations and analyzed to establish comparisons between LEA Planning Process Sessions and Content Sessions, and between subject and grade level targeted in the Content Sessions, in order to examine any differences observed between sessions. Welcome sessions were not included in the analysis.

Observer_____   Date of Observation (ex, June 21, 2011)_____

Time Start (ex, 9:00AM): _____

1. Background Information

Project_____

Location_____

Indicate the major professional development approach:

- Workshop
- Institute
- Course
- Semester
- Webinar
- Learning teams
- School-based meetings
- Coaching
- Mentoring
- Other_____

Duration of this Professional Development Event:

- 1 hour
- 2 hours
- 3 hours
- Half-Day
- Full-Day
- 2 Days
- Other (Please describe)_____

Subject Targeted in this Observed Session:
- English Language Arts
- Mathematics
- Science
- Social Studies
- Other (Please describe)_____

Grade Level Targeted in this Observed Session:

- K-5/Elementary School
- 6-8/Middle School
- 9-12/High School
- LEA/District Staff
- Other (Please describe)_____

What is the total number of participants attending this observed session? _____

Participants in this observed session were:

- Teacher Leaders
- Other (non-lead) Teachers
- School Level Administrators
- Central Office Staff
- Other_____

2. Observed Session Focus: Indicate the *primary intended purpose(s)* of this professional development session based on the information provided by the project staff or session organizer/facilitator.

- Transition to New Standards (Common Core and Essential Standards)
- NC's Formative Assessment Learning Community's Online Network (NC FALCON)
- Formative Assessments strategies, not connected with NCFALCON
- Balanced Assessments and/or Summative Assessments
- Data Literacy for Instructional Improvement (Instructional Improvement System (IIS))
- Technology for Teaching and Learning
- LEA/School Capacity Building
- STEM
- School Turnaround
- Other, specify: _____

3. Indicate the major activities of participants in this observed session (check all that apply)

- Listened to a formal presentation by facilitator
- Listened to a formal presentation by participant(s)
- Engaged in whole group discussion led by facilitator
- Engaged in whole group discussion led by participant(s)
- Engaged in small group discussion
- Other, specify: _____

4. Describe the **major activities** *of participants in this observed session.*

5. Design

Select One:

Scale range: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree, NA = either not observed or not applicable to activity being observed

		(1)	(2)	(3)	(4)	NA
	The session provided opportunities for participants' to share knowledge of content, teaching, learning, and/or the reform process.	(1)	(2)	(3)	(4)	NA
	The session provided opportunities for participants to consider classroom applications of resources, strategies, and techniques.	(1)	(2)	(3)	(4)	NA
	Adequate time and structure were provided for "sense-making," including reflection about concepts, strategies, issues, etc.	(1)	(2)	(3)	(4)	NA
	Adequate time and structure were provided for participants to share experiences and insights.	(1)	(2)	(3)	(4)	NA
	The content materials/activities provided an added piece to better understanding/comprehension.	(1)	(2)	(3)	(4)	NA

6. Implementation

Select One:

Scale range: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree, NA = either not observed or not applicable to activity being observed

	The facilitator's presentation(s) included in the session were carried out effectively.	(1)	(2)	(3)	(4)	NA
	The facilitator(s) effectively modeled questioning strategies that are likely to enhance the development of conceptual understanding (e.g., emphasis on higher-order questions, appropriate use of "wait time," identifying prior conceptions and misconceptions.)	(1)	(2)	(3)	(4)	NA
	The facilitator(s)' management style enhanced the quality of the session.	(1)	(2)	(3)	(4)	NA
	The pace of the session was appropriate.	(1)	(2)	(3)	(4)	NA
	The session modeled effective assessment strategies.	(1)	(2)	(3)	(4)	NA
	Participants were engaged with the session.	(1)	(2)	(3)	(4)	NA
	Appropriate connections were made to other disciplines and/or real-world contexts.	(1)	(2)	(3)	(4)	NA

7. Exploring Pedagogy/Instructional Materials

Select One:

Scale range: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree, NA = either not observed or not applicable activity being observed

	Attention was paid to student thinking/learning.	(1)	(2)	(3)	(4)	NA
	Attention was paid to classroom strategies.	(1)	(2)	(3)	(4)	NA
	Attention was paid to instructional materials intended for classroom.	(1)	(2)	(3)	(4)	NA

8. Culture of the Professional Development Session

Select One:

Scale range: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree, NA = either not observed or not applicable to activity being observed

There was a climate of respect for participants' experiences, ideas, and contributions.	(1)	(2)	(3)	(4)	NA
Interactions reflected collaborative working relationships between facilitator(s) and participants.	(1)	(2)	(3)	(4)	NA
Participants were <u>encouraged</u> to generate ideas, questions, conjectures, and propositions.	(1)	(2)	(3)	(4)	NA
Participants were <u>willing</u> to generate ideas, questions, conjectures, and propositions.	(1)	(2)	(3)	(4)	NA
Participants provided constructive criticism and/or challenged ideas	(1)	(2)	(3)	(4)	NA

9. Overall Quality of the Professional Development Session

Select One:

- **Level 1**: Ineffective Professional Development (passive learning, activity for activity's sake)
- **Level 2**: Elements of Effective Professional Development
- **Level 3**: Beginning Stages of Effective Professional Development
- **Level 4**: Accomplished, Effective Professional Development
- **Level 5**: Exemplary Professional Development

Appendix E. DLP Post-Component Surveys

[These first three items were asked after each of the face-to-face component sessions.]

Scale range: 1 = very satisfied, 2 = satisfied, 3 = somewhat satisfied, 4 = not satisfied

- Overall, how satisfied were you with the seminar?
- Overall, how satisfied were you with the seminar facilities?
- Overall, how satisfied were you with the seminar materials?

[The next set of items were specific to each of the components.]

Component 1: Strategic Leadership for High Performing Schools

Scale range: 1 = very satisfied, 2 = satisfied, 3 = somewhat satisfied, 4 = not satisfied

Please let us know if we accomplished the following desired outcomes:
1. Acquaintance with Cohort members and instructors, so that trust is built and relationships are forged.
2. Orientation to the DLP Cohort as a PLC, so that shared commitment and peer accountability are created.
3. Understanding of the overall DLP Course, so that program, mission and vision are realized.
4. Understanding of the NCSSE High Performance Model related to DLP, so that real-world application is realized
5. Orientation to online learning, so that participants may successfully log onto and navigate Module One.
6. Understanding of data-driven decision making and the PDCA cycle for continuous school improvement, so that a common framework for action is created.
7. Understanding of Strategic Leadership as a driving standard and the role of mission, vision, values, and beliefs, so that we may assess current statements against a rubric.

Please share any additional thoughts on how we can adapt and improve Component I for future cohorts:

Please complete evaluation form and leave with NCPAPA staff.

Component 2: Maximizing Human Resources for Goal Accomplishment

Scale range: 1 = very satisfied, 2 = satisfied, 3 = somewhat satisfied, 4 = not satisfied

Please let us know if we accomplished the following desired outcomes:
1. Advanced organizer for processing the content of Component Two
2. Understanding of Professional Learning Community, so that a common framework for achievement is created
3. Understanding of teacher selection, induction, and support, so that a common framework for improvement is created
4. List of how to use the NC Teacher Working Conditions Survey to improve teacher practice and student learning

5. List of best practices in celebrating accomplishment and learning from failures
6. Understanding of performance appraisal as a process, so that teacher practice improves student learning

Please share any additional thoughts on how we can adapt and improve Component 2 for future cohorts:

Please complete evaluation form and leave with NCPAPA staff.

Component 3: Building a Collaborative Culture through Distributive Leadership

Scale range: 1 = very satisfied, 2 = satisfied, 3 = somewhat satisfied, 4 = not satisfied

Please let us know if we accomplished the following desired outcomes:
1. Experience with two corporate workplace cultures, so that importance of culture to the bottom line is clarified
2. Understanding of the components of a high-performing culture, so that a framework for analysis is created
3. List of school culture "best practices"
4. Reading of article, How Leaders Influence the Culture of School, so that importance of leadership is clarified
5. Introduction to interim online learning, so that expectations are clarified

Please share any additional thoughts on how we can adapt and improve Component 3 for future cohorts:

Please complete evaluation form and leave with NCPAPA staff.

Component 4: Instructional Leadership for High Performing Schools

Scale range: 1 = very satisfied, 2 = satisfied, 3 = somewhat satisfied, 4 = not satisfied

Please let us know if we accomplished the following desired outcomes:
1. Increase our knowledge and understanding of how students learn effectively so we can further enhance our skills as instructional leaders.
2. Expand our expertise about rigor and how students experience a rigorous and relevant curriculum.
3. Strengthen our coaching skills to assist teachers and staff to be distinguished leaders.
4. Learn more about select skills associated with instructional leadership
5. Learn from working with others
6. Learn a technique for providing feedback

Please share any additional thoughts on how we can adapt and improve Component 4 for future cohorts:

Please complete evaluation form and leave with NCPAPA staff.

Component 5: Creating a Strong Internal and External Stakeholder Focus

Scale range: 1 = very satisfied, 2 = satisfied, 3 = somewhat satisfied, 4 = not satisfied

Please let us know if we accomplished the following desired outcomes:
1. Understanding of the organization and core content of Component Five.
2. Understanding of the impact of stakeholder focus on the NCSSE High Performance model.
3. Identifying best practices in creating a strong internal and external stakeholder focus.
4. Identifying conditions that increase achievement through student motivation, engagement, and leadership
5. Understanding the foundation for creating a positive school image through effective marketing strategies

Please share any additional thoughts on how we can adapt and improve Component 5 for future cohorts:

Please complete evaluation form and leave with NCPAPA staff.

Component 6: Leading Change to Drive Continuous Improvement

Scale range: 1 = very satisfied, 2 = satisfied, 3 = somewhat satisfied, 4 = not satisfied

Please let us know if we accomplished the following desired outcomes:
1. Increased ability to manage change effectively
2. Ability to use internal and external feedback to promote positive change..
3. Increased ability to create ownership and commitment.
4. Increased ability to communicate effectively in complex organizations.
5. Increased ability to use self-assessment and 360 degree feedback.
6. Increased ability to understand and use the Plan-Do-Study-Act process and data analysis to determine needs for the school improvements.
7. Increased understanding of ways to engage in phase-two professional development.

Please share any additional thoughts on how we can adapt and improve Component 6 for future cohorts:

Please complete evaluation form and leave with NCPAPA staff.

Appendix F. DLP Participant Survey

Voluntary Consent by Participant:
By signing this consent form you are agreeing that you read, or it has been read to you, and you fully understand the contents of this document and are openly willing consent to take part in this study. All of your questions concerning this study have been answered. By signing this form, you are agreeing that you are 18 years of age or older and are agreeing to participate.

I have read and understand the above information. My decision to participate is as follows:
❍ Yes, I agree to participate with the understanding that I may withdraw at any time.
❍ No, I decline to participate.
["If no, I decline to participate," is selected, then skip to end of survey.]

This survey is designed to assess your overall experiences as a participant in the Distinguished Leadership in Practice (DLP) program. Please respond to each item candidly, as your responses will contribute to the overall evaluation of the effectiveness of professional development training provided by DLP.

QUALITY OF DLP

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

Select One:
Scale range: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree

The face-to-face sessions…
* had clear objectives.
* were relevant to my professional development needs.
* were scheduled at times convenient for my participation.
* were held at locations convenient for my participation
* were led by an effective facilitator.
* were well structured.
* provided me with useful resources.
* were engaging.
* included adequate opportunities for participants to share their knowledge and/or experiences.
* included adequate opportunities for participants to consider applications to their own professional practice.
* were enhanced by the use of technology (during the sessions).
* were of high quality overall.
* met my expectations.

The online modules...
- had clear objectives.
- were relevant to my professional development needs.
- were easy to access and use.
- were free of technical issues.
- were well organized.
- provided me with useful resources.
- were engaging.
- provided opportunities for meaningful collaboration and/or social interaction.
- were of high quality overall.
- met my expectations.

DLP as a whole...
- had a clear purpose.
- was relevant to my professional development needs.
- was relevant to the specific needs of my school.
- was well structured.
- was of high quality overall.
- met my expectations.
- increased my confidence as a school leader.

[Item regarding the amount of time required for DLP:]
Select One:
Scale range: 1 = not enough time, 2 = adequate amount of time, 3 = too much time

Please indicate your opinion about the amount of time required for each of the following:
- Face-to-face sessions
- Online modules
- DLP as a whole

ACHIEVEMENT OF LEARNING OBJECTIVES: KNOWLEDGE

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

Select One:
Scale range: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree

Through my participation in DLP, I developed a better understanding of…
- Professional Learning Communities.
- effective student learning strategies.
- how to apply the NCSSE High Performance Model.
- how to integrate high performance standards in the culture at my school.

ACHIEVEMENT OF LEARNING OBJECTIVES: SKILLS

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

Select One:
Scale range: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree

Through my participation in DLP, I improved my skills in…
- building connections with other education professionals.
- applying data driven decision making in my school improvement plans.
- using the NC Teacher Working Conditions Survey to help teachers improve their practice.
- managing the needs of stakeholders.

APPLICATION

The following set of statements are designed to gauge the extent to which you have applied knowledge and skills gained in DLP to aspects of your professional practice. Note: Do not answer these questions based on what you already did prior to DLP; instead focus on changes you've made based on your participation in DLP.

Select One:
Scale range: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree

I have applied the knowledge and skills gained in DLP to…
- ensure that the vision, mission, and goals of my school are aligned with 21st century learning.
- foster a collaborative school environment focused on student outcomes.
- ensure that the school culture supports the goals of my school.
- improve processes and systems that ensure high performing staff.
- improve managerial tasks that allow staff to focus on teaching and learning.
- design structures or processes that result in community engagement, support, and ownership.
- facilitate distributed governance and shared decision-making at my school.

OTHER FEEDBACK

- What was the most beneficial/valuable part of the training?
- Have you implemented what you learned? If so, how?
- How could DLP be improved for future cohorts?

ABOUT YOU

How many years of experience do you have in your current position? (Include your time at your current and other schools)
○ 0 to 3 years
○ 4 to 5 years
○ 6 to 10 years
○ More than 10 years

In what region of the state are you located?
○ Central
○ Northeast
○ Southeast
○ West

Other than DLP, from what institutions/organizations do you receive professional development? (SELECT ALL THAT APPLY)
❑ Department of Public Instruction
❑ Institute of Higher Education
❑ Other (please specify) _____

Appendix G. DLP Focus Group Protocols

*Target Focus Group Participants***:**
- o DLP Participants: Principal Leaders
- o DLP Component Facilitators (and possibly DLP Committee Members)

Introduction

First, thank you all for taking time to speak with us today. We value your effort and promise not to go over the allotted time. My name is (XXX), and I work for the Friday Institute for Educational Innovation at NCSU. I will be the focus group moderator today, and my colleague, (XXX), is here to take careful notes of the discussion.

As you may already know, we have been asked by NCDPI to conduct the evaluation examining NC's statewide RttT professional development effort across the state. The Distinguished Leadership in Practice (DLP) program represents one aspect of the overall professional development effort. Your participation in our evaluation will help us to better understand the impact of the DLP program on your professional development as principal leaders in schools and districts across the state. Over the course of this grant, we will be collecting both qualitative and quantitative data to learn more about the quality and impact of professional development supported by RttT funds.

Our purpose today is to discuss your general experiences as participants in the DLP program in order to better understand the program's implementation and outcomes. We are interested in patterns that emerge from participants' feedback, and the information gathered will be used to inform our larger interpretations of the quality and impact of this RttT professional development initiative. Our report will go to the Governor's Education Transformation (GET) Commission, NCDPI, the State Board of Education, LEAs, and the U.S. Department of Education. Its important to note that in the reports, individuals and specific districts and schools will not be identified.

Your experience is invaluable, and we thank you for taking advantage of this opportunity to make your voices heard by North Carolina's education policy makers.

Now, I would like to go over some disclosures:

Disclosures
- ▪ Your participation in this study is voluntary. You have the right to be a part of this study, to choose not to participate, or to stop participating at any time.
- ▪ As you heard, my colleague, XXX, will be taking careful notes of the discussion. We will also be recording in order to have a complete record. The discussion will be kept completely confidential. We will use pseudonyms and code numbers in the management/analysis of the focus group data and your name will not be associated with any discussion results. Audio recordings will be destroyed or erased at the completion of the study.

- ▪ I will begin the discussion by asking the group a question. Anyone may respond to the question. We would like to hear from everyone. You may ask clarifying questions any time.
- ▪ We expect our discussion to last no longer than 45-60minutes.

Do you have any questions about the study or the disclosures?

Again, thank you so much for your time today. Your responses will provide an invaluable service to assist the research team in identifying the key components necessary for effective implementation of effective professional development to make a difference in student learning.

- • **Note to Facilitator: Be sure that participants complete the sign in sheet.**

[The following statement was used for the DLP participant focus groups, which were conducted via phone.]
As a formality, since we are doing this over the phone, could I have everybody provide their verbal consent to the disclosures I just read? Please say "yes" if you consent and "no" if you decline to participate.

DLP Participant Focus Group Questions:

1. To begin, could each of you introduce yourself? Please tell us your name, your current position in your school or district, and how many years you have been in this position.

2a. How did you become familiar with the DLP program?
2b. Why did you decide to participate in DLP?

3. Prior to participating in DLP, what were your expectations about the professional development training you would receive?

4a. To what extent do you feel DLP has addressed your professional development needs? [Probe: Any gaps? Any needs you have that were not addressed that could have been covered by DLP?]
4b. What skills/tools did you find most useful to your profession?
4c. What skills/tools were least useful?

5a. Which of the ~~six~~ five components were most valuable to your profession? And why?
    Component 1: Strategic Leadership for High Performing Schools
    Component 2: Maximizing Human Resources for Goal Accomplishment
    Component 3: Building a Collaborative Culture with Distributed Leadership
    Component 4: Improving Teaching and Learning for High Performing Schools
    Component 5: Creating a Strong Student and External Stakeholder Focus
5b. Which were least valuable? And why?

6. What specific resources have you taken (or will you take) back to your school/district?

7a. In what way(s) was technology integrated in the teaching/learning process in the DLP program?
   [Clarify: used by facilitator only vs. participants]
   [Probe about modules]
7b. Which aspects of the technology did you find the most helpful? And why?
7c. Which aspects of the technology did you find the least helpful? And why?

8. What, if any, changes to school policy/practice have you made (and/or will you make) since participating in DLP?

9. What district-level support, if any, have you received to apply the knowledge gained from the DLP institutes?
   Clarify: Support provided *to them* by the district, not support that they provide to others

[The next set of questions ask about some ways in which your participation in DLP may have affected you…]

10. How have the DLP institutes affected your…
   a. Approach to Strategic Staffing
   b. Approach to Human Resource Leadership
   c. Approach to collaboration
   d. Approach to improving teaching and learning

[We just talked about some specific areas in which DLP has affected you. The next set of questions ask about the *overall* impact, on you, your teachers, and your students. Let's begin with you…]

11a. Overall, how do you think participation in DLP has impacted (and/or will impact) your ability as a principal leader?
11b. How, if at all, do you think your participation will impact your teachers?
11c. In what ways, if at all, will student achievement be impacted by your participation?

That is all for my questions. Now I'd like to open up the floor to you. Is there anything else you would like to share about your experience in DLP? Any suggestions or final thoughts?

Thank you!

DLP Facilitator Focus Group Questions:

1. To begin, let's go around the circle so that each of you can introduce yourself. Please tell us your name, your current position, and how many years you have been in this position.

2a. How did you become familiar with the DLP program?
2b. Why did you decide to participate in DLP?
2c. Which component(s) did you facilitate?

3. Describe the process for selection of DLP participants.
(*Probe if applicable*: What criteria do you feel are most important in the selection of DLP participants?)

4. How was the DLP program advertised?

5a. How did the DLP institutes define effective and appropriate professional development?
5b. How well do you think the DLP program met the professional development needs of the participants?

6a. How, if at all, was the use of technology integrated in your DLP component?
6b. To what extent do you think the use of technology facilitated learning for participants?

7. Overall, what aspects of the institutes were most successful?

8a. What aspects of the institutes could be improved?
8b. What programmatic changes do you suggest for future DLP institutes?

Appendix H. Online Professional Development Rubric (OPD Rubric)

Context Standards

Learning in Communities– Online professional development that builds educator effectiveness to increase student achievement provides opportunities for educators to build online learning communities and to work together in pairs or teams, with access to follow-up discussions to share information. Interactive communication tools — such as forums, chats and discussion boards — are used to develop and maintain a collegial online learning community.

	Not Present	Limited	Implementing	Exemplary
Continuous Improvement	☐ Provides no opportunities for participants to collaborate during and following professional development ☐ No strategies are in place promote sharing and working together to achieve common goals ☐ Learners are not encouraged to provide constructive peer feedback and engage in reflective dialogue, and sustained discourse	☐ Provides few opportunities for participants to collaborate during or following professional development ☐ Strategies are seldom used that promote sharing and working together to achieve common goals ☐ Learners are rarely encouraged to provide constructive peer feedback and engage in reflective dialogue, and sustained discourse	☐ Provides occasional opportunities for participants to collaborate during and following professional development ☐ Strategies are occasionally used that promote sharing and working together to achieve common goals ☐ Learners are occasionally encouraged to provide constructive peer feedback and engage in reflective dialogue, and sustained discourse	☐ Frequently provides meaningful opportunities for participants to collaborate during and following professional development (SREB) ☐ Strategies are used to promote sharing and working together to achieve common goals (SREB) ☐ Learners are frequently encouraged to provide constructive peer feedback and engage in reflective dialogue, and sustained discourse (NSDC)
Collective Responsibility	☐ Provides no opportunities for participant interaction ☐ Provides participants no opportunities to exchange resources, experiences and information with others within and outside of the school or district ☐ Does not provides participants with communication options and data storage	☐ Provides few opportunities for participant interaction ☐ Provides participants few opportunities to exchange resources, experiences and information with others within or outside of the school or district ☐ Provides participants with public or private communication	☐ Provides opportunities for participant interaction ☐ Provides participants opportunities to exchange resources, experiences and information with others within their school *or* district ☐ Provides participants with public and private communication or data storage	☐ Provides opportunities for multiple forms of participant interaction, both online and offline (NSDC) ☐ Provides participants opportunities to exchange resources, experiences and information with others within *and* outside of the school and district (NSDC, SREB) ☐ Provides participants with public and private communication and data storage (NSDC)

Alignment	☐ No indication that online delivery of PD is integrated into a comprehensive professional development plan	☐ Components of online delivery of PD are integrated into the organization's comprehensive professional development plan	☐ Online delivery of PD is integrated into the organization's comprehensive professional development plan	☐ Online delivery of PD is clearly integrated into the organization's comprehensive professional development plan. (SREB

Ensuring Leadership – Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement. School and state leaders view online professional development as an integral part of the organization's overall professional development plan, build the capacity for leadership, and publicly advocate online instruction.

	No Indicator	Limited	Implementing	Exemplary
Capacity	☐ Participants are not provided opportunities to help facilitate professional development through leading peer instruction, coaching, or supervision of learning	☐ Participants are rarely provided opportunities to help facilitate professional development through leading peer instruction, coaching, or supervision of learning	☐ Participants are provided opportunities to help facilitate professional development through leading peer instruction, coaching, or supervision of learning	☐ Participants are provided frequent opportunities to help facilitate professional development through leading peer instruction, coaching, or supervision of learning (NSDC)
Support	☐ No evidence that school and state leaders publicly advocate online professional development for teachers, administrators, school boards and community leaders ☐ Organizational leaders do not participate with staff in online professional development activities	☐ Limited evidence that school and state leaders publicly advocate online professional development ☐ Organizational leaders rarely participate with staff in online professional development activities	☐ School and state leaders publicly advocate online professional development for teachers ☐ Organizational leaders participate with staff in online professional development activities.	☐ School and state leaders publicly advocate online professional development for teachers, administrators, school boards and community leaders. (NSDC) ☐ Organizational leaders actively participate with staff in online professional development activities. (NSDC)
Distributed	☐ A shared vision of change is not communicated ☐ Participants are not provided with opportunities to provide input about the design of the program	☐ A shared vision of change is communicated ☐ Participants were informed about the design of the program	☐ A shared vision of purposeful change is communicated ☐ Participants were provided with the opportunity to provide feedback on the design process	☐ A shared vision of purposeful change is clearly communicated (NETS-A) ☐ Participants were an integral part to the of the design process. (NSDC)

Prioritizing Resources – Professional development that builds educator effectiveness to increase student achievement requires prioritizing, monitoring, and integrating resources. Schools and states provide adequate resources of time, personnel, incentives and support systems for online professional development as part of the overall professional development plan.				
	Not Present	**Limited**	**Implementing**	**Exemplary**
Prioritizing	☐ Staff has not been allocated to support participants' successful use of online PD	☐ Limited staff has been allocated to support participants' successful use of online PD	☐ Staff has been allocated to support participants' successful use of online PD, though support may not always be timely	☐ Sufficient staff has been allocated to support participants' successful use of online PD in a timely manner(SREB)
	☐ Resources are not available to supplement support for those uncomfortable with online PD	☐ Few resources are available to supplement support for those uncomfortable with online PD	☐ Resources are available to supplement support for those uncomfortable with online PD	☐ High quality resources are available to supplement support for those uncomfortable with online PD (NSDC)
	☐ Provides no incentives for online participants	☐ Provides few incentives to online participants	☐ Incentives for online participants may not be always be equivalent to those offered to traditional PD participants	☐ Provides the same incentives for online participants, such as stipends or CEUs, that traditional PD participants would receive (SREB)
	☐ No credit for PD is awarded	☐ Credit is awarded for PD, but is not tied to performance	☐ Credit for PD is awarded based partially on learner performance	☐ Credit for PD is awarded based on performance rather than time spent (NSDC)
Monitoring	☐ Few links, videos, and applications work as intended	☐ Many links, videos, and applications do not work as intended	☐ Most links, videos, and applications work as intended	☐ All links, videos, and applications work as intended (iNACOL)
	☐ Online PD is not accessible from major browsers and operating systems	☐ Online PD is accessible from few major browsers and operating systems	☐ Online PD is accessible from most major browsers and operating systems	☐ Online PD is accessible from all major browsers and operating systems. (iNACOL)
	☐ The course shows no indication that online PD is updated	☐ Online PD is rarely updated to ensure timeliness	☐ Online PD is updated periodically to ensure timeliness	☐ Online PD is regularly updated to ensure timeliness (iNACOL)
Coordinating Resources	☐ Participants are not provided with needed technology training to enable their successful participation	☐ Participants are provided with limited technology training to enable their successful participation	☐ Participants are provided with some technology training to enable their successful participation	☐ Participants are provided with any needed technology training to enable their successful participation. (SREB)
	☐ No partnerships with colleges and universities, businesses and other organizations are evident	☐ Few partnerships with colleges and universities, businesses and other organizations are used to meet participants' professional development needs	☐ Occasional partnerships with colleges and universities, businesses and other organizations are used to meet participants' professional development needs	☐ Partnerships with colleges and universities, businesses and other organizations are used to meet participants' professional development needs. (SREB)

Process

Using Data– Professional development that builds educator effectiveness to increase student achievement uses a variety of sources and types of student, educator and system data to plan, assess, and evaluate professional learning.

	Not Present	Limited	Implementing	Exemplary
Analyzing Data	☐ Online PD offerings are not based on current adult learning needs and gaps in student achievement ☐ Assessment strategies are not consistent with goals, objectives and scope the professional development	☐ Few online PD offerings are based on current adult learning needs and gaps in student achievement ☐ Some assessment strategies are consistent with goals, objectives and scope the professional development	☐ Most online PD offerings are based on current adult learning needs and gaps in student achievement ☐ Most assessment strategies are consistent with goals, objectives and scope the professional development	☐ Online PD offerings are based on current adult learning needs and gaps in student achievement (SREB) ☐ All assessment strategies are consistent with goals, objectives and scope the professional development (iNACOL)
Assessment	☐ No online assessments are provided ☐ There is no procedure to assess that mastery of content is adequate and appropriate ☐ Assessment materials do not allow flexibility to assess learning in a variety of ways ☐ There is no documented use of participants' use of new knowledge and skills	☐ Includes online assessments with limited feedback ☐ Methods and procedures to assess mastery of content may frequently be inadequate or inappropriate ☐ Assessment materials allow limited flexibility to assess learning in a variety of ways ☐ Assessment of participant learning includes little documented use of new knowledge and skills	☐ Provides online assessments with feedback ☐ Methods and procedures to assess mastery of content are usually adequate and appropriate ☐ Assessment materials allow flexibility to assess learning in a variety of ways ☐ Assessment of participant learning includes documented use of new knowledge and skills	☐ Online assessments provide timely feedback in order to evaluate participant learning (SREB) ☐ Methods and procedures to assess mastery of content are adequate and appropriate (iNACOL) ☐ Assessment materials allow great flexibility to assess learning in a variety of ways (iNACOL) ☐ Assessment of participant learning includes documented use of new knowledge and skills through videos and/or e-journals (SREB)

| Evaluation | ☐ No opportunities are provided for learners to give feedback on quality and effectiveness of PD

☐ There is no evidence that the quality and effectiveness of online PD is being evaluated
☐ The results of evaluations are not available | ☐ Limited opportunities are provided for learners to give feedback on quality and effectiveness of PD
☐ A single method is used to evaluate the quality and effectiveness of PD
☐ The results of evaluations are difficult to access | ☐ Some opportunities is provided for learners to give feedback on quality and effectiveness of PD

☐ Few methods are used to evaluate the quality and effectiveness of PD

☐ The results of evaluations are available | ☐ Opportunities are provided for learners to give feedback on quality and effectiveness of PD (iNACOL)
☐ Multiple methods are used to evaluate the quality and effectiveness of PD (iNACOL)
☐ The results of evaluations are readily available (NSDC) and provide sufficient information for participants to understand and learn from them. |

Applying Learning Designs - Program uses appropriate technologies to present materials in a variety of ways, addressing a range of learning styles. Program integrates face-to-face professional development with online professional development where appropriate.

	Not Present	Limited	Implementing	Exemplary
Applying Research	☐ No modification to learning activities are provided to accommodate participants learning styles, needs and level of mastery ☐ Online learning experiences are linked to participants' teaching assignments and curriculum areas ☐ Does not provide access to appropriate research	☐ Learning activities allow minimal adaptation to accommodate participants learning styles, needs and level of mastery ☐ Online learning experiences are weakly linked to participants' teaching assignments and curriculum areas ☐ Provides little access to appropriate research to support needs, interests, and multiple perspectives.	☐ Modifications to learning activities are occasionally provided to accommodate participants learning styles, needs and level of mastery ☐ Online learning experiences may be somewhat linked to participants' teaching assignments and curriculum areas ☐ Provides access to appropriate research to support learner interests and needs (NSDC)	☐ Modifications to learning activities are regularly provided to accommodate participants learning styles, needs and level of mastery (SREB) ☐ Online learning experiences are specifically linked to participants' teaching assignments and curriculum areas (SREB) ☐ Provides access to appropriate research, including conflicting research to support needs, interests, and multiple perspectives (NSDC)

Learning Designs	☐ Teaching strategies - including multimedia technologies and online tools- are not appropriate to intended results of the program ☐ Use of text, color, visual images, and other media are frequently distracting and serve little purpose ☐ There is no clear structure provided and navigation is confusing ☐ Navigation through instructional materials is linear with no options for participants who have different lengths of time to devote to learning ☐ Does not provide an overview describing the objectives, activities and resources, or a description of the key activities and assignments	☐ Teaching strategies - including multimedia technologies and online tools- are seldom appropriate to intended results of the program ☐ Use of text, color, visual images, and other media are frequently distracting ☐ Structure and navigation processes are likely to cause confusion and difficulty in learning ☐ Provides a single path through instructional materials and few options for participants who have different lengths of time to devote to learning ☐ Overview fails to fully describe the objectives, activities and resources and a the description of the key activities and assignments is limited	☐ Teaching strategies - including multimedia technologies and online tools- may not always be appropriate to intended results of the program ☐ Use of text, color, visual images, and other media do not distract from learning ☐ Structure and navigation processes are clear, appropriate to the content ☐ Provides some flexibility for navigating instructional materials and some options for participants who have different lengths of time to devote to learning ☐ Provides an overview describing the objectives, activities and resources and a description of the key activities and assignments	☐ Teaching strategies - including multimedia technologies and online tools- are appropriate to intended results of the program (SREB) ☐ Use of text, color, visual images, and other media are purposeful and greatly facilitate learning (iNACOL) ☐ Structure and navigation processes are clear, appropriate to the content and enhance ease of use (SREB) ☐ Provides logical, varied paths through instructional materials and multiple options for participants who have different lengths of time to devote to learning (NSDC) ☐ Provides an overview clearly and concisely describing the objectives, activities and resources and a description of the key activities and assignments (iNACOL)
Active Engagement	☐ Provides no opportunities to engage in activities that promote higher-order thinking, critical reasoning and group problem-solving (NSDC) ☐ Does not utilize online tools, such as discussion boards, e-mail and wikis to support mentoring, collaboration, implementation and reflection. ☐ Learning experiences are repetitive and provide little or no variation	☐ Provides few opportunities to engage in activities that promote higher-order thinking, critical reasoning and group problem-solving (NSDC) ☐ Rarely utilizes online tools, such as discussion boards, e-mail and wikis to support mentoring, collaboration, implementation and reflection ☐ Includes little variation in learning experiences — such as video, audio, simulations, Web resources and access to subject matter experts	☐ Provides occasional opportunities to engage in activities that promote higher-order thinking, critical reasoning and group problem-solving ☐ Utilizes few online tools, such as discussion boards, e-mail and wikis to support mentoring, collaboration, implementation and reflection. ☐ Includes variation in learning experiences - such as video, audio, simulations, Web resources and access to subject matter experts – though not always appropriate	☐ Provides frequent opportunities to engage in activities that promote higher-order thinking, critical reasoning and group problem-solving (NSDC) ☐ Frequently utilizes online tools, such as discussion boards, e-mail and wikis to support mentoring, collaboration, implementation and reflection. (SREB) ☐ Includes a variety of learning experiences — such as video, audio, simulations, Web resources and access to subject matter experts— as appropriate. (SREB)

	Not Present	Limited	Implementing	Exemplary
Sustaining Learning	☐ Provides no means for participants to quickly solve technical and implementation issues, including successfully accessing courses and responding to participant questions ☐ Provides no orientation to the online platform and navigational tools are provided. ☐ Does not provide opportunities for ongoing learning, reflection, and sharing of resources and work products beyond the structured professional development	☐ Provides limited means for participants to solve technical and implementation issues, including successfully accessing courses and responding to participant questions but difficult to navigate ☐ Provides insufficient orientation to the online platform and navigational tools. ☐ Provides few opportunities for ongoing learning, reflection, and sharing of resources and work products beyond the structured professional development	☐ Provides means for participants to solve technical and implementation issues, including successfully accessing courses and responding to participant questions ☐ Orientation to learning environment provides information on program's platform and navigational tools ☐ Provides opportunities for ongoing learning, reflection, and sharing of resources and work products beyond the structured professional development	☐ Provides means for participants to quickly solve technical and implementation issues, including successfully accessing courses and responding to participant questions (SREB) ☐ Orientation to learning environment clearly details the program's platform, navigational tools and technical requirements (NSDC) ☐ Provides multiple opportunities for ongoing learning, reflection, and sharing of resources and work products beyond the structured professional development (NSDC)
Change Theory	☐ No opportunities are provided for experienced educators to serve as mentors for novice ones ☐ Does not provide models of effective practice, strategies or resources to support application of new learning in the classroom ☐ Provides no support for interaction with facilitators and peers to assess learner's progress	☐ Few opportunities are provided for experienced educators to serve as mentors for novice ones. ☐ Provides few models of effective practice, strategies and resources to support application of new learning in the classroom ☐ Provides limited support for interaction with facilitators and peers to assess learner's progress	☐ Opportunities are provided for experienced educators to serve as mentors for novice ones ☐ Provides models of effective practice, strategies or resources to support application of new learning in the classroom ☐ Provides support for interaction with facilitators or peers to assess learner's progress	☐ Multiple opportunities are provided for experienced educators to serve as mentors for novice ones (NSDC 2011) ☐ Provides frequent models of effective practice, strategies and resources to support application of new learning in the classroom (NSDC) ☐ Provides support for interaction with facilitators and peers to assess learner's progress (NSDC)
Feedback	☐ No feedback on participant learning is provided	☐ Provides limited constructive feedback on participant learning ☐ Feedback is rarely specific or clearly aligned with expectations for PD outcomes	☐ Provides occasional constructive feedback on assignments, though it may not be timely ☐ Feedback is usually specific and aligned with expectations for PD outcomes, though feedback and alignment may be vague at times	☐ Provides constructive feedback on assignments that is both ongoing and timely (SREB, iNACOL) ☐ Feedback is specific and clearly aligned with expectations for PD outcomes

Supporting Implementation – Online professional development requires both instructional and technical support in order to be successful. Not all learners are likely to be ready and comfortable with professional development in an online setting. Therefore, to increase learners' comfort level and likelihood of success, online professional development should provide educators with the support needed to adapt to an online medium and effect long-term changes in practice.

Content

Guaranteeing Outcomes – Professional development that builds educator effectiveness to increase student achievement focuses on outcomes defined educator performance standards and student content standards.			
Not Present	**Limited**	**Implementing**	**Exemplary**

	Not Present	**Limited**	**Implementing**	**Exemplary**
Standards	☐ Does not communicate alignment with local, state, and national content standards to assist students in meeting rigorous academic goals ☐ Program goals are not aligned with local, state or national teacher-quality standards	☐ Poorly aligns with local, state, and/or national content standards to assist students in meeting rigorous academic goals ☐ Program goals are poorly aligned with local, state or national teacher-quality standards	☐ Communicates alignment with local, state, and/or national content standards to assist students in meeting rigorous academic goals, but at times vague ☐ Program goals may be aligned with local, state or national teacher-quality standards, but are not clearly communicated	☐ Clearly communicates alignment with local, state, and/or national content standards to assist students in meeting rigorous academic goals (NSDC, SREB) ☐ Program goals are aligned with local, state or national teacher-quality standards and are clearly communicated (SREB)
Focus	☐ Provides no presentations on the application of content into practice ☐ Provides educators no opportunities to extend content-specific strategies ☐ No online facilitation	☐ Provides occasional presentations on the application of content into practice ☐ Provides educators with few opportunities to extend content-specific strategies ☐ Online facilitator demonstrates some content knowledge and the ability to communicate effectively in writing, as evidenced in the course syllabus, learning activities, instructions, threaded discussions and e-mail	☐ Provides clear presentations of the application of instructional content into practice ☐ Provides educators occasional opportunities to extend content-specific strategies ☐ Online facilitators demonstrates content knowledge and the ability to communicate effectively orally and in writing, as evidenced in the course syllabus, learning activities, instructions, threaded discussions and e-mail	☐ Provides clear and multiple presentations of the application of content into practice (NSDC) ☐ Provides educators regular opportunities to extend content-specific strategies (NSDC) ☐ Online facilitator regularly demonstrates deep content knowledge and the ability to communicate effectively orally and in writing, as evidenced in the course syllabus, learning activities, instructions, threaded discussions and e-mail (NSDC)
Coherence	☐ Does not develops participants' skills to implement research-based instructional strategies ☐ Does not provide learners with opportunities to connect with others in similar roles (NSDC) ☐ Provides no opportunities to build on other professional development offerings and deepen content-specific knowledge and strategies beyond these offerings (NSDC)	☐ Rarely develops participants' skills to implement instructional strategies ☐ Provides learners with few opportunities to connect with others in similar roles (NSDC) ☐ Provides few opportunities to build on other professional development offerings or deepen content-specific knowledge and strategies beyond these offerings (NSDC)	☐ Usually develops participants' skills to implement instructional strategies ☐ Provides learners occasional opportunities to connect with others in similar roles (NSDC) ☐ Provides opportunities to build on other professional development offerings *or* deepen content-specific knowledge and strategies beyond these offerings (NSDC)	☐ Frequently develops participants' skills to implement research-based instructional strategies (SREB) ☐ Provides learners with regular opportunities to connect with others in similar roles (NSDC) ☐ Regularly provides opportunities to build on other professional development offerings *and* deepen content-specific knowledge and strategies beyond these offerings (NSDC)

Appendix I. DLP Post-Component Survey Results on Learning Objectives

Table I1. Satisfaction with Understanding DLP Learning Objectives

Learning objective	*n*	Very Satisfied	Satisfied	Somewhat Satisfied	Not Satisfied
Component 1					
Understanding of the overall DLP Course, so that program, mission and vision are realized	144	69.4%	27.8%	2.1%	0.7%
Understanding of the NCSSE High Performance Model related to DLP, so that real-world application is realized	144	61.8%	36.1%	2.1%	0.0%
Orientation to online learning, so that participants may successfully log onto and navigate Module One	143	64.3%	33.6%	1.4%	0.7%
Understanding of data-driven decision making and the PDCA cycle for continuous school improvement, so that a common framework for action is created	143	58.0%	39.9%	2.1%	0.0%
Understanding of Strategic Leadership as a driving standard and the role of mission, vision, values, and beliefs, so that we may assess current statements against a rubric	142	67.6%	31.0%	1.4%	0.0%
Component 2					
Understanding of Professional Learning Community, so that a common framework for achievement is created	138	57.2%	39.9%	2.9%	0.0%
Understanding of teacher selection, induction, and support, so that a common framework for improvement is created	152	57.9%	38.2%	2.6%	1.3%
Understanding of performance appraisal as a process, so that teacher practice improves student learning	146	46.6%	48.6%	4.1%	0.7%
Component 3					
Understanding of the components of a high-performing culture, so that a framework for analysis is created	133	72.9%	27.1%	0.0%	0.0%
Component 4					
Increase our knowledge and understanding of how students learn effectively so we can further enhance our skills as instructional leaders	100	54.0%	44.0%	1.0%	1.0%
Expand our expertise about rigor and how students experience a rigorous and relevant curriculum	100	60.0%	37.0%	2.0%	1.0%
Strengthen our coaching skills to assist teachers and staff to be distinguished leaders	100	58.0%	38.0%	4.0%	0.0%
Learn more about select skills associated with instructional leadership	100	54.0%	41.0%	4.0%	1.0%
Learn a technique for providing feedback	100	58.0%	39.0%	2.0%	1.0%
Component 5					
Understanding of the organization and core content of Component Five	108	66.7%	33.3%	0.0%	0.0%
Understanding of the impact of stakeholder focus	109	65.1%	34.9%	0.0%	0.0%

Learning objective	n	Very Satisfied	Satisfied	Somewhat Satisfied	Not Satisfied
on the NCSSE High Performance model					
Understanding the foundation for creating a positive school image through effective marketing strategies	109	66.1%	33.0%	0.9%	0.0%
Component 6					
Increased ability to manage change effectively	110	57.3%	39.1%	3.6%	0.0%
Ability to use internal and external feedback to promote positive change	113	52.2%	43.4%	3.5%	0.9%
Increased ability to create ownership and commitment	111	53.2%	43.2%	2.7%	0.9%
Increased ability to communicate effectively in complex organizations	111	54.1%	42.3%	3.6%	0.0%
Increased ability to use self-assessment and 360 degree feedback	110	56.4%	40.0%	2.7%	0.9%
Increased ability to understand and use the Plan-Do-Study-Act process and data analysis to determine needs for the school improvements	111	45.0%	46.8%	5.4%	2.7%
Increased understanding of ways to engage in phase-two professional development	107	32.7%	59.8%	5.6%	1.9%

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