Distinguished Leadership in Practice (DLP)

Second Annual Evaluation Report

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DISTINGUISHED LEADERSHIP IN PRACTICE (DLP):
SECOND 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 is the Distinguished Leadership in Practice (DLP) program. Designed for all practicing principals, 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] The DLP program is provided by the North Carolina Principals and Assistant Principals' Association (NCPAPA) in partnership with North Carolina Department of Public Instruction (NCDPI).

Overview of North Carolina 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, supplemented 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 with Distributed Leadership

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

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

- Component Six: Leading Change to Drive Continuous Improvement

Overview of North Carolina RttT DLP Evaluation Activities

North Carolina's RttT proposal included a commitment to independent evaluations of each initiative. Over the course of the evaluation, 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 purpose of this evaluation is to provide detailed information about the implementation and impact of this professional development effort that targets practicing

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[1] http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/princ-asst-princ-standards.pdf

principals. This evaluation study is one part of a larger effort to evaluate the implementation and impact of North Carolina'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?

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

The first annual DLP evaluation report, submitted in May 2012, provided baseline data to answer evaluation questions related to program description, participation, program quality, and short-term outcomes, and it also provided some initial information related to intermediate outcomes. This report more fully addresses questions I through IV (program description, participation, program quality, and short-term outcomes), and it also provides additional information related to questions V through VII (intermediate, long-term, and distal outcomes). This second annual report focuses on the third cohort of the DLP program (April 2012 through March 2013). In addition, the report includes a one-year follow-up of the previous year's participants (Cohort 2). A more thorough investigation of the long-term and distal outcomes will be the focus of the final evaluation report.

Evaluation Findings

As detailed in this report, the data clearly show that the DLP team has designed and implemented a very high-quality program that aligns to national professional development standards and meets the professional development needs of the participating school leaders. Participants reported that they are building intended knowledge and skills, positively impacting school leaders' practice, and improving the culture in their schools. This level of quality, building upon lessons learned from previous cohorts, reflects the DLP team's commitment to continuous improvement processes.

I.   *Program Description*: The DLP program employs a non-traditional professional development model that allows participants to critically examine 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 and online sessions. Sessions are facilitated by 14 highly-qualified individuals who are former or current principals. Overall, DLP consists of approximately 60 hours of face-to-face work and 190 hours of online work, for a total of 250 hours of professional development. Based on actual expenditures from the 2011-12 year, totaling $395,394, the program is estimated to cost $2,368 per participant (*n*=167).[2]

II. *Participation*: This year, DLP sessions were conducted in three regions (Central, East, and West). The program began with 167 principals participating across the regions, 135 of whom completed all six components. This participation level met the target of serving 150 principals annually. Data from participants' applications indicate that participants come from a variety of backgrounds and school contexts, and that they are fairly representative of principals across the state.

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. Most participants (92%) 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 (84%) of participants also agreed or strongly agreed that the online sessions were of high quality. Nearly all survey respondents agreed or strongly agreed that the face-to-face sessions were relevant to their professional development needs (97% at post-face-to-face, 95% at year-end) and provided them with useful resources (96% at post-face-to-face, 95% at year-end). Also, nearly all of the participants (99%) agreed or strongly agreed that the face-to-face sessions were led by effective facilitators. Observational data provided converging evidence of the overall quality of the DLP program. Participant feedback suggests that some participants enjoyed the face-to-face sessions more than the online sessions. Regional comparisons revealed a pattern whereby participants in the West tended to be less satisfied than participants in the Central or Eastern regions. Given that the curriculum was consistent across regions and that facilitators rotated across regions, the source of these regional differences is unlikely to be programmatic and more likely to be associated with the participants themselves and related group dynamics.

IV.   *Short-Term Outcomes*: Overall, results were very favorable; with at least 80% of respondents agreeing or strongly agreeing that they developed a better understanding of the learning objectives through their participation in DLP. For nearly all of the learning objectives presented in the surveys, at least 90% of the respondents agreed or strongly agreed that they developed a better understanding through their participation in DLP.

V. *Intermediate Outcomes:* Based on self-report ratings from DLP Cohort 2, nearly half (47%) of those who had room for improvement (rated as Developing, Proficient, or Accomplished, but not Distinguished) increased their leadership level over the course of their year in DLP. Data from the one-year follow-up survey revealed 99% of principal respondents have applied what they learned about how students learn effectively and how to manage change effectively. Results from an analysis of administrative data suggest that principals in DLP Cohort 2 demonstrated similar changes in leadership over the course of their year in DLP, as

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[2] Marginal cost; does not include original planning and design costs for DLP program.

did other principals in the state. Likewise, DLP Cohort 2 completers and those who withdrew from the program showed similar growth.

VI. *Long-Term Outcomes*: Eighty-eight percent of DLP Cohort 2 participants strongly agreed or agreed that they had noticed improvements in their schools' culture since participating in the DLP program. Moreover, program completers were significantly more likely than withdrawals to indicate noticing such improvements (90% vs. 67%).

VII. *Distal Outcomes*: About three-quarters of the DLP Cohort 2 principals (*n*=95) strongly agreed or agreed that they had noticed improvements in student achievement since participating in DLP. Moreover, 78% of program completers (*n*=88) reported noticing improvements in student performance since participating in DLP, compared to only 56% of those who withdrew (*n*=9) from the program.

Recommendations

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.

- *Provide Graduate Course Credit* – Some of last year's participants felt the program should offer course credit towards advanced degrees given the amount and depth of work involved. DLP staff could explore collaborations with Colleges of Education about the possibility of providing graduate course credit for completion of DLP.

- *Further Differentiate and Customize Learning Activities* – Differentiation and customization could be further supported through the use of a pre-DLP survey and findings from this report. Such data could inform facilitators if participants have any specific learning or scheduling needs to be addressed. For example, some members of a focus group suggested including content on special topics, such as Professional Learning Communities, providing developmental feedback to staff, and using marketing strategies for creating a positive school image. Feedback from participants suggested differentiation of activities based on school level and size and tailored to their professional growth plan.

- *Adjust the Time, Timing and Number of Some Activities* – A majority of participants indicated they would have preferred to spend less time in online sessions and large minority would have preferred spending more time in face-to-face sessions. Some participants suggested better alignment of the DLP conversations, assignments, and programming with the school year; having fewer assignments (i.e., streamlining), giving more time to complete assignments, and giving more advanced notice (i.e., a syllabus), especially for assignments requiring interaction with colleagues and students.

- *Continue to 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* – Program developers could consider integrating even more activities that require teamwork to complete during face-to-face sessions and during online sessions. Mentoring partnerships could create opportunities for

collaboration and networking. Several of the participants suggested that DLP should have follow-up sessions with their cohort to facilitate on-going collaboration with fellow alumni after the program.

- *Continue to Improve Online Sessions* – Although the online tools used to support instruction were appropriate to the activities, they were primarily limited to the use of asynchronous discussion forums and static web pages to share content. 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. Also, participants suggested that DLP staff should consider a) providing additional technical support for existing tools and b) clearly communicating up front to participants that requirements for the online sessions account for over three-quarters of the time commitment.

Limitations

Findings on participant outcomes for this report are almost entirely derived from participant self-report survey data. While North Carolina Educator Evaluation System ratings for participating principals also were used, these administrative records were matched at a rate of only 75% to the sample. In addition, there was minimal variability in Evaluation System ratings across the population of North Carolina principals, further limiting the ability to detect meaningful changes.

Next Steps for the DLP Evaluation

The final annual report, scheduled for release in Fall 2014, will be summative in nature. It will seek to identify the longer-term and distal outcomes of DLP Cohort 2 participants (2011-12) using a mixed-methods approach, and will include additional data sources to better triangulate self-reported findings. The evaluation will identify the impact of the principals' participation in DLP on their schools' culture/climate of achievement; and, also will address preliminary student achievement impacts.

Also, three general patterns emerged from the data this year that warrant further attention in the final report: first, participants in the West tended to be less satisfied with the program than were participants in the Central or Eastern regions; second, some participants had less favorable impressions of their DLP experience at year-end than they did earlier in the program; and third, the online sessions were consistently rated lower than the face-to-face sessions. The Evaluation Team will work closely with the DLP team to consider survey items or administration techniques that could allow for investigation and explanation of these findings.

Introduction

Program Description

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 is the Distinguished Leadership in Practice (DLP) program. Designed for all practicing principals, not just those in low-performing schools, 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).[3] The DLP program is provided by the North Carolina Principals and Assistant Principals' Association (NCPAPA) in partnership with the North Carolina Department of Public Instruction (NCDPI).

DLP 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 supplemented 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 with Distributed Leadership

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

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

- Component 6: Leading Change to Drive Continuous Improvement

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[3] Available at http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/princ-asst-princ-standards.pdf

Figure 1. The Six Components of the DLP Experience, April 2012–March 2013
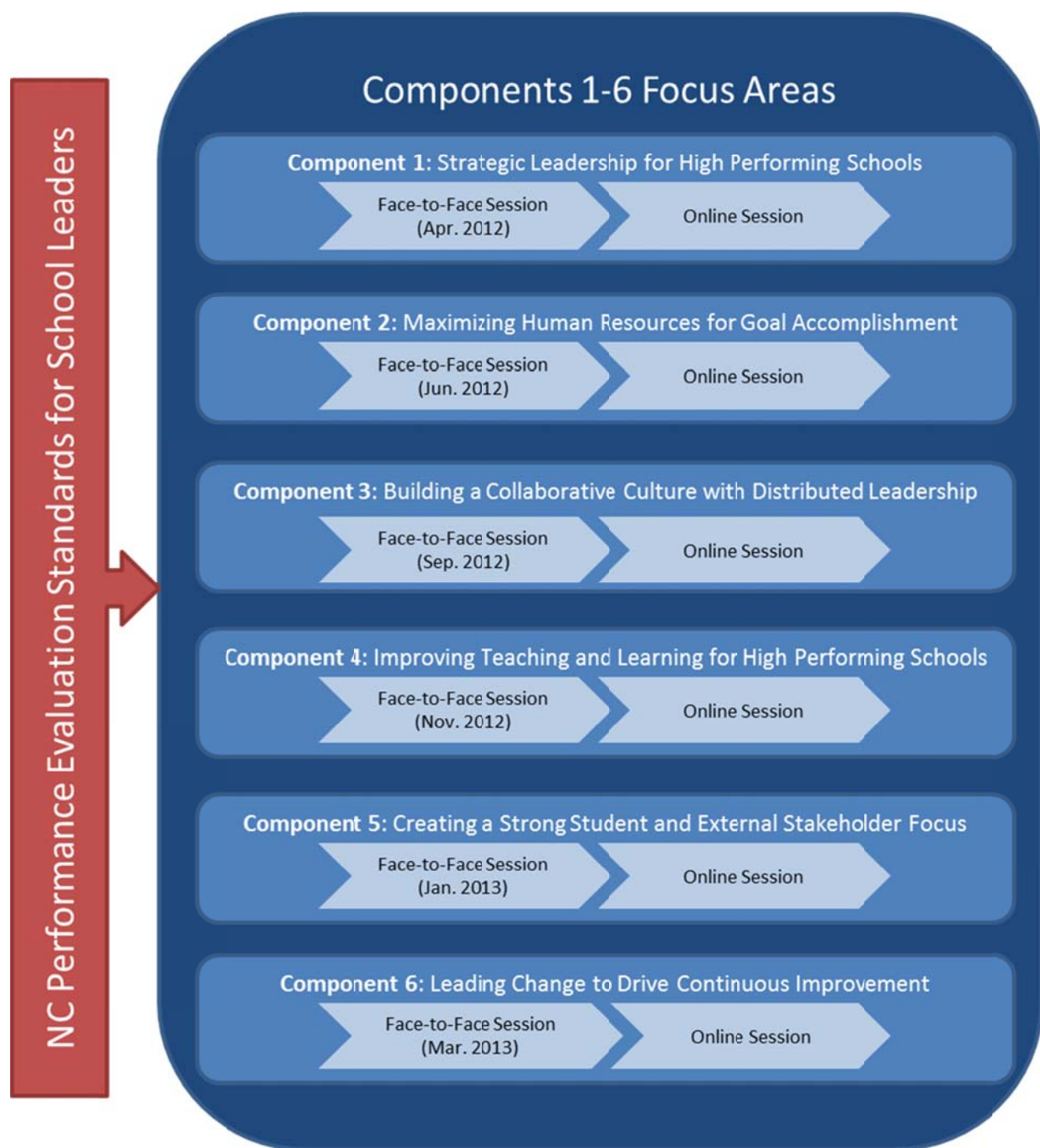
Purpose of this Evaluation and Report

This evaluation study is one part of a larger effort to evaluate the implementation and impact of North Carolina'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, and, potentially, teacher and student performance. The overall evaluation plan is described in greater detail in Appendix A.

The purpose of the DLP evaluation is to provide detailed information about the implementation and impact of this professional development effort that targets practicing principals. The seven evaluation questions used to guide the evaluation of DLP are aligned with the overall plan for evaluating RttT professional development (as detailed in Appendix A):

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?

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

Although the current report is not a required deliverable under the RttT professional development evaluation contract, the Evaluation Team is committed to informing future DLP efforts by providing timely formative feedback based on data that were not available at the time of the previously submitted RttT professional development overall evaluation report.[4]

Data Sources and Analysis

As highlighted in Table 1, this second annual evaluation report focuses on the third cohort of DLP principals who participated in the year-long program from April 2012 to March 2013. In addition, the report includes a one-year follow-up of last year's participants (Cohort 2).

Table 1. DLP Cohorts

	Pre-RttT Pilot Cohort 1* *(Not Included in Evaluation)*	**Cohort 2**	**Cohort 3**
Baseline year	2009-10	2010-11	2011-12
DLP year	2010-11	2011-12	2012-13
Year after DLP	2011-12	2012-13	2013-14
Second year after DLP	2012-13	2013-14	n/a

* 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.

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[4] March 2013; available at http://cerenc.org

The evaluation was informed by a variety of sources, including program documents and records, administrative data on principals and schools, 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 3 implementation in March 2013. Each section of this report integrates data from these varied sources. Please see Appendix B for a detailed description of the data sources and analysis methods, Appendix C for a table showing which data sources were used to answer each evaluation question, and Appendices D through J for the tools themselves.

Contents of this Report

The first annual DLP evaluation report, submitted in May 2012, provided baseline data to answer evaluation questions related to program description, participation, program quality, and short-term outcomes, and it also provided some initial information related to intermediate outcomes. This report more fully addresses Questions I through IV on program description, participation, program quality, and short-term outcomes, and provides additional information related to Questions V through VII (intermediate, long-term, and distal outcomes). This second annual report focuses on the third cohort of the DLP program (April 2012 through March 2013). In addition, the report includes a one-year follow-up of the previous year's participants (Cohort 2). A more thorough investigation of the long-term and distal outcomes will be the focus of the final evaluation report.

This report consists of three sections:

- Evaluation findings;
- Recommendations for future implementations of the DLP program; and
- Administrative data limitations and next steps for the DLP evaluation.

Findings

This section contains findings for the evaluation questions outlined above. For a summary of the data sources used to gather data to address each question, please see Appendix C.

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

DLP 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.

Characteristics of the DLP Facilitators and Developers

Facilitators for the 2012-13 year included 14 highly qualified individuals who were former or current principals. Of the 14 facilitators, five had also served as developers of the DLP program, and six were alumni from previous DLP cohorts. Most of the facilitators had over 20 years of experience in education, with teaching licenses covering all levels of K–12, and two had 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, some had experience in business and government, and many had served on various boards and in advisory roles. Nearly all of the facilitators had either earned a doctoral degree or were working toward one at the time.

The DLP facilitators had to complete rigorous training through LEARN NC, a program of the UNC–Chapel Hill School of Education that 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 provided an independent consultant to work one-on-one with the online facilitators throughout the course of the year-long program. This consultant monitored the feedback provided by online facilitators and provided suggestions for improvement.

Program Development

DLP is designed to equip principals with knowledge in six areas: 1) strategic leadership for high-performing schools; 2) maximizing human resources for goal accomplishment; 3) building a collaborative culture with distributive leadership; 4) improving teaching and learning for high-performing schools; 5) creating strong student and stakeholder focus; and 6) leading change to drive continuous improvement. Each of these components integrates lessons, activities, and resources that correspond to specific performance standards against which all North Carolina principals are evaluated (Table 2, following page). For more information on each component, see Table K1 in Appendix K.

Table 2. 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

By aligning DLP to the North Carolina Standards for School Executives, developers intended the program to be inherently relevant to principals' needs. In addition, the developers conducted two pre-session assessments (short web-based surveys) early in the program to assess participants' needs in particular areas, and then adapted the plans accordingly. Through both research and their own expertise, the developers made a point of selecting resources that were relevant, current, timely, research-based, and impactful.

DLP developers focused on ensuring a high-quality experience for participants, 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, the developers created opportunities for participants 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. In the words of a developer, they considered "the replication or the duplication of our activities back in schools" as an indication of the program's effectiveness. In addition, the fluidity of the sessions allowed facilitators to adjust the content and activities based on ongoing feedback, ensuring continuous 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 (for Cohort 3, from April 2012 to March 2013). These were group events conducted in three regions (Central, Eastern, and Western), with approximately 50-70 principals participating in each region. In order to expose DLP participants to a variety of leadership models, the 14 facilitators rotated leading the different components in the three regions. Each face-to-face session was co-led by two facilitators and consisted of a half day followed by a full day. During these face-to-face sessions, principals engaged in a series of 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 engaged in small and whole group discussions and a variety of learning activities.

Online sessions supplemented the lessons that were taught during the face-to-face meetings. These integrated, technology-driven sessions were designed to help principals apply the skills they learned in DLP to their individual school contexts. The online sessions were hosted by LEARN NC and were led by the DLP facilitators. Just like the face-to-face gatherings, the six online sessions were organized by regional cohorts of DLP participants. 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 learning units, with each unit including an overview and a series of assignments that often included peer discussion. The number and length of the units varied by facilitator, with some facilitators dividing the component into fewer units and spreading out assignments over a longer period of time. Assignments included instructional activities such as readings, self-assessments, and worksheets, and typically required principals to post a write-up or artifact of that activity to a public discussion forum for feedback by the facilitator and/or their peers.

Overall, DLP consists of approximately 60 hours of face-to-face work and 190 hours of online work, for a total of 250 hours of professional development. Based on actual expenditures from the 2011-12 year, totaling $395,394, the program is estimated to cost $2,368 per participant ($n$=167).[5] Costs include: annual support for DLP consultants, mentors, and facilitators; operational costs (e.g., meeting materials, meals, space); and participant mileage and lodging.

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

Program Applicants

The opportunity to participate in the 2012-2013 year (Cohort 3) of DLP was extended to all practicing principals in North Carolina. The only eligibility requirements to participate were to have the support of their superintendent and to commit to fully participating. Focus groups indicated that word-of-mouth was an effective means of recruitment, with most participants reporting that they learned about DLP from colleagues who had previously participated in the program. Participants also reported being informed of the opportunity through emails from NCPAPA and conference presentations by the Executive Director, Dr. Shirley Prince. A few of the participants were encouraged by their district-level administration to consider participating.

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[5] Marginal cost; does not include original planning and design costs for DLP program.

Application data provided by NCPAPA shows that a total of 180 principals applied to participate in the 2012-13 cohort, and 100% of the applicants were accepted. However, in order to be included in the official cohort, participants were required to attend the first face-to-face session. Some were unable to make it, and a couple had changed positions before the start of the program. As a result, the official 2012-13 cohort, based on Component 1 attendance, included 167 principals (or 93% of applicants) divided into three regions: Central (*n*=50), Eastern (*n*=47), and Western (*n*=70). This participation level met the target of serving 150 principals annually.

Attendance

DLP is a rigorous and demanding program that requires a major time commitment from participants. Attendance at all of the face-to-face sessions was strongly encouraged, but with the exception of the first session, participants were not immediately dropped for missing a session. Instead, they were given make-up work to complete. If they could not keep up with the work, they were counseled to consider withdrawing.[6] In total, 135 of the participants officially in Cohort 3 completed the entire program, representing a program completion rate of 81%. Thirty-two participants withdrew over the course of the first four components, after which point the participation rate remained steady. According to data on withdrawal reasons collected by NCPAPA, a large percentage of the withdrawals (38%) were due to a change in position. For those no longer working as a principal, DLP was no longer relevant. The next most common reason for withdrawing, accounting for 28% of withdrawals, was not being able to invest the time required for DLP. One participant stated, "I talked to a colleague yesterday who told me that he had gone to the first session of DLP, and when he realized the online component, he dropped, and…[he] said that he just didn't have time to do that." Other individuals cited family and health concerns as the primary reason they needed to leave DLP. Two noted that they intend to finish up their DLP work next year (Table 3). Participant feedback collected in surveys and focus groups suggests that stress associated with the online work may have been a factor leading some to withdraw:

> I do not like online learning, so that component of DLP was stressful. I felt like every time I logged on to my computer I had to post another assignment or comment. I am a traditional learner and that, in part with some unexpected personal issues, really led to me dropping out of the program.

Table 3. Reasons for Withdrawal from the Program

Withdrawal Reason	*n**	%
Changed positions	12	38%
Time	9	28%
Family	4	13%
Health	2	6%
Withdrawing until next year	2	6%
Reason unknown	2	6%
New school	1	3%

* Out of 32; column does not total to 32 because respondents could indicate more than one reason.
Source: DLP Program Records on Withdrawals provided by NCPAPA

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[6] Attendance data are available in Table L1 (Appendix L).

Participant Characteristics

Data from participants' applications indicates that the highest degree earned was a master's degree for nearly three-quarters (74%) of the participants. Small percentages had earned, or were currently working towards, a doctoral (18%) or Educational Specialist (8%) degree. On average, the participants had worked as principals for 5 years, with about 4 years at their current schools. However, there was a wide range of experience levels, with time as principal ranging from less than one year for the least experienced to 22 years. On average, DLP principals had worked in 2.7 different schools and 1.4 school systems, and had held 2.3 different education positions. A comparison of DLP completers and withdrawals shows no significant difference between the groups in terms of education level or experience.

A comparison of DLP principals' schools to other schools in the state revealed that the two groups were similar in nearly all respects (Table 4, following page).

Table 4. Characteristics of DLP Principals' Schools

Characteristic	DLP Schools			Non-DLP Schools
	All	*Completers*	*Withdrawals*	
***School Level*[a]**	(*n*=165)	(*n*=133)	(*n*=32)	(*n*=2,455)
Elementary	56%	54%	63%	51%
Middle/Junior High	12%	12%	9%	19%
High School	19%	20%	16%	20%
Other[b]	14%	14%	13%	10%
***School Type*[a]**	(*n*=165)	(*n*=133)	(*n*=32)	(*n*=2,364)
Traditional	91%	90%	94%	95%
Charter	5%	5%	6%	4%
Alternative[c]	4%	5%	0%	1%
***Region*[d]**	(*n*=167)	(*n*=135)	(*n*=32)	n/a
Central	30%	27%	41%	n/a
Eastern	28%	28%	28%	n/a
Western	42%	44%	31%	n/a
***Locale Classification*[e,f]**	(*n*=166)	(*n*=134)	(*n*=32)	(*n*=2,394)
Rural	48%	45%	59%	52%
Town or Suburban	19%	22%	9%	17%
City	33%	34%	31%	32%
***Met Adequate Yearly Progress*[e]**	(*n*=166)	(*n*=134)	(*n*=32)	(*n*=2,355)
Yes	44%	44%	44%	47%
No	56%	56%	56%	53%
***Other Characteristics*[e]**	(*n*=158-166)	(*n*=128-134)	(*n*=30-32)	(*n*=2,262-2,350)
Student Poverty Rate	64%[*]	65%	64%	60%*
Fully-Licensed teachers	96%	96%	96%	96%
Teachers with Advanced Degrees	27%	28%	26%	29%
One-Year Teacher Turnover Rate	14%[*]	14%	17%	13%[*]
Teachers with:				
0-3 Years of Experience	19%	18%	20%	18%
4-10 Years of Experience	30%	29%	32%	30%
11+ Years of Experience	51%	52%	48%	51%

[a] *Source*: DLP Applications for 2012-13 Cohort. Note that there were 2 missing responses.
[b] The 4 K-8 schools and 3 6-12 schools were coded as "other" along with all of the charter and alternative schools described above.
[c] The 3 principals from Early College High Schools were included as alternative schools.
[d] *Source*: DLP Program Records. Participating principals were from all eight of the state's educational regions and were assigned to one of the three DLP regions based on their distance to the location.
[e] *Source*: 2011-12 NC School Report Card, DLP Applications for 2012-13 Cohort
[f] "School locale" codes as described by the National Center for Education Statistics classification system (http://nces.ed.gov/ccd/rural_locales.asp). The codes describe the physical location of principals' schools represented by an address that is matched against a geographic database maintained by the Census Bureau. The urban-centric locale code system classifies territory into four major types: city, suburban, town, and rural. Since there were so few suburban and town schools, these categories have been combined.
* Statistically significant difference at the $p<.05$ level

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. In this case, the goal is helping principals progress 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 North Carolina School Executive Standards (Table 2, 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 RttT proposal plan.

Meeting Principals' Professional Development Needs

During a focus group with evaluators, DLP program facilitators 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. Feedback collected from participants during their focus groups echoes this conclusion; as one participant noted, "It's pretty much aligned with the leadership requirements that we need to continue with."

Results from surveys conducted with participants—after each face-to-face session, upon completion of each component, and at the end of the program[7]—provide additional evidence of the program's relevance. For instance, nearly all survey respondents agreed or strongly agreed that the face-to-face sessions were relevant to their professional development needs (97% at post-face-to-face, 95% at year-end) and provided them with useful resources (96% at post-face-to-face, 95% at year-end).

Participants also responded positively about the relevance and usefulness of the online sessions (Table 5, following page). However, participants were more likely to have favorable impressions of the online sessions directly after completing them than at the end of the program when they

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[7] Survey instruments are included in Appendices F, G, and H, respectively.

reflected on the whole year. For instance, when surveyed upon completion of the component, 95% of the participants agreed or strongly agreed that the online sessions were relevant to their professional development needs. When surveyed again at the end of the program, this percentage was lower (although still high) at 84%. Likewise, the percentage indicating that the online sessions provided them with useful resources was 95% upon component completion compared to 88% at year end. This suggests that some participants may have felt less favorable towards the online sessions over time.

In reflecting on the program overall (face-to-face plus online) at year-end, nearly all the respondents agreed or strongly agreed that DLP as a whole was relevant to their professional development needs (94%), provided useful resources (95% for face-to-face and 88% for online) and relevant to the specific needs of their school (85%). Interestingly, this result varied significantly by region; the percentage of participants who agreed/strongly agreed that DLP was relevant to the specific needs of their school was significantly higher among participants in the Central region (97%) than those in the West (77%), with the percentage of Eastern participants who felt this way falling between the other two (86%).

Table 5. Participants' Perceptions of Relevance and Usefulness at Year End

	Percentage of Respondents ($n = 129\text{-}132$)					*Agree/ Strongly Agree*
	Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*	
Relevant to my professional development needs						
Face-to-Face	1%	1%	3%	37%	58%	95%
Online	0%	5%	11%	40%	45%	84%
DLP as a Whole	0%	2%	4%	27%	67%	94%
Provided me with useful resources						
Face-to-Face	0%	2%	4%	32%	63%	95%
Online	0%	5%	7%	40%	49%	88%
Relevant to the specific needs of my school						
DLP as a Whole	0%	3%	12%	36%	49%	85%

Source: DLP Year-End Participant Survey (overall survey response rate: 79%)

According to participant comments in surveys and focus groups, DLP addressed principals' needs best in the following areas:

- Providing applicable resources and tools to bring back to schools

- Gaining a better understanding of the North Carolina School Executive Evaluation Tool

- Providing opportunities for networking and collaboration

- Building learning communities

- Developing strategic leadership skills

Overall, participants found the DLP content to be relevant and timely in addressing their professional needs. Principals also indicated that the content helped them to address aspects of administration within their schools. One participant said during a focus group, "I think it's been very timely. It seems like all the topics of discussion are always current or relevant, and it's been a great opportunity to get feedback from other principals in the area."

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

- Adjusting the timing by having the second component first so that the information can be used for summer planning and teacher selection

- Providing additional networking and collaboration opportunities

- Differentiating to address specific needs of the participants

- Offering opportunities to share with principals of schools that are the same level and size

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 material about the quality of DLP sessions in the satisfaction surveys given after face-to-face sessions, post-component surveys, year-end survey, and focus groups. These responses 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."

Using data to plan. 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. In addition, the DLP pilot cohort was highly involved in providing feedback to the DLP developers to help inform revisions to the curriculum and program design. As one DLP developer noted:

> The pilot group was purposely handpicked to go through this and to give feedback, consistent constant feedback—what's working, what's not working . . . and then we would take that and come back and make our revisions.

In selecting content and resources, the developers conducted research and tapped into their own expertise, with a goal of "making sure that we're putting in front of principals what is most current and most relevant to them, and it's research based, it's timely, and it's impactful."

Although the developers did not conduct a needs assessment with participants prior to the start of the program, they did conduct two pre-session assessments (short web-based surveys) early in

the program to assess participants' needs in particular areas, and adapted their plans based on the results. In addition, participants were often prompted during online sessions to complete self-assessments in order to identify areas within each standard to work on and address through online activities. Despite these efforts to adapt DLP to participants' needs, DLP developers could better customize the program by conducting a pre-program assessment, as this participant's year-end feedback suggests:

> I might also recommend doing a pre-DLP survey of participants to determine which of the learning modules are the ones that participants need/want the most, and even a time frame for working on it, and use that in consideration of the planning of [online session] delivery.

Using data to assess learning. DLP uses limited data to evaluate participants' successful completion of the components. Face-to-face observation results indicate that only a small percentage (9%) of the observed segments included some sort of assessment of participant knowledge and/or practice. Participants received feedback from peers and instructors (to varying degrees) throughout the face-to-face and online sessions. However, participants were not provided grades or other measures to indicate the degree to which they achieved the desired learning outcomes outlined in the overview for each component. Furthermore, there was little flexibility in how participants were expected to demonstrate their learning (e.g., principals were typically required to respond in a similar fashion to a discussion forum by answering a series of questions related to each assignment).

During their focus group, DLP developers acknowledged potential areas for improvement include the assessment of participants' work and holding participants more accountable for completing assignments and doing quality work. At the same time, the developers debated the value of devoting resources to holding participants accountable for the quality of performance, considering that DLP awards Continuing Education Units (CEUs), and that these are typically easy to earn. These sentiments are illustrated in the following comments from developers:

> There's very little accountability if they don't do [the assignments]. They'll submit something, and you will have quality extraordinaire, and then you will have, "I just wrote three sentences to say that I completed this." And as the online facilitator, it becomes more like students in your class rather than dealing with colleagues . . . You see them at the very last minute try to do a whole thing at one time, and so the quality is not there, but then there are no repercussions if they don't do it, so?

> If this was a graduate course where there was graduate credit, then I think the quality would be easier to manage, but that's not our role . . . I think we need to determine is there value in our time being spent discerning [the quality of the work] for what percentage of the population. Because it is a professional activity . . . there's no grading in the courses. The only thing tied to it is whether they get their CEU credits.

Using data to evaluate. Evaluation data were collected throughout the DLP program, including surveys conducted with participants after each face-to-face session and upon completion of each component. In order to provide timely, formative feedback, evaluators regularly shared survey results with NCPAPA staff and the developers/facilitators. During their focus group, DLP

developers reported that they diligently reviewed the evaluation results and made programmatic adjustments, as needed.

Notes from face-to-face session observations indicate that facilitators regularly invited feedback, both informally through conversations with participants during breaks from session activities, as well as through routine formats (e.g., Plus/Delta, Issues Bin). According to the DLP facilitators, the online sessions provided another avenue for real-time feedback on the effectiveness of the trainings.

Based on participant feedback received through online sessions, the developers/facilitators made adjustments to instructional design and appropriating resources. For instance, developers/facilitators mentioned adjusting program resources by providing more upfront technical supports to improve usability of the online resources for principals. They also mentioned adjusting their approach to instruction by challenging principals to dig deeper into the material and the essential learning embedded in the activities.

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 14 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). Results from surveys taken at the end of each face-to-face session show that nearly all of the participants (99%) agreed or strongly agreed that the face-to-face sessions were led by effective facilitators. Observation results concur, with the highest quality rating given for the facilitators' presentations in 91% of the segments observed. An open-ended survey question solicited additional feedback from participants on their impressions of the facilitation of each session. Generally, comments were positive with consistent praise to facilitators for their ability to create supportive and engaging learning environments. One principal's comment summarized the sentiments expressed by other participants who were pleased with their session facilitators: "I really appreciate the openness of both facilitators for this session. Both were very approachable."

Results also suggest that participants were satisfied with the facilitation of the online sessions. In particular, post-component survey results indicate that nearly all participants (96%) agreed or strongly agreed that the online sessions had effective facilitators. Participants shared generally positive comments about the facilitation; one participant commented, "[The facilitator] did a fantastic job. She clearly read all posts, sent thoughtful and insightful comments to me, and was encouraging throughout the process."

Furthermore, the online session reviewer found the sessions to be sufficiently staffed to provide the instructional support needed for successful completion, and to provide adequate resources and training to support learners uncomfortable in the online environment or in need of technical assistance.

Time. Overall, DLP consisted of approximately 60 hours of face-to-face work and 190 hours of online work, for a total of 250 hours of professional development. The year-end survey asked participants for their preferences regarding the amount of time spent in DLP. As shown in Table 6, the majority were satisfied with the amount of time spent in face-to-face sessions (58%) and in DLP as a whole (64%), but three-quarters indicated they would have preferred to spend *less* time in online sessions. Moreover, a large minority (37%) would have preferred spending *more* time in face-to-face sessions.

Table 6. Participants' Preferences Regarding Time Spent in DLP

	I would have preferred to spend . . .		
Session Type	*More time*	*Less time*	*No change: I liked the amount of time we spent*
Face-to-Face Sessions	37%	5%	58%
Online Sessions	2%	75%	24%
DLP Overall	15%	20%	64%

n=118
Source: DLP Year-End Participant Survey (overall survey response rate: 79%)

The online reviewer from the evaluation team found that the amount of time given to complete assignments varied across components and did not seem consistently sufficient. Most modules consisted of several assignments and required participants to do considerable field work at their schools in addition to a required write-up(s). For many modules, participants could easily spend three hours on just a single assignment, such as reading and reflecting on provided resources. Also, some components provided a very short time frame for peer responses, which may have limited the potential for dialogue. For example, one of the reviewed assignments provided participants just two days to respond to peers. Given principals' schedules and the time delay of asynchronous communication platforms, such as discussion forums, this may have hindered discussion, particularly as the next unit began the following day.

Indeed, feedback from post-component and year-end surveys indicates that some participants felt overwhelmed by the number and timing of assignments. Common suggestions included having fewer assignments (i.e., streamlining), giving more time to complete assignments, and giving more advanced notice (one suggested a syllabus), especially for assignments requiring interaction with colleagues and students. Some of these sentiments are summarized in the following quotes:

> Reduce the amount of homework assigned between sessions. The due dates are too frequent, and often difficult to meet with our demanding work schedules and work related

paperwork. The face-to-face sessions are much more effective and allow us with greatly needed time to discuss and share the same topics.

The biggest problem I had with the program was with the timing of the assignments. Sometimes they were a challenge for a traditional school. It would be helpful if we knew ahead of time what input we needed from the staff. Sometimes we would have to elicit responses and right after that we would have to do the same thing again.

Incentives. Principals received incentives for participating (i.e., CEUs) on par with other professional development opportunities, and they were required to complete all activities in order to receive their units. However, in reflecting on their experience one year later, some of last year's participants felt the program should offer course credit towards advanced degrees given the amount and depth of work involved:

Most of my cohort agreed that we wish DLP could offer some credit towards a higher degree.

Given the content and depth of the lessons, I would like to see a partnership developed with our UNC System whereby participants may receive course credit(s) toward advanced degrees (i.e., Ed.S. or Ed.D.).

Logistics. Overall, DLP participants had mostly positive reactions to the logistical aspects of DLP. Post-face-to-face survey results show that nearly all participants indicated the sessions were scheduled at convenient times (94%) and locations (96%) to allow full participation. However, participants offered some suggestions to improve logistics for the visit to local businesses (e.g., better preparation, travel and parking considerations, etc.).

Technology. Observation notes indicate that the primary technology tools used during face-to-face sessions were PowerPoint presentations and videos; web-resources were rarely used, and sessions did not incorporate participant use of technology. When surveyed at year-end, most respondents (84%) agreed or strongly agreed that the face-to-face sessions were enhanced by the use of technology; however, this perception varied by region, with Western participants significantly less likely to agree/strongly agree (75%) compared to Central (89%) and Eastern (92%) participants (Table 7).

Table 7. Participants' Perception of Quality of Face-to-Face Sessions, by Region

	Percentage Agree or Strongly Agree			
	Central *(n=38)*	*Eastern* *(n=38)*	*Western* *(n=56)*	*Total* *(n=132)*
The face-to-face sessions were enhanced by the use of technology (during the face-to-face sessions).	89%	92%	75%	84%

Source: DLP Year-End Participant Survey (overall survey response rate: 79%)

As for the online sessions, the reviewer on the evaluation team found positive evidence of accessibility and ease of use. Most links, videos, and applications worked as intended on the

browsers (Safari and Chrome) and platforms (Windows 7 and Mac OSX) used to review the components. The online sessions provided an orientation to the learning environment, which sufficiently detailed the program's platform, navigational tools, and technical requirements. Moreover, the reviewer found the structure and navigation processes to be clear and consistent throughout the components, supporting ease of use. Indeed, most of the principals surveyed reported that the sessions were easy to access and use (96% at post-component, 91% at year-end). Likewise, most indicated that the sessions were free of technical issues, although the percentage was lower at year-end (81%) than upon completion of the components (92%).

An analysis comparing the post-component survey results by component and region revealed some differences (see Appendix L, Table L6). For instance, the percentage of respondents who agreed or strongly agreed that the online session was free of technical issues was significantly lower for Component 5 than for the other components, reflecting some technical issues that occurred with the Moodle learning platform during Component 5. As for differences by region, the results for Components 2 and 4 show a pattern whereby the percentage of respondents who agreed with the online quality statements was consistently higher among Eastern respondents than Central or Western respondents (sometimes statistically significant). On the other hand, for Component 5, endorsement was highest among Central respondents, followed by Western and then Eastern. Central respondents also responded more favorably to the year-end survey question about ease of access and use, with 100% agreeing compared to 85% of respondents in the West (Table 8).

Table 8. Participants' Perception of Quality of the Online Modules, by Region

	Percentage Agree or Strongly Agree		
	Central (*n=38*)	*Eastern* (*n=36*)	*Western* (*n=55*)
The online modules were easy to access and use.	100%	92%	85%

Source: DLP Year-End Participant Survey (overall survey response rate: 79%)

In focus groups with principals, some shared that they had felt unprepared and uneasy about working on the online modules. Overall, they indicated that they did not receive a lot of technical support up front, although they did notice a change in the capacity of the facilitators to help them.

> I think better directions, or maybe step by step directions with some of the technology would make it easier. . . . In the very beginning, I wrote in and asked for help with certain things and got no response.

Developers/Facilitators were aware that some participants may need additional technological support. In an effort to assist all participants, they created a plan to better meet the technology needs of future cohorts.

> [W]e've talked about, [during] the first component, maybe having more time for technological supports, as far as getting the principals really feeling more comfortable on that very first day and ensuring that they don't have to do a lot of learning once they [are] into the online piece.

Some participants voiced not being told about the online requirements prior to signing up for DLP (see quote that follows); however, the Evaluation Team confirmed that this information was included in the email announcement sent by NCPAPA to principals. Nevertheless, DLP staff should consider providing additional information up front about the online portion, including greater transparency about the fact that it accounts for over three-quarters of the time commitment.

> I felt blindsided, because . . . when I filled out the application, it said that I was making a commitment to attend the face-to-face sessions, and I put all those on my calendar. I met with my superintendent about that. I was fine with that. And then, at the end of the first meeting, when they started talking about the online component, I'm thinking, how did I miss this somewhere? What have I gotten myself into? And . . . maybe I should have read it somewhere, but it wasn't on the application and I did not know it.

Material resources. Year-end survey results show that nearly all of the principals (95%) either agreed or strongly agreed that the face-to-face sessions provided them with useful resources, and their comments were also highly positive. One principal noted, "The resources were invaluable and I will use them this summer in working with my school leadership team."

Likewise, observers rated the face-to-face session materials as "good" (the highest rating on a 3-point scale) in 92% of the segments observed. The percentage of survey respondents agreeing that sessions provided them with useful resources was lower for online than for face-to-face, but was still very high (88%) (see Table 5, above). Upon completing the components, participants generally provided very positive feedback about the online resources; for example, one participant commented, "The articles, which served as online resources, were very useful and extremely relevant to the topic and questions in the modules."

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

The evaluators found evidence of high-quality learning designs incorporated into the face-to-face sessions and online sessions, as well as some areas for improvement.

Clear objectives and logical structure. Nearly all survey respondents agreed or strongly agreed that the face-to-face sessions had clear objectives (98% at post-face-to-face, 98% at year-end) and were well-structured (97% at post-face-to-face, 92% at year-end) (Table 9, following page). However, participants' comments on the post-face-to-face survey indicate some issues with the structure of Component 6, titled Leading Change to Drive Continuous Improvement:

> Beginning of Day 2 was confusing and ill-directed; we were all confused about purpose and specific questions.

> There was a period of clarity work which was a result of ambiguity for the participants. The structure of [the] session seemed to create that ambiguity.

In order to improve the structure of Component 6, participants suggested the following changes: doing the reading in advance of the session, including more direction in the pre-assignment to

ensure principals are prepared for the face-to-face session, and clarifying the purpose of Component 6 activities.

Regarding the online sessions, nearly all respondents agreed or strongly agreed that they had clear objectives (98% at post-component, 96% at year-end) and were well organized (95% at post-component, 91% at year-end) (Table 9). Nevertheless, some focus group participants mentioned work pace differences and timeliness of responding to peers as challenges inherent in the structure of the online portion:

> The problem with the structure of the online component is that everybody works at different paces and . . . sometimes, by the time three-quarters of the class, or our cohort, has responded to something and made replies, there's a lot of people who are five or six assignments ahead, and so they miss out. . . . Everybody doesn't benefit from the collaborative discussion among colleagues in the online portion, whereas we totally benefit from it in the face-to-face piece.

In reflecting on the program overall (face-to-face plus online) at year-end, nearly all the respondents (97%) agreed or strongly agreed that DLP as a whole had a clear purpose (Table 9). In their focus groups, participants voiced an appreciation for how DLP is structured around the performance evaluation standards:

> I like the structure of it being around the evaluation instrument. It really gave me further insight into how I am being evaluated and how to move across that rubric, and [I] think it would be a great way to structure professional development in the school for the teachers.

When surveyed after each component and at year-end, some participants provided suggestions for modifying the order of the content to better align with issues as they arise over the course of the school year; however, opinions about the ideal timing varied.

Table 9. Participants' Perception of Purpose and Structure

	Percentage of Respondents (*n*=129-132)					*Agree/ Strongly Agree*
	Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*	
Clear Objectives/Purpose						
Face-to-Face	0%	1%	2%	44%	54%	98%
Online	0%	1%	3%	53%	43%	96%
DLP as a Whole	0%	2%	2%	31%	66%	97%
Well-structured/Organized						
Face-to-Face	0%	2%	7%	41%	51%	92%
Online	0%	1%	8%	47%	45%	91%

Source: DLP Year-End Participant Survey (overall survey response rate: 79%)

Relevance to practice. As discussed above (see pp. 18-20), participants found DLP to be highly relevant to their professional development needs, as well as to the specific needs of their schools

(Table 5, above). By linking the curriculum to standards for principals (i.e., North Carolina Standards for School Executives) as well as students (i.e., Common Core and Essential Standards), DLP fits well with the direction in which principals were already leading their schools, as illustrated in the following quote from a focus group participant:

> I'm using some research-based things, and we're linking it to Common Core, we're linking it to Essential Standards. We're linking it to things we're already doing. It just fit really well into the direction that we were headed already and gave us some concrete tools to better move in that direction.

Survey results show that nearly all participants (97% at post-face-to-face, 98% at year-end) agreed or strongly agreed that the face-to-face sessions included adequate opportunities for participants to consider applications to their own professional practice. Face-to-face observation results concur (Table 10), and further indicate that these opportunities were devoted significant time and were of high quality (Appendix L, Tables L.8 and L.9). On the other hand, observation results suggest that connections to *other* disciplines and real-world contexts were infrequently made (observed in only 30% of segments); when such connections were made, they tended to be very brief but of high quality. Likewise, results from the online session review confirm that online activities were consistently linked to participants' roles within their schools and frequently provided opportunities for participants to apply knowledge and skills in their professional settings.

Table 10. Observations of Face-to-Face Session Quality Indicators

Quality Indicator	Percentage of Observations in which this Occurred by Component					
	Comp. 2 (*n*=38)*	*Comp. 3* (*n*=30)*	*Comp. 4* (*n*=35)*	*Comp. 5* (*n*=34)*	*Comp. 6* (*n*=33)*	*Total* (*n*=170)*
Opportunity for participants to consider applications to their own professional practice	97%	80%	91%	82%	97%	90%
Connection made to other disciplines and/or other real-world contexts (i.e., outside of their professional context)	11%	17%	29%	62%	33%	30%

*Number of half-hour segments observed
Source: Race to the Top Professional Development Observation Protocol

<u>Active engagement</u>. Survey results indicate that participants generally found DLP sessions, both face-to-face and online, to be engaging. However, participants were more likely to have favorable impressions of engagement directly after completing the sessions than at the end of the program when they reflected on the whole year. Upon completing the sessions, nearly all survey respondents found the face-to-face sessions (95%) and online sessions (92%) to be engaging. However, on the year-end survey, the percentage who felt the sessions were engaging was lower for both face-to-face (88%) and online (77%). It is unknown why some participants had less favorable impressions at year-end.

A comparison of year-end survey results by region revealed that the percentage of respondents who found the sessions to be engaging was significantly lower among Western participants compared to those in the Central region, with Eastern participants falling in between; this was the case for both the face-to-face and the online sessions (Table 11).

Table 11. Participants' Perception of Session Engagement, by Region

Session Type	Percentage Agreeing or Strongly Agreeing that Session Type was Engaging			
	Central (*n=38*)	*Eastern* (*n=38*)	*Western* (*n=56*)	*Total* (*n=132*)
Face-to-Face	97%	89%	80%	88%
Online	89%	83%	64%	77%

Source: DLP Year-End Participant Survey (overall survey response rate: 79%)

Results from observations of face-to-face sessions provide evidence that the sessions were highly engaging. Observers gave the highest quality rating for participant engagement and for facilitator's strategies for engaging participants in most of the segments observed (91% and 83%, respectively; Table 12).

Table 12. Observations of Face-to-Face Session Quality Indicators: Quality Rating, Continued

Quality Indicator	Quality Rating*		
	Poor	*Fair*	*Good*
Participant engagement (regardless of whether active or passive)	0%	9%	91%
Facilitator's strategies for engaging participants (e.g., questioning, wait time)	1%	16%	83%

*Number of half-hour segments observed=170
Source: Race to the Top Professional Development Observation Protocol

Variety and pace of activities. Observation results suggest that participants were engaged in a variety of activities during face-to-face sessions (Table 13, following page). In 95% of the half-hour segments observed, participants partook in more than one activity, and on average, segments included three different activities types. Participants frequently engaged in whole group discussions (observed in 68% of segments) and small group discussions (observed in 46% of segments) throughout the face-to-face sessions. Facilitators presented in 85% of the segments observed, but observation notes indicate that facilitator presentations were typically brief and followed by longer periods of discussion. Discussions were most often initiated and moderated by the facilitators, although participants occasionally took on the role of initiating whole group discussions or presenting. Other less frequent activities included videos, small-group activities, and individual work.

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

Activities	Percentage of Observations that Included the Activity by Component					
	Comp. 2 (n=38)*	*Comp. 3* (n=30)*	*Comp. 4* (n=35)*	*Comp. 5* (n=34)*	*Comp. 6* (n=33)*	*Total* (n=170)*
Listened to a presentation by facilitator	71%	90%	94%	82%	88%	85%
Engaged in whole group discussion initiated by facilitator	71%	67%	66%	71%	67%	68%
Engaged in small group discussion	61%	30%	34%	59%	42%	46%
Watched a video	21%	57%	34%	50%	6%	33%
Engaged in small group activity, distinct from discussion	37%	17%	37%	26%	36%	31%
Engaged in individual activity	18%	40%	23%	24%	33%	27%
Engaged in whole group discussion initiated by participant(s)	5%	3%	20%	9%	27%	13%
Listened to a presentation by participant(s)	3%	17%	6%	18%	15%	11%
Other	3%	17%	3%	21%	15%	11%

*Number of half-hour segments observed
Source: Race to the Top Professional Development Observation Protocol

Observers rated the session activities as "good" (the highest rating on a three-point scale) in 88% of the segments observed (Table 14). Although the pacing of the session was rated as "good" in about three-quarters of the segments (76%), pacing was the lowest rated out of a set of quality indicators, suggesting an area for improvement. Qualitative observation notes suggest that in a couple of instances the pace was stalled while technical issues were addressed. In other instances, tangents and individual issues slowed down the pace by leading the discussion off track. The issue of pacing also came up in participants' feedback collected at the end of the Component 2 face-to-face session; some participants felt that the pacing was too slow for that component, with too much time allotted to some of the activities (e.g., the simulation).

Table 14. Observations of Face-to-Face Session Quality Indicators: Quality Rating, Continued

Quality Indicator	Quality Rating		
	Poor	*Fair*	*Good*
Session activities, distinct from discussion (e.g., game, role play)*	2%	10%	88%
Pacing of the session^	1%	24%	76%

*Number of half-hour segments observed=84; excludes segments rated "not applicable"
^Number of half-hour segments observed=170
Source: Race to the Top Professional Development Observation Protocol

As for the online sessions, most of the participants surveyed at year-end (88%) agreed or strongly agreed that they incorporated a variety of online tools. However, results from the online

session review suggest otherwise. Although the online reviewer noted a good variety of learning experiences and activities, this person observed little variation in use of online tools or media to support the delivery of instructional content or to facilitate participant interaction. On the contrary, the online sessions were very text-heavy, and the use of audio, video, and other media to provide models of effective practice or illustrate component concepts was limited. Although the online tools used to support instruction were appropriate to the activities, they were primarily limited to the use of asynchronous discussion forums and static web pages to share content. This uniformity may initially increase the comfort level of participants, especially those new to learning in an online setting, but the limited use of online tools is likely to diminish participant engagement if activities are seen as repetitive. The uniformity could also be seen as a missed opportunity to expose principals to a greater variety of models for instructional approaches utilizing technology that they could take back and employ in their schools.

Opportunities for sharing. Focus group participants indicated that DLP created an atmosphere that promoted networking and collaboration among peers. This finding is supported by survey results (Table 15, following page) showing that nearly all participants found the face-to-face sessions to include adequate opportunities for participants to share their knowledge and/or experiences (97% at post-face-to-face, 93% at year-end) and to engage in meaningful collaboration with each other (93% at year-end). Likewise, most participants indicated that online sessions included adequate opportunities for meaningful collaboration; however the percentage was higher in surveys taken upon completion of the components (91%) than at year-end (78%). Furthermore, perceptions of opportunities for meaningful collaboration in online sessions differed significantly by region, with 89% of Central respondents indicating that the opportunities were adequate, compared to only 67% of Western respondents (Eastern respondents fell between these two groups at 83%). As noted above, the source of regional differences is unknown. Finally, when surveyed at year-end, most participants indicated that the DLP program as a whole (face-to-face plus online) provided adequate opportunities for participants to engage in meaningful collaboration with other participants (90%), as well as to interact with others from similar (88%) and dissimilar backgrounds (90%).

Survey results are supplemented by face-to-face observation results showing that participants shared ideas, experiences, and questions, and were encouraged to share by the facilitator and/or the instructional design, in nearly all segments observed (96%; Table 16, following page). Moreover, these opportunities for sharing were devoted significant time and were of high quality (Appendix L, Tables L.8 and L.9).

Table 15. Participants' Perception of Opportunities for Sharing and Collaboration

	Percentage of Respondents (*n*=129-132)					Agree/ Strongly Agree
	Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*	
Face-to-face sessions included adequate opportunities for participants to . . .						
share their knowledge and/or experiences.	0%	4%	3%	41%	52%	93%
engage in meaningful collaboration with each other.	0%	2%	5%	42%	52%	93%
Online sessions included adequate opportunities for . . .						
meaningful collaboration.	1%	9%	12%	39%	40%	78%
DLP as a whole provided adequate opportunities for me to . . .						
engage in meaningful collaboration with other participants.	0%	3%	7%	37%	53%	90%
interact with others from a similar background.	0%	3%	9%	42%	47%	88%
interact with others from dissimilar backgrounds.	0%	3%	7%	49%	41%	90%

Source: DLP Year-End Participant Survey (overall survey response rate: 79%)

Table 16. Observations of Face-to-Face Session Quality Indicators

Quality Indicator	Percentage of Observations in which this Occurred, by Component					
	Comp. 2 (*n*=38)*	*Comp. 3* (*n*=30)*	*Comp. 4* (*n*=35)*	*Comp. 5* (*n*=34)*	*Comp. 6* (*n*=33)*	*Total* (*n*=170)*
Facilitator encouraged participants to share ideas, experiences, and questions (or sharing was encouraged via the instructional design)	100%	100%	86%	94%	100%	96%
Participants shared ideas, experiences, and questions	100%	93%	94%	91%	100%	96%

*Number of half-hour segments observed
Source: Race to the Top Professional Development Observation Protocol

While face-to-face sessions included significant time for sharing among participants, feedback consistently indicates that participants would like even more time to interact with their colleagues, including more time working with colleagues from schools similar to theirs in size and level (i.e., elementary, middle, or high):

> We would like more time for sharing best practices, ideas, etc., about our schools and learn from each other.

> Allow time built in session to share with schools of common level/size.

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

Feedback. One of the most important features of a professional development program is receiving proper feedback from both facilitators and peers in order to support the implementation of newly acquired skills and knowledge. As shown in Tables L.8 and L.9 (Appendix L), face-to-face observation results were inconsistent regarding the extent to which facilitators provided instructional feedback to participants; this was observed frequently in some face-to-face sessions (Components 3, 4, and 6) and infrequently in others (Components 2 and 5). In general, feedback tended to be brief, and was sometimes high-quality, but sometimes perfunctory. Comments from participants in surveys and focus groups indicate that principals valued the opportunity to receive feedback from their peers during face-to-face session (e.g., "I always enjoy time at the meetings to talk and get feedback from others").

As mentioned previously, the online session review found that participants were provided frequent opportunities for feedback from peers and facilitators, though some facilitators were more engaged among the discussion boards than others. Upon completing each online session, participants were asked to complete the post-component survey, including an open-ended question about the facilitation of the session. Those who mentioned feedback in their comments were mostly positive, describing the feedback received from facilitators as prompt, thoughtful, insightful, meaningful, valuable, helpful, encouraging, and validating. Also, comments tended to center around feedback provided by the facilitators, with little mention of feedback provided by peers.

The year-end survey asked participants a series of questions about the timeliness and usefulness of feedback provided and received throughout the online portion of DLP (Table 17, following page). Overall, responses were very positive, with the majority of participants (74% to 87%) indicating agreement with each of the statements. In general, endorsement was highest for statements regarding the timeliness and utility of feedback provided by the survey respondents to other participants, followed by feedback the respondent received from other participants, and from the facilitators, respectively; however, these differences were minor.

Table 17. Participants' Perception of Timeliness and Usefulness of Feedback in Online Sessions

Throughout the online portion of DLP . . .	Percentage of Respondents (*n*=129)					Agree/ Strongly Agree
	Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*	
I provided timely feedback to other participants.	0%	7%	6%	61%	26%	87%
I received timely feedback from other participants.	1%	3%	11%	58%	27%	85%
I received timely feedback from the facilitators.	0%	5%	15%	40%	40%	81%
I provided useful feedback to other participants.	0%	2%	16%	56%	27%	83%
I received useful feedback from other participants.	1%	5%	13%	50%	31%	81%
I received useful feedback from the facilitators.	0%	5%	21%	36%	38%	74%

Source: DLP Year-End Participant Survey (overall survey response rate: 79%)

A comparison of participants' perceptions of feedback by region revealed some significant differences (Table 18), with Western participants significantly less likely to agree/strongly agree that they received timely feedback from the facilitators compared to Central and Eastern participants (65% vs. 92%). Likewise, the percentage indicating they received useful feedback from facilitators was significantly lower for Western participants (56%) than for Central and Eastern participants (87% and 86%, respectively). On the other hand, Eastern participants were significantly less likely than Central participants to indicate they received timely feedback from other participants (72% vs. 97%), with Western participants falling in between (85%).

Table 18. Participants' Perception of Quality of the Online Modules—Feedback, by Region

Throughout the online portion of DLP . . .	Percentage Agree or Strongly Agree		
	Central (*n*=38)	*Eastern* (*n*=36)	*Western* (*n*=55)
I received timely feedback from the facilitators.	92%	92%	65%
I received useful feedback from the facilitators.	87%	86%	56%
I received timely feedback from other participants.	97%	72%	85%

Source: DLP Year-End Participant Survey (overall survey response rate: 79%)

Reflection. The integration of reflection into professional development is an important factor for supporting continuous improvement in practice. Observation results suggest that opportunities for reflection were well-integrated into the face-to-face sessions. Specifically, these results

indicate that, in over half of the observed segments (58%), participants were provided opportunity to "sense-make." These opportunities varied in duration but tended to be high quality (Appendix L, Tables L.8 and L.9). Likewise, the online assignments required considerable reflection on the part of the principals.

In reflecting on their DLP participation one year after completing the program, participants from the 2011-12 cohort commonly cited reflection as one of the most valuable aspects of the DLP program. One participant commented, "DLP made me take the time to examine my personal style of leadership. As a principal, the reflection assignments helped me to improve my leadership skills."

Application. Results from face-to-face session observations indicate that only 19% of the observed segments included opportunities for participants to practice new skills and/or apply new knowledge. In general, these opportunities tended to be brief and of high quality (Appendix L, Tables L.8 and L.9). Application of learning was a major part of the online sessions, with frequent opportunities for participants to apply the knowledge and skills learned in DLP to their school settings.

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

> It was a great opportunity to [hear] some of the thoughts of other principals around the area and kind of take me out of the mindset of just thinking about my own individual school.

> [A]s a new principal, sometimes you get so caught up in just thinking about the things that are within the four walls of your building, and it was a great opportunity to get out amongst other principals that are more experienced and have faced more difficult challenges and just kind of hear their opinions on certain things and kind of get feedback from the cohort.

As discussed above, 93% of year-end survey 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 both the face-to-face and the online sessions.

Extension of learning. During their focus group, the DLP developers expressed their commitment to ensuring that the sessions could be used as a model for quality instruction in any context.

> [T]the guiding foundation piece was [that] whatever we're doing in professional development should be a model for what good instruction should be happening in our K-12 classrooms, and so we consciously wanted to look at the replication or the duplication of our activities back in schools with faculties, with students, with parents, with community, and stuff like that.

Participants felt supported and encouraged to extend their knowledge and experiences and try new things, as illustrated by this quote from one of the focus group participants:

> [I]t's a challenge, somewhat, to manage all the things you have to do as a principal, but I definitely feel supported as well as pushed, pushed in a good way, to kind of take care of a lot of things.

Although supported, some participants shared that they would have rather had the same facilitator for all of the sessions in order to continue to build on newly-formed relationships.

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.

Indeed, results from a survey conducted with the 2011-12 cohort one year after participating in DLP provide some evidence that principals take advantage of the ongoing supports. Among those surveyed, 61% reported that they had maintained relationships with the administrators they met during DLP, and 38% reported that they had collaborated with other participants (i.e., worked together to achieve a shared goal), since completing the DLP program (Table 19). In addition, about two-thirds of the respondents (67%) reported accessing the professional development resources that DLP provided once in a while since completing the program, and an addition 7% reported accessing the resources on a regular basis (Table 20, following page).

Table 19. Relationships One Year after Participating in DLP

	Central (*n=28*)	**Northeast** (*n=34*)	**Southeast** (*n=30*)	**West** (*n=28*)	**Total** (*n=120*)
Maintained relationships with administrators met during DLP	61%	50%	73%	61%	61%
Collaborated with administrators met during DLP	36%	27%	50%	43%	38%

Source: DLP One-Year Follow-Up Survey (overall survey response rate: 67%)

Note: Based on the number and statewide spread of participants, DLP organized Cohort 2 into four region-based groups (Central, Northeast, Southeast, and West); DLP organized Cohort 3 into three region-based groups (Central, East, and West).

Table 20. DLP One-Year Follow-Up Survey: Accessing DLP Resources by Location

Have you accessed the professional development resources that DLP provided?	Central (*n=28*)	Northeast (*n=34*)	Southeast (*n=30*)	West (*n=28*)	Total (*n=120*)
No	29%	27%	20%	32%	27%
Yes, once in a while	68%	68%	73%	57%	67%
Yes, on a regular basis	4%	6%	7%	11%	7%

Source: DLP One-Year Follow-Up Survey (overall survey response rate: 67%)

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 previous cohorts were paired with the DLP developers to co-facilitate various components of DLP, both face-to-face and online. As co-facilitators, these former participants took on responsibility for monitoring current participant progress and providing instructional and technical support.

Based on recommendations from last year's evaluation, DLP developers instituted a new activity (called "DLP Speaks" or "DLP Does") to provide current participants with a leadership opportunity during face-to-face sessions. At the beginning of Day 1, a leader was appointed at each table to lead a discussion about the online assignments they completed prior to the session. Despite this addition, evaluation results suggest some additional opportunities for distributed leadership that were missed. For instance, observations of the face-to-face sessions indicate that participants seldom led whole-group discussions or gave presentations (Table 13, above). Allowing participants to assume these leadership roles could further expand opportunities for distributed leadership.

When surveyed at year-end, about two-thirds of the participants (74%) agreed/strongly agreed that DLP as a whole provided adequate opportunities for them to lead other participants. It should be noted that this level of endorsement, although very high generally speaking, is relatively low in comparison to most other survey results, suggesting that this could be an area for improvement. Moreover, participants' perceptions of the adequacy of leadership opportunities varied by region, with Western participants significantly less likely to agree/strongly agree (61%) compared to Central (84%) and Eastern (83%) participants (Table 21).

Table 21. Participants' Perception of Opportunities to Lead, by Region

	Percentage Agree or Strongly Agree			
	Central (*n=37*)	*Eastern* (*n=36*)	*Western* (*n=56*)	*Total* (*n=129*)
DLP as a whole provided adequate opportunities for me to lead other participants.	84%	83%	61%	74%

Source: DLP Year-End Participant Survey (overall survey response rate: 79%)

Although there were few instances of participant-led instruction during face-to-face sessions, focus group participants noted that the facilitators allowed and encouraged constant feedback among the principals. Most of the participants also noted that the facilitators were integral in holding the principals accountable for their participation, and in forming professional communities; for example, one participant noted, "We've had great facilitators who have been very responsive to us and . . . keeping up with our stuff as well as keeping us on track and keeping us on task, as far as that goes."

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 (Appendix L, Table L8) provide support for the collaborative environment of DLP, with observers rating the overall session climate as "good" (the highest rating) for nearly all of the segments observed (95%). Moreover, results indicate that participants spent a considerable amount of time engaged in small group discussions and activities, and were encouraged and willing to generate ideas, experiences, and questions in nearly all segments observed (96%).

Survey results provide additional evidence that participants valued the collaborative environment of face-to-face sessions. When asked at year-end, "What was the most beneficial/valuable part of the training," the most frequent themes in respondents' comments had to do with collaboration and networking during face-to-face sessions, as illustrated in the following quotes:

> The face-to-face sessions provided an opportunity to discuss the topics with colleagues and to discuss how changes might be implemented in our school settings. The dialogue opportunities were great because we could share successes, failures, and brainstorm strategies to "take back" to our school.

> Coming together with professionals that have been in the trenches and being engaged with opportunities to gain valuable insights from their career experiences, as well colleagues from different school settings. It is great to have developed a network of colleagues to collaborate [with] and coordinate through common trials of the profession.

Focus group participants echoed these sentiments and indicated they valued highly the opportunity to collaborate with fellow principals. Participants reported finding the opinions and experiences of other principals to be helpful in better understanding their own school contexts, and discussed how their comprehension of the content continuously built upon the conversations and understandings of their peers. Because collaboration was so valued by participants, many indicated through the participant surveys and focus groups that they would like additional time and support during face-to-face sessions and online sessions to develop learning communities with their peers.

In alignment with the quality standards for online professional development, the online sessions supported online learning communities by providing frequent opportunities for participants to share ideas, experiences, and information within their peers. Nearly every unit included a discussion forum that prompted principals to post a reflection on or summary of an assignment, and provided space for participants to respond to their peers. A common prompt to solicit peer

interaction encouraged participants to "respond to at least one colleague" with "help" "suggestions" or "insight," and suggested "comparing or contrasting" participants' experiences with those of their peers. Due to the nature of the program, participants also had frequent opportunities to interact with colleagues both inside and outside of their schools and districts, as well as with students in their colleagues' schools.

There were, however, areas in which the online sessions could better align with this standard. Instances in which participants were required to collaborate with colleagues in order to complete instructional activities were infrequent or absent from most components. Two notable exceptions were Component 4—which required principals to collaborate with their assistant principal, a lead teacher, or their school improvement team on improving the school scheduling—and Component 5—in which principals were to select a team of teachers (two or more) to investigate student engagement through classroom observations and student focus groups. The online component did not, however, provide opportunities to collaborate on assignments with other principals in the program. In addition, there was little evidence of reflective dialogue and sustained discourse. This may have been a result of the nature of the discussion activities in each unit, which seemed designed to promote peer feedback rather than reflective dialogue and sustained discourse, and which took a single approach to promote interaction, namely, asking participants to respond to each other's postings. For instance, participants were only required to respond to the posts of one or two peers, which they regularly did, but rarely did they respond to the feedback they received, and even more rare was a series of back and forth exchanges between two or more participants.

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 North Carolina Standards for School Executives and to the Learning Forward performance standards (National Staff Development Council, 2001) 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.

In focus group discussions, participants shared their appreciation for how the DLP content is relevant and aligned with state and local academic and professional standards (e.g., North Carolina Standards for School Executives, Common Core and Essential Standards, strategic staffing, teacher evaluations, etc.). In particular, participants appreciated how the sessions were structured around the principal evaluation instrument, and surmised that DLP would serve as a good model for teacher professional development sessions in their schools. Furthermore, participants appreciated that student outcomes seemed to be the major objective of the DLP sessions, as illustrated in the following quote:

> [I]n using the principal evaluation forms throughout all of this, this focus has really been on the students . . . It's all about how does that intentionally support students in your school, and so, there again, that's about the teaching and learning. So, I really appreciate that they very strategically talked about how this impacts children.

During their focus group, DLP developers expressed their commitment to continuously updating the DLP sessions to ensure that the content and structure are relevant, practical, efficient, and impactful for principals.

> [W]e were committed to making the instrument work, making the process work overall, and so, making sure that what we taught was firmly embedded in the standards and the practices and the 21 competencies. . . .

> It had to [be] practical. . . . It can't be an add-on to a principal's day. It had to be what they were doing. . . .

When asked on the year-end and one-year follow up surveys whether they had any suggestions for improving DLP, some participants proposed ideas aligned with the "Guaranteeing Outcomes" standard:

> If there [were] some way that you could align the conversations, assignments, and programming with things that happen to principals as the year happens. For example, talk about the culture at the beginning of the program when principals, students, and teachers are starting a new year. That way principals can begin to [assess] early and make a difference by the end of the year.

> Keep it aligned to the current trends/initiatives being implemented so that it does not lose the "practical" value.

Overall Quality of the DLP Program. Survey results provide support for the overall quality of DLP (Table 22). Nearly all of the principals surveyed agreed or strongly agreed that the face-to-face sessions were of high quality overall (97% at post-face-to-face, 92% at year-end), as well as the DLP program as a whole (92% at year-end). Likewise, most indicated that the online sessions were of high quality overall, although the percentage was higher upon completion of the components (95%) than at year-end (84%). Furthermore, participants' perceptions of online session quality differed by region (Table 23, following page), with Western participants significantly less likely than Central participants to agree/strongly agree (75% vs. 97%), and with Eastern participants falling in between (86%).

Table 22. Participants' Perception of Overall Quality of the DLP Program at Year-End

Session Type	Respondent Level of Agreement that Sessions were of High Quality (n=129-132)					Agree/ Strongly Agree
	Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*	
Face-to-Face	0%	2%	6%	36%	57%	92%
Online	0%	4%	12%	43%	41%	84%
DLP as a Whole	0%	2%	6%	32%	60%	92%

Source: DLP Year-End Participant Survey (overall survey response rate: 79%)

Table 23. Participants' Perception of the Overall Quality of the Online Modules, by Region

	Percentage Agree or Strongly Agree		
	Central (*n*=38)	*Eastern* (*n*=36)	*Western* (*n*=55)
The online modules were of high quality overall.	97%	86%	75%

Source: DLP Year-End Participant Survey (overall survey response rate: 79%)

The observational data provide converging evidence of the overall quality of face-to-face sessions. Observers rated the overall quality of each half-hour segment observed on a scale ranging from "Level 1: Ineffective" to "Level 5: Exemplary" (Table 24). The majority of segments were rated as being Level 4 (61%), and the average rating across all the segments observed was 3.99. No segments were rated as being ineffective. The results also suggest that the quality was quite consistent across components.

Table 24. Observers' Ratings of Overall Quality of Face-to-Face Sessions

	Percentage of Observations Rated at Each Level by Component					
Overall Quality Level	*Comp. 2* (*n=38*)*	*Comp. 3* (*n=30*)*	*Comp. 4* (*n=35*)*	*Comp. 5* (*n=34*)*	*Comp. 6* (*n=33*)*	*Total*(*n=1 70*)*
Level 1: Ineffective PD	0%	0%	0%	0%	0%	0%
Level 2: Elements of effective PD	3%	3%	0%	0%	0%	1%
Level 3: Beginning stages of effective PD	18%	27%	9%	18%	21%	18%
Level 4: Accomplished, effective PD	53%	53%	83%	65%	52%	61%
Level 5: Exemplary PD	26%	17%	9%	18%	27%	19%
Average	4.03	3.83	4.00	4.00	4.06	3.99

*Number of half-hour segments observed
Source: Race to the Top Professional Development Observation Protocol

Feedback from 2011-12 participants who were surveyed one year after completing the program was resoundingly positive.

> It was fabulous. I would dare say DLP was the best staff development I have received in the 16 years of my administrative career.

In fact, several of the alumni suggested that DLP should have follow-up sessions, and some even wanted a DLP program designed for second-year participants:

> It would be great to have follow-up sessions with our cohort—possibly one day, with updates, Q&A sessions, etc. With the workload of being a principal, we often do not have the time or means to have such collaborative sessions.

> I think there should be a next level of DLP for those who complete the first one.

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

DLP participants were asked to complete a survey following the completion of each component. Responses to the post-component surveys were very positive overall, with results suggesting that participants learned the intended knowledge and skills over the course of each component (see Appendix L, Tables L.2 through L.7). For nearly all of the learning objectives presented in the surveys, at least 90% of the respondents agreed or strongly agreed that they developed a better understanding through their participation in DLP. Across all components, only four objectives were endorsed by less than 90% of the respondents, though the percentages were still very high (85%-88%). Nevertheless, the following topics could warrant more attention: Professional Learning Communities (both principles and practices and creating a framework for achievement), providing developmental feedback to staff, and using marketing strategies for creating a positive school image.

An analysis comparing these results by region revealed a pattern: respondents from the Eastern region were consistently more likely than Western respondents to agree or strongly agree that they developed a better understanding of the learning objectives. Central respondents tended to fall in between. This pattern was observed for Components 2 through 4, but not Component 5 (see Appendix L, Table L6). Given that the curriculum was consistent across regions and that facilitators rotated across regions, the source of these regional differences is unlikely to be programmatic and more likely to be associated with the participants themselves and related group dynamics.

In addition to the post-component surveys, participants completed a survey upon finishing the DLP program. Participants were asked whether their participation in DLP had given them a better understanding of the intended knowledge and skills from the program (Table 25, following page). Consistent with the post-component survey responses, results were overwhelmingly positive across the eight items; five items had agreement/strong agreement of 93% or more. Only three objectives were endorsed by fewer than 90% of the respondents, though the percentages were still very high: Professional Learning Communities (83%), how students learn effectively (84%), and using data to support school improvement (89%).

One year after having completed the DLP program, DLP Cohort 2 principals (who had participated in 2011-12) were contacted to complete a follow-up survey. They were asked questions very similar to those in the end-of-training survey. When asked if they had developed a better understanding of various knowledge and skills as a result of the DLP program, most principals (80%-95%) responded favorably (Table 26, following page). It is worth noting that one item in particular had lower agreement than the others: 80% of principals agreed that they had a better understanding of "how students learn effectively." This finding is consistent with the current cohort's responses to the end-of-training survey.

Table 25. Participants' Perception of Intended Knowledge and Skills Acquired Upon Completion of the DLP Program

Through my participation in DLP, I developed a better understanding of . . .	Percentage of Respondents (*n*=119-126)					Agree/ Strongly Agree
	Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*	
the NC Standards for School Executives High Performance Model.	0%	1%	4%	34%	62%	95%
the skills associated with instructional leadership.	0%	0%	5%	41%	54%	95%
managing change effectively.	0%	2%	3%	43%	52%	95%
creating a strong stakeholder focus.	0%	1%	6%	37%	57%	93%
the components of a high-performing school culture.	0%	1%	6%	32%	61%	93%
using data to support school improvement.	0%	5%	7%	44%	44%	89%
how students learn effectively.	0%	5%	11%	50%	34%	84%
Professional Learning Communities.	0%	5%	12%	44%	40%	83%

Source: DLP Year-End Participant Survey (overall survey response rate: 79%)

Table 26. DLP One-Year Follow-Up Survey: Responses to Knowledge and Skills Items

Through my participation in DLP, I developed a better understanding of . . .	Percentage of Respondents (*n*=127-128)					Agree/ Strongly Agree
	Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*	
the NC Standards for School Executives High Performance Model.	2%	0%	3%	42%	53%	95%
the components of a high-performing school culture.	2%	1%	6%	44%	48%	92%
Professional Learning Communities.	2%	1%	6%	50%	41%	91%
the skills associated with instructional leadership.	2%	1%	8%	36%	54%	90%
how to create a strong stakeholder focus.	1%	2%	9%	39%	50%	89%
how to manage change effectively.	2%	1%	11%	45%	42%	87%
how to use data to support school improvement.	1%	2%	9%	43%	44%	87%
how students learn effectively.	2%	2%	17%	51%	29%	80%

Source: DLP One-Year Follow-Up Survey (overall survey response rate: 67%)

An analysis comparing responses by the region in which the principal had participated in DLP revealed no significant differences. On the other hand, another comparative analysis showed significant differences depending on program status, with completers generally reporting higher agreement with having learned the intended knowledge and skills from DLP, compared to withdrawals (Table 27). This finding is to be expected given that withdrawals left the program prior to being exposed to some of the content.

Table 27. DLP One-Year Follow-Up Survey: Responses to Knowledge and Skills Items by Status

Through my participation in DLP, I developed a better understanding of . . .	**Percentage Agree or Strongly Agree**	
	Completer (*n*=112-113)	*Withdrawal* (*n*=14-15)
the NC Standards for School Executives High Performance Model.	95%	100%
the components of a high-performing school culture.	95%*	73%*
Professional Learning Communities.	92%	87%
the skills associated with instructional leadership.	91%	79%
how to create a strong stakeholder focus.	91%*	71%*
how to manage change effectively.	89%*	67%*
how to use data to support school improvement.	88%	86%
how students learn effectively.	81%	71%

*Statistically significant difference at the *p*<.05 level
Source: DLP One-Year Follow-Up Survey (overall survey response rate: 67%)

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

Application of Learning

After finishing the DLP program, participants completed a survey in which they were asked to indicate the extent to which they had applied the knowledge and skills gained in DLP to aspects of their professional practice, with each statement aligned to one of the North Carolina Standards for School Executives. As shown in Table 28 (following page), the results were very positive overall; for all but one item, 91% or more of the respondents agreed that they applied what they had learned. The statement with the lowest endorsement (although still high at 85%) was about improving managerial tasks that allow staff to focus on teaching and learning, suggesting that the standard on Managerial Leadership could be an area for further attention.

Table 28. Participants' Application of Knowledge and Skills Gained in DLP

I have applied the knowledge and skills gained in DLP to . . .	Percentage of Respondents (*n*=122-127)					Agree/ Strongly Agree
	Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*	
ensure that the school culture supports the goals of my school. (Cultural Leadership)	0%	2%	4%	49%	45%	94%
facilitate distributed governance and shared decision-making at my school. (Micro-Political Leadership)	0%	1%	5%	43%	52%	94%
design structures or processes that result in community engagement, support, and ownership. (External Development Leadership)	0%	2%	6%	55%	38%	93%
improve processes and systems that ensure high performing staff. (Human Resource Leadership)	0%	1%	6%	49%	45%	93%
ensure that the vision, mission and goals of my school are aligned with 21st century learning. (Strategic Leadership)	0%	0%	8%	46%	46%	92%
foster a collaborative school environment focused on student outcomes. (Instructional Leadership)	0%	2%	7%	45%	46%	91%
improve managerial tasks that allow staff to focus on teaching and learning. (Managerial Leadership)	0%	2%	12%	46%	40%	85%

Source: DLP Year-End Participant Survey (overall survey response rate: 79%)

In response to a follow-up open-ended question, participants provided their own examples of how they had applied the knowledge and skills gained in DLP in their practice. Two themes were commonly found in participants' written feedback. For the theme "Fostering Learning Communities," participants reported that they were working collaboratively with teachers, most often on PLCs. For the second most common theme of "Altering School's Vision/Culture," participants reported outlining a vision for their school and implementing strategies for improving their school's culture. For component-specific examples of application, see Appendix L, Table L10.

In focus groups, principals reported applying DLP content and strategies to modify and enhance their leadership practices, the structure of their schools, and teacher/student learning. Additionally, participants implemented the following practices in their schools:

- identified new strategic recruitment, interviewing, and hiring procedures;

- improved collaboration and dialoguing with teachers and students;

- modeled effective instructional strategies and reflective practices for teachers; and

- disseminated quality information to teachers for their own personal and professional growth.

For example, one principal described how conversations are now geared at continuous improvement:

> The conversation is definitely more rigorous and more focused on best practices and data and why are we doing what we're doing and is it helping, and if it's not helping, let's not do it anymore.

Principals also reported that information learned in DLP has impacted their approach to supporting growth for teachers. For example, one principal described pushing teachers to increase rigor and creating professional development that is part of a whole package:

> I've done a better job of kind of increasing the rigor required in the teachers, that . . . "Okay, this isn't really a 21st Century lesson," you know, and trying to push that envelope more, and I've learned more about how to do that this year than I think I ever had before. And making a whole package of our professional development, so our training, our assessment, our evaluation all centers on the same thing. And so this is the best year I think I've done with professional development ever, because I was able to create kind of a whole package rather than just one shot shot-gunning different things.

Looking forward, principals seemed positive about continuing to utilize what they had learned from the DLP program, both personally as a leader and in helping teachers and improving the school:

> I certainly think, overall, [DLP] has improved me as a leader, just the things I think about . . . after we do things, the way I think about them or the way I ask teachers to think about and reflect or to plan things. It's . . . I think it's been good. I've got lots of ideas from other folks, and I would imagine and I would plan on those things continually positively affecting me in the future.

One year after having completed the DLP program, DLP participants from the 2011-12 cohort were contacted to complete a follow-up survey. They were asked questions very similar to the end-of-training survey. When asked if they had applied what they had learned in the DLP program, most of the principals responded favorably. As shown in Table 29 (following page), 94% or more principals have applied what they learned in the DLP program to a variety of areas. Based on the responses, it appears that nearly all principals (99%) have applied what they learned about how students learn effectively and how to manage change effectively.

Table 29. DLP One-Year Follow-Up Survey: Responses to Impacts on Practice Items

Since participating in DLP, I have APPLIED what I learned about . . .	Percentage of Respondents (*n* = 99-118)					Agree/ Strongly Agree
	Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*	
how students learn effectively.	0%	0%	1%	62%	37%	99%
how to manage change effectively.	0%	0%	1%	46%	53%	99%
the skills associated with instructional leadership.	0%	0%	2%	42%	56%	98%
how to use data to support school improvement.	1%	0%	2%	44%	53%	97%
how to creating a strong stakeholder focus.	0%	0%	4%	51%	45%	96%
Professional Learning Communities.	0%	1%	4%	44%	51%	96%
the components of a high-performing school culture.	0%	0%	4%	47%	48%	96%
the NC Standards for School Executives High Performance Model.	0%	0%	6%	42%	53%	94%

Source: DLP One-Year Follow-Up Survey (overall survey response rate: 67%)

The One-Year Follow-Up survey allowed participants to provide specific examples of how they have applied what they learned from DLP. Consistent with responses to the year-end survey conducted with this year's cohort, the two most common themes from the comments were "Fostering Learning Communities" and "Altering School's Vision/Culture" (Appendix L, Table L12). Comments suggest that principals are continuing to utilize what they have learned in DLP. For instance, one principal provided details on how his/her school is continuing to work on its vision:

> The last two summers we have had vision and mission setting meetings to make sure we know where we want to go as a school. From those meetings we develop our Strategic Plan that incorporates our Safe Schools, Parental Involvement, and Title I plans. We then build the schedule based on our mission, vision, and Strategic Plan.

Progress along the North Carolina Standards for School Executives

Principals and assistant principals are evaluated annually by their superintendents (or other designees) using the North Carolina School Executive Evaluation Rubric, which measures principal performance on seven professional standards:

- Standard 1: Strategic Leadership

- Standard 2: Instructional Leadership

- Standard 3: Cultural Leadership

- Standard 4: Human Resource Leadership

- Standard 5: Managerial Leadership

- Standard 6: External Development Leadership

- Standard 7: Micro-political Leadership

The rubric uses the following rating scale:

- Not Demonstrated: Did not demonstrate adequate growth or competence

- Developing: Demonstrated adequate growth but did not demonstrate competence

- Proficient: Demonstrated basic competence

- Accomplished: Exceeded basic competence most of the time

- Distinguished: Consistently and significantly exceeded basic competence

Using rubric data from the 2010-11 and 2011-12 school years, the Team conducted an analysis to examine change in leadership scores for DLP Cohort 2 principals (see Appendix B for technical details). Note that the DLP program did not run on a school-year calendar, but rather, Cohort 2 started towards the end of the 2010-11 school year (in April of 2011) and continued through the 2011-12 school year. Hence, scores from 2011-12 were compared to scores from the previous school year, and the change was categorized as "rating increased," "rating stayed constant," or "rating decreased." This was done for each of the seven standards, as well as for a composite score (i.e., combination of the seven standards). Comparisons were conducted to examine whether DLP Cohort 2 participants experienced similar or different changes in leadership scores as compared to other principals in North Carolina who had not participated in DLP. Likewise, comparisons were made between DLP Cohort 2 principals who completed the program and those who withdrew early. It should be noted that in 2010-11, 98% of the population of North Carolina principals were rated as Proficient, Accomplished, or Distinguished, raising potential concerns about instrument sensitivity.

Overall, the results suggest that principals in DLP Cohort 2 demonstrated similar changes in leadership as other principals in the state (Table 30, following page). A significant difference between the groups was observed for only one of the seven standards. That is, the percentage of principals who had an increase in their External Development Leadership scores was significantly higher for DLP principals (32%) than for other principals in North Carolina (26%).

However, both groups demonstrated similar changes in ratings for the other six standards, as well as for the composite leadership score.

Likewise, results from the analysis comparing DLP Cohort 2 program completers with those who withdrew from the program early show that both groups demonstrated similar changes in their leadership scores on six of the seven standards, as well as on the composite (Table 30). The groups differed on Instructional Leadership, with a significantly higher percentage of completers increasing their score on this standard as compared to those who withdrew early (36% vs. 12%).

It should be noted that it is likely too soon to observe changes as a result of program participation for Cohort 2. This analysis examined change over the year when participants were in the middle of their program, so they may not have had ample time to process their learning and utilize their new skills. The principal evaluation tool might not be able to detect within-year changes. One might expect to observe the program's impact in the years following program participation. The latter will be the focus of the final evaluation report, which will examine longer-term outcomes for earlier cohorts using additional administrative data.

Table 30. Comparison of Leadership Score Level Changes between DLP Cohort 2 and Other Principals, and between DLP Cohort 2 Completers and Withdrawals

| | Percentage Demonstrating an *Increase* in Leadership Score, 2010-11 to 2011-12 | | | |
| | *DLP Cohort 2* | | | *Rest of State's Principals* |
Standard	*Total* (*n*=124-126)	*Completers* (*n*=105-107)	*Withdrawals* (*n*=19)	(*n*=1,394-1,414)
1. Strategic Leadership	35%	35%	32%	28%
2. Instructional Leadership	34%	36%*	12%*	32%
3. Cultural Leadership	24%	24%	21%	27%
4. Human Resource Leadership	37%	36%	42%	31%
5. Managerial Leadership	31%	31%	32%	31%
6. External Development Leadership	32%*	33%	26%	26%
7. Micro-political Leadership	24%	25%	16%	24%
Composite (Mode-Max) of 7 Standards	21%	22%	21%	24%

Source: North Carolina Educator Evaluation Rubrics linked with DLP Application data (overall data match rate: 75%)

The evaluation rubric data were supplemented with self-report data from DLP Cohort 2 principals who completed the One-Year Follow-Up Survey, which included a series of questions designed to gauge participants' progress along the North Carolina Standards for School Executives. As shown in Table 31 (following page), responses were very favorable, with most principals strongly agreeing/agreeing that they made progress on each of the items. Responses ranged from 87% agreement for "designing structures or processes that result in community engagement, support, and ownership" to 94% agreement for "ensuring the school culture supports the goals of my school." A comparison of these results by region revealed that the percentage of respondents agreeing or strongly agreeing with these items was consistently lower,

although still high, among principals who participated in the Northeast (77%-88%) compared to principals who participated in the other three regions (90%-97% for Central, 90%-100% for Southeast, and 86%-100% for West) (Appendix L, Table L26).

Table 31. DLP One-Year Follow-Up Survey: Responses to Progress Along Standards Items

Thanks to my participation in DLP, I now do a better job of . . .	**Percentage of Respondents** (*n* = 122)					*Agree/ Strongly Agree*
	Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*	
ensuring the school culture supports the goals of my school. (Cultural Leadership)	0%	2%	4%	51%	43%	94%
facilitating distributed governance and shared decision-making at my school. (Micro-Political Leadership)	0%	2%	5%	43%	50%	93%
aligning the vision, mission, and goals of my school with 21st century learning. (Strategic Leadership)	0%	2%	7%	45%	47%	92%
designing/implementing processes and systems that ensure high performing staff. (Human Resource Leadership)	0%	2%	7%	50%	41%	92%
fostering a collaborative school environment focused on student outcomes. (Instructional Leadership)	0%	2%	7%	43%	48%	91%
improving managerial tasks that allow staff to focus on teaching and learning. (Managerial Leadership)	0%	2%	10%	55%	34%	89%
designing structures or processes that result in community engagement, support, and ownership. (External Leadership Development)	0%	2%	12%	53%	34%	87%

Source: DLP One-Year Follow-Up Survey (overall survey response rate: 67%)

At the time of this evaluation report, North Carolina Educator Evaluation Rubric data were not yet available for the 2012-13 cohort of DLP participants. Nevertheless, the year-end survey asked participants to self-report their leadership level before participating in DLP and after (retrospective pre-/post-test). As shown in Table 32 (following page), the results suggest that, among participants who had room for improvement (i.e., excluding anyone who reported being

at the highest level at pre-test), nearly half (46%) increased their leadership level over the course of their year in DLP. Furthermore, the percentage of respondents who reported their level as distinguished increased from 3% at pre-test to 8% at post-test. A graphic representation of this data is presented in Figure 2 (following page).

Table 32. Self-Reported Change in Composite Leadership Score Level over Course of DLP

Leadership Level Before DLP (self-reported)	*n*	**Change in Leadership Level**		
		Percentage that Decreased	*Percentage that Maintained*	*Percentage that Increased*
Not Demonstrated (did not demonstrate adequate growth or competence)	0	n/a	0%	0%
Developing (demonstrated adequate growth but did not demonstrate competence)	10	0%	20%	80%
Proficient (demonstrated basic competence)	66	0%	30%	70%
Accomplished (exceeded basic competence most of the time)	49	2%	88%	10%
Distinguished (consistently and significantly exceeded basic competence)	4	50%	50%	n/a
Totals	*129*	*2%*	*52%*	*46%*

Source: DLP Year-End Participant Survey (overall survey response rate: 79%)

Figure 2. Comparison of DLP Cohort 3's Self-reported Composite Leadership Score Levels Before DLP (n=132) and at the End of DLP (n=129)
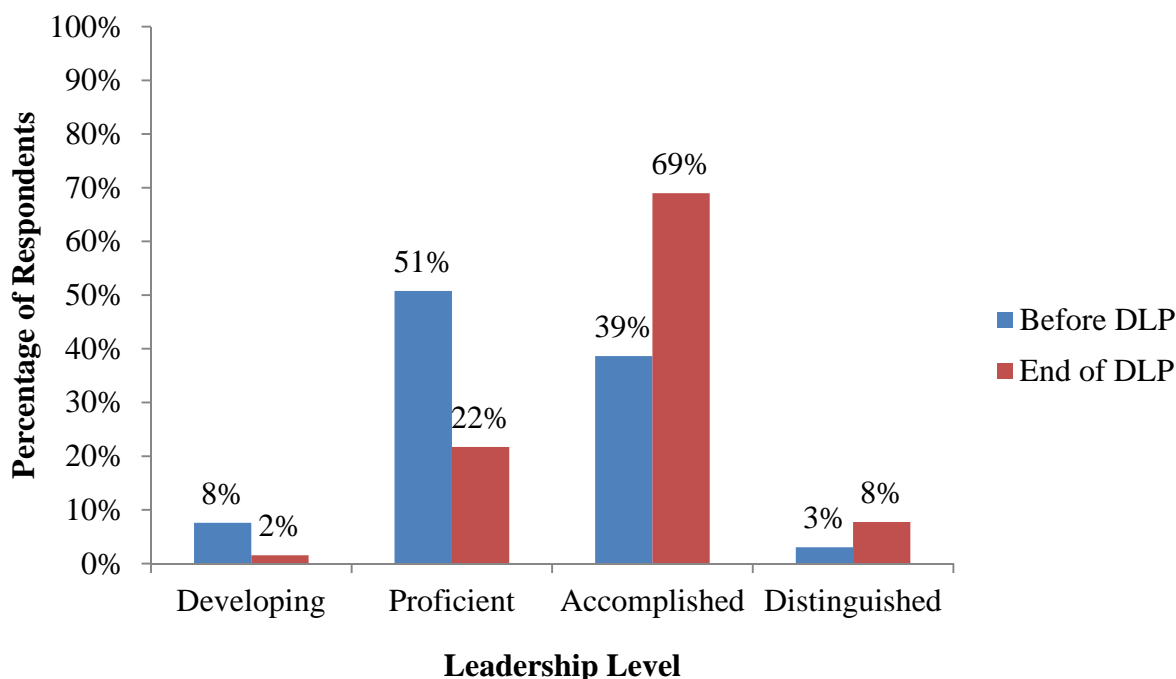
Source: DLP Year-End Participant Survey (overall survey response rate: 79%)

Focus groups with DLP program participants provided additional details about the progress principals made along the North Carolina Standards for School Executives. Principals reported modifying their practice to include greater reflection and awareness of their instructional leadership. More specifically, principals identified ways in which they left their comfort zones and attempted new learning styles or engaged in deeper analysis of their leadership practices. Additionally, participants felt better prepared to act as instructional models for staff and felt a greater sense of confidence in their leadership abilities.

> I really think we've learned to dig deeper, no matter what it is, whether it is strategic planning, whether it is stakeholder input, whether it is talking to our children or looking at our facility. I just think there is this sense of we are the ones that have to do this and here's some tools that we can do it with, so there's . . . going back to confidence again, but I think that we really are following up more on a lot of things that we knew about, but didn't quite know how to approach in the past.

> It was not just building my confidence as a leader, but building my confidence in building the capacity in my building, and that was very helpful.

> I think it's had a strong impact on me. . . . It pushed me to think a little bit outside of the box that I was functioning in, and it's given me new ideas, and it's motivated me to try new things. As a result of the recent activity that we had to do with a few teachers and creating a blog, we've created a blog for our whole school now. So just some of the things that have been motivating to me, I've grabbed a hold of and taken to the next step, which I think will continue to push us as a whole school in the years to come.

VI. Long-Term Outcomes: What Was the Impact of the Principals' Participation in DLP on Their Schools' Culture?

Administrative data on long-term outcomes were not available at the time of this evaluation report; nevertheless, this section provides preliminary results based on surveys and focus groups with program participants.

Principal Turnover after DLP Program Participation

The One-Year Follow-Up Survey asked DLP Cohort 2 principals whether they were working at the same school as they were working at during their DLP year. The majority of principals (83%) indicated that they had remained at the same school over the past year (Appendix L, Table L27). However, one-third (33%) indicated that they were considering, or anticipating, a change of school or position; the percentage ranged from 26% in the Northeast to 43% in the West, although these regional differences were not statistically significant (Appendix L, Table L28). Those participants who indicated they were in fact considering changing schools or positions were asked to provide an explanation (Appendix L, Table L23). The most common reason for a change was principals seeking a new position, often at the district level.

Teacher Turnover after Principal's DLP Program Participation

Of the Cohort 2 principals who completed the One-Year Follow-Up Survey, about three-quarters (73%) indicated that their school had experienced teacher turnover since they participated in DLP. This ranged from 68% in the Southeast to 82% in the Northeast, although these regional differences were not statistically significant (Appendix L, Table L29). When broken down by type of turnover, the largest proportion (40%) reported experiencing both unexpected turnover and turnover due to strategic staffing. Another 21% reported experiencing only unexpected turnover, and 12% experienced only turnover due to strategic staffing. In terms of the impact on their schools, the majority of principals either strongly agreed or agreed that, since participating in DLP, their schools had been positively affected by teacher turnover, and only 10% strongly agreed/agreed that their schools had been negatively affected (Appendix L, Table L30). These results were fairly consistent across the regions, and between DLP program completers and exiters.

Principals who reported that their schools had experienced turnover were asked to provide a brief explanation (Appendix L, Table L24). Across regions, the most common reasons for teachers leaving were personal circumstances. Examples of teachers' personal circumstances included moving, tending to new family obligations, and returning to graduate school. Other themes which emerged as reasons for teacher turnover included teachers retiring, transfers to other schools or districts, changes in school culture, forced terminations, and promotions.

Improvement in School Culture with Principal's DLP Participation

Table 33 shows that 88% of DLP program participations strongly agreed or agreed that they had noticed improvements in their schools' culture since participating in the DLP program. As expected, program completers were significantly more likely than withdrawals to indicate noticing improvements in their schools' culture (90% vs. 67%), lending support to the program's impact.

Table 33. Changes in Culture by Status

Since participating in DLP . . .	Percentage Agree or Strongly Agree		
	Completers (*n*=88)	*Withdrawals* (*n*=9)	*Total* (*n*=97)
I have noticed improvements in my school's culture of achievement.	90%*	67%*	88%

*Statistically significant difference at the *p* < .05 level.
Source: DLP One-Year Follow-Up Survey (overall survey response rate: 67%)

In a follow-up open-ended question, principals were asked to describe how their school's culture had improved, including evidence for their observations (Appendix L, Table L25). Participants most commonly described efforts to foster learning communities and improve school culture. Increased focus on data and the use of assessments were additional themes regarding school improvement.

The positive impact of principals' DLP participation on their schools' culture was echoed in focus groups. Participants indicated that their participation in the DLP program strengthened how they viewed themselves as instructional leaders for their staff and students. By modeling quality professional development strategies, willingness to collaborate, reflective practices, and a commitment to personal and professional growth and learning, principals believed they had impacted the overall achievement culture for both teachers and students.

> I also think [the teachers at my school] have been motivated by the fact that they see me learning. They've helped support me through some of the lessons, and they've also seen me make changes. And I think that kind of gives them permission to say, hey, you know, maybe I don't have to be just the same way anymore, or maybe there's a better way to do something.

> I think it will have a positive impact on student achievement. If we're doing things and bringing things back and having conversations with teachers and you, as an instructional leader, are becoming more reflective and more strategic about the decisions you make . . . academically, and in turn, your teachers are going to become more reflective about what they're doing and those kinds of things, so it's got to have a positive impact on student achievement if teachers are thinking more critically about their lessons and how they're going to impact their students. And even after they have a lesson, how did that go, do I need to change it, did it work, did it not work, do I need to share this, do I need to scrap this? If those conversations are going on in your building, it's going to have a positive impact on student achievement.

VII. Distal Outcomes: To What Extent are Gains in Student Performance Outcomes Associated with Principals' Participation in DLP?

Administrative data on student performance outcomes were not available at the time of this evaluation report; nevertheless, this section provides preliminary results based on surveys and focus groups with program participants.

About three-quarters of the principals (76%) strongly agreed or agreed that they had noticed improvements in student achievement since participating in the DLP program, as indicated by responses to the One-Year Follow-Up Survey (Table 34). The percentage that noticed improvements in student achievement was higher among participants in the West (95%) compared to participants in the other three regions (67%-76%), although these regional differences were not statistically significant.

Table 34. Improvements in Student Performance Since Participating in DLP by Region and Overall

Since participating in DLP . . .	**Percentage Agree or Strongly Agree**				
	Central (*n*=24)	*Northeast* (*n*=27)	*Southeast* (*n*=25)	*West* (*n*=21)	*Total* (*n*=97)
I have noticed improvements in student performance.	71%	67%	76%	95%	76%

Source: DLP One-Year Follow-Up Survey (overall survey response rate: 67%)

Moreover, 78% of program completers reported noticing improvements in student performance since participating in DLP, compared to only 56% of withdrawals; however, this difference was not statistically significant (Table 35).

Table 35. DLP One-Year Follow-Up Survey: Changes in Culture by Status

Since participating in DLP . . .	**Percentage Agree or Strongly Agree**	
	Completers (*n*=88)	*Exiters* (*n*=9)
I have noticed improvements in student performance.	78%	56%

Source: DLP One-Year Follow-Up Survey (overall survey response rate: 67%)

In a follow-up open-ended question, principals were asked to describe how student performance had improved, including evidence for their observations. Participants most commonly cited formative benchmark assessments as evidence of improvements in student performance. Additional themes included improved strategies for raising student achievement, improved outcomes in summative assessments, student growth, and increased student engagement.

During focus groups, participants expressed a belief that their participation would have an impact on themselves, their teachers, and in turn, their students. That is, participants reasoned that changes in the levels of professional knowledge, collaboration, and expectations for both principals and teachers would lead to greater student achievement.

> It brought about a lot of collaboration in the building and knowledge of professional development, which I think therefore will impact student achievement.

> Well, if we're expecting teachers to step up and teach higher quality, more rigorous lessons and pay attention to what students are doing, then they're going to benefit.

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. In as much, these leaders are building intended knowledge and skills, positively impacting school leaders' practice, and improving the culture in their schools. This level of quality, building upon lessons learned from previous cohorts, 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.

- *Provide Graduate Course Credit* – Principals received incentives for participating (i.e., CEUs) on par with other professional development opportunities, and they were required to complete all activities in order to receive their units. However, in reflecting on their experience one year later, some of last year's participants felt the program should offer course credit towards advanced degrees given the amount and depth of work involved. DLP developers could explore collaborations with colleges of education about the possibility of providing graduate course credit for completion of DLP.

- *Further Differentiate and Customize Learning Activities* – Differentiation and customization could be further supported through the use of a pre-DLP survey and findings from this report. Such data could inform facilitators if participants have any specific learning or scheduling needs to be addressed. For example, some members of a focus group suggested including content on special topics, such as Professional Learning Communities, providing developmental feedback to staff, and using marketing strategies for creating a positive school image. Feedback from participants suggests differentiation of activities based on school level and size and tailored to their professional growth plan.

- *Adjust the Time, Timing, Number of Some Activities* – When asked on the year-end and one-year follow up surveys about improving DLP, three-quarters of participants indicated they would have preferred to spend less time in online sessions. Moreover, a large minority (37%) would have preferred spending more time in face-to-face sessions. Some participants suggested better alignment of the DLP conversations, assignments, and programming with the school year. Specific examples from participants include focusing on school culture at the beginning of the program when principals, students, and teachers are starting a new year, and having the second component first so that the information can be used for summer planning and teacher selection. Also, feedback from post-component and year-end surveys indicate that some participants felt overwhelmed by the number and timing of assignments. Common suggestions included having fewer assignments (i.e., streamlining), giving more time to complete assignments, and giving more advanced notice (one suggested a syllabus), especially for assignments requiring interaction with colleagues and students.

- *Continue to Provide Opportunities for Participant Leadership* – When surveyed at year-end, about two-thirds of the participants agreed/strongly agreed that DLP as a whole provided adequate opportunities for them to lead other participants. 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* – Because collaboration was so valued by participants, many indicated through the participant surveys and focus groups that they would like additional time and support during face-to-face sessions and for the online sessions to develop learning communities with their peers. Program developers could consider integrating more activities that require teamwork to complete during face-to-face sessions and during online sessions. The mentoring partnerships suggested above would also create opportunities for collaboration and networking. Several of the participants even suggested that DLP should have follow-up sessions with their cohort to facilitate on-going collaboration with fellow alumni after the program.

- *Continue to Improve Online Sessions* – DLP staff have made many improvements in the online modules since the pilot. This year, participants provided additional suggestions for making the online portion of DLP even better. DLP staff should consider a) providing additional technical support for existing tools and b) clearly communicating up front to participants that requirements for the online sessions account for over three-quarters of the time commitment. Furthermore, although the online tools used to support instruction were appropriate to the activities, they were primarily limited to the use of asynchronous discussion forums and static web pages to share content. This uniformity may initially increase the comfort level of participants, especially those new to learning in an online setting, but the limited use of online tools is likely to diminish participant engagement if activities are seen as repetitive. The uniformity could also be seen as a missed opportunity to expose principals to a greater variety of models for instructional approaches utilizing technology that they could take back and employ in their schools.

Limitations

Findings on participant outcomes for this report are almost entirely derived from participant self-report survey data. While North Carolina Educator Evaluation System ratings for participating principals also were used. these administrative records were matched at a rate of only 75% to the sample. In addition, there was minimal variability in Evaluation System ratings across the population of North Carolina principals, further limiting the ability to detect meaningful changes.

Next Steps for the DLP Evaluation

The final annual report, scheduled for release in Fall 2014, will be summative in nature. It will seek to identify the longer-term and distal outcomes of DLP Cohort 2 participants (2011-12) using a mixed-methods approach, and will include additional data sources to better triangulate self-reported findings.

Since the DLP program has been operational for three years, the following annual report will seek to identify the long-term and distal outcomes of early DLP participants using a mixed methods approach. Longer-term administrative data will be used in conjunction with surveys of personnel in schools of past DLP participants to identify the impacts of the DLP program following principals' participation. In the 2013-14 annual report, the evaluation will seek to assess the impact that the program has on the culture/climate 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?

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

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

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

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

   o   To what extent does student achievement in schools improve with principals' participation in DLP?
   o   Are there cohort-level differences?

In the 2013-14 report, the impact on school culture/climate will be identified using the Teacher Working Conditions Survey and many items in the RttT Omnibus Survey. The evaluation also will supplement these survey responses with site visits to a small, purposefully selected subset of past participants' schools to identify the perspectives of the principals and their teachers following participation. This new data collection effort and analyses will allow the Evaluation Team to identify the long-term impacts and sustainability of the DLP program in the final, summative report.

Also, three general patterns emerged from the data this year that warrant further attention in the final report: first, participants in the West tended to be less satisfied with the program than were participants in the Central or Eastern regions; second, some participants had less favorable impressions of their DLP experience at year-end than they did earlier in the program; and third, the online sessions were consistently rated lower than the face-to-face sessions. The Evaluation Team will work closely with the DLP team to consider survey items or administration techniques that could allow for investigation and explanation of these findings.

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Appendix A. Race to the Top Professional Development Evaluation Plan

The North Carolina Race to the Top (RttT) professional development plan is an expansive and multi-faceted effort to increase student achievement by updating the knowledge and skills of the state's entire public education workforce. This initiative is driven by a host of recent changes, including: adoption of new Common Core State Standards and North Carolina Essential Standards; increased use of data to inform classroom and school decisions; rapid changes in the technologies and digital resources available for teaching and learning; new teacher and administrator evaluation processes; and an increased emphasis on formative assessment to inform instructional decisions.

The human resources challenge of the initiative—to provide the state's 100,000 teachers and 2,400 principals with professional development that will enable them to extend their knowledge, improve professional practices, and, ultimately, increase student achievement overall and close achievement gaps among student groups—is formidable. The timeframe (the four-year period of the grant), diversity of the State (from large metropolitan local education agencies [LEAs] to small, rural, and resource-limited LEAs, many of which continue to struggle under the weight of fiscal constraints), and expectations (to create a statewide professional development infrastructure that can be sustained after RttT funding ends) only increase that challenge. The RttT professional development evaluation is being conducted in full recognition of these circumstances, as well as of the deep commitment of the members of the RttT Professional Development Implementation Team. The intent of the evaluation is to provide data-driven information that can support reflection about and improvement of this effort throughout the RttT grant process.

Four general questions guide the evaluation:

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

2. Short-Term Outcomes: What were direct outcomes of State-level RttT professional development efforts?

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

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

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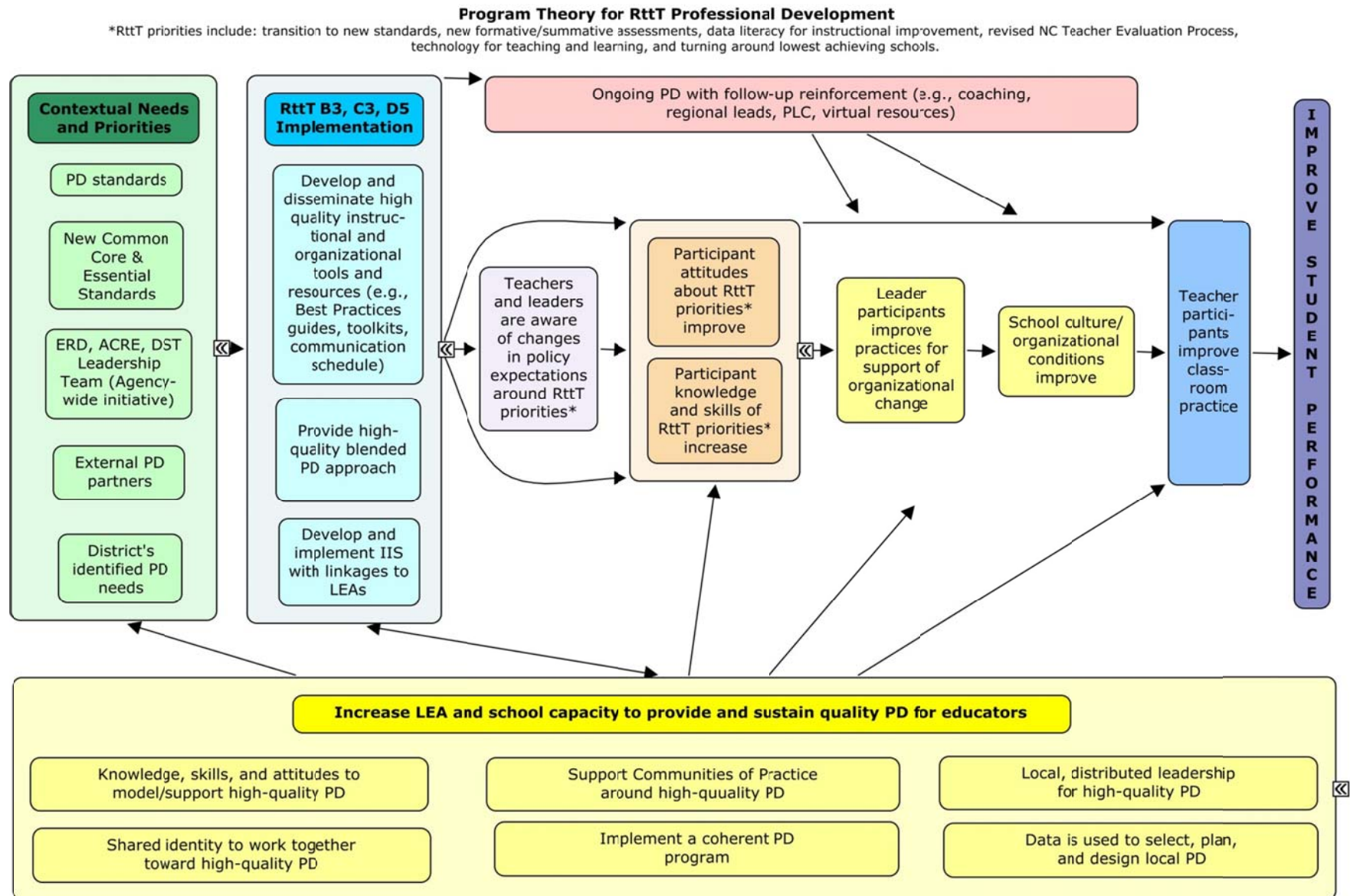
Evaluation Goal(s)/Purpose(s) of the Evaluation

- 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)
  - Continue with formative focused quantitative and qualitative evaluation
  - 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. Description of DLP Data Sources and Analysis Methods

1. Program Documents and Records

1a. Program Documents

The North Carolina Principals and Assistant Principals' Association (NCPAPA) shared component descriptions and PowerPoints, detailed presenter agendas, schedules, budgets and expenditures, 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 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 use the program documents to describe the program and to assess whether it is aligned with RttT priorities.

1b. Program Records

NCPAPA shared the applications that principals submitted, as well as attendance rosters and records on participants who withdrew from the program. The Evaluation Team uses these program records to help describe the program participants, to examine attrition over the course of the program, and to help explain reasons for program withdrawal. The Evaluation Team also linked program attendance data with other data sources, to the extent possible, in order to compare outcomes for completers and withdrawals.

2. Available Data on Principals and Schools

2a. North Carolina School Report Cards

NC School Report Cards are published annually by the NC Department of Public Instruction (NCDPI). These data include school- and district-level information for each school year. Data are housed on the NCDPI website (http://www.ncpublicschools.org/docs/src/2012src.zip). The 2012-13 DLP report uses NC School Report Cards to collect data from the 2011-12 academic year (i.e., the baseline year for Cohort 3) on: 1) school size, level, and location; 2) school demographics; and 3) teacher qualifications and turnover. These data were used to describe the 2012-13 DLP cohort at baseline and to compare it with the state's principal nonparticipants. More information about the NC School Report Cards can be found here: http://www.ncreportcards.org/src/resources.jsp?pYear=2011-2012

2b. North Carolina Educator Evaluation Rubrics

North Carolina principals and assistant principals are evaluated annually by their superintendents (or other designees) using the NC School Executive Evaluation Rubric, which measures principal performance on seven professional standards: 1) strategic leadership, 2) instructional leadership, 3) cultural leadership, 4) human resource leadership, 5) managerial leadership, 6) external development leadership, and 7) micro-political leadership. The rubric uses the rating scale of Not Demonstrated (0), Developing (1), Proficient (2), Accomplished (3), and

Distinguished (4). More information about the rubric is available here:
http://www.ncpublicschools.org/educatoreffectiveness/effectiveness

Principal ratings were available for the 2010-11 and 2011-12 school years. Of the 193 principals in DLP Cohort 2 (2011-12), 145 (75%) could be linked to pay data and identified in the NC School Executive Evaluation Rubric data. An analysis was conducted to examine change in leadership scores for DLP Cohort 2 principals over the course of their DLP year. Of note is the timing of DLP and principal observation scores where the DLP Cohort 2 began in March 2011 and ran mostly during the 2011-12 school year. The 2011 ratings are mostly likely to have fallen before much DLP content, and the 2012 ratings are during, not after, program participation. Specifically, change scores were calculated by subtracting the 2011-12 score from the 2010-11 score, resulting in nine possible values (-4, -3, -2, -1, 0, +1, +2, +3, +4). The change score was then collapsed into three categories: "rating increased" (+1, +2, +3, and +4), "rating stayed constant" (0), or "rating decreased" (-4, -3, -2, or -1). Change scores were calculated for each of the seven standards, as well as for the composite (i.e., principals' mode score of the seven standards). Comparisons were conducted to examine whether DLP Cohort 2 participants experienced similar or different changes in leadership scores as compared to other NC principals who had not participated in DLP (i.e., excluding the 2010-11 DLP pilot cohort participants). Likewise, comparisons were made between DLP Cohort 2 principals who completed the program and those who withdrew early.

To identify significant differences, a number of statistical tests were used according to the type of variable and the number of observations in the comparison. The two-sample Wilcoxon rank-sum (Mann-Whitney) test was used for the nine-category change score variable and the Kruskal-Wallis equality-of-proportions rank test was used for the three-category change score variable in order to determine whether changes in principal ratings from before DLP to the conclusion of the program were statistically significant (i.e., within-person change), as well as whether changes in ratings differed significantly between groups (i.e., between DLP participants versus the rest of the state, and between DLP completers versus withdrawals). Between-group differences were also tested using Pearson's chi square tests of proportions, and Fisher's exact tests in the case of small sample size (i.e., expected cell counts of less than five).

3. Data Collected As Part of the Evaluation

3a. RttT Professional Development Observation Protocol

The RttT Professional Development Evaluation Team developed an observation protocol that was used for the face-to-face session observations (see Appendix D for protocol). 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 three 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 five 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 DLP component. All observed sessions were attended by two members of the Evaluation Team. Preliminary analysis of inter-rater agreement revealed high consistency among observers.

Observation data were recorded in half-hour segments. 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 and region.

3b. Online Professional Development Rubric

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 (see Appendix E for protocol). The OPD Rubric 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.

3c. DLP Post-face-to-face Satisfaction Surveys

The RttT Professional Development Evaluation Team developed a short satisfaction survey that DLP facilitators administered to participants via paper and pencil at the end of each face-to-face session (see Appendix F for survey instrument). Participants were asked to indicate their level of agreement with statements regarding the quality of the face-to-face session (e.g., clarity of objectives, relevance to their needs, convenience of time and location, effectiveness of facilitators, usefulness of resources, level of engagement, etc.) and to provide any suggestions for improving DLP for future cohorts. Analysis of the survey data included item-level response

frequencies, as well as content analysis of open-ended responses for themes. In addition, some comparisons were made by region and by component. Table B1 shows the survey response rates, by region and overall, for each of the components (80%-92%), as well as the overall response rate across all components (87%).

Table B1. Post-face-to-face Satisfaction Survey Response Rates

		Number in Attendance	Surveys Completed	Response Rate
Component 1	Central	50	47	94%
	Eastern	47	44	94%
	Western	70	62	86%
	C1 Overall	**167**	**153**	**92%**
Component 2	Central	42	37	88%
	Eastern	33	31	94%
	Western	62	54	87%
	C2 Overall	**137**	**122**	**89%**
Component 3	Central	43	38	88%
	Eastern	39	36	92%
	Western	42	32	76%
	C3 Overall	**124**	**106**	**85%**
Component 4	Central	40	33	83%
	Eastern	38	37	97%
	Western	56	37	66%
	C4 Overall	**134**	**107**	**80%**
Component 5	Central	35	29	83%
	Eastern	37	35	95%
	Western	55	49	89%
	C5 Overall	**127**	**113**	**89%**
Component 6	Central	35	30	86%
	Eastern	38	37	97%
	Western	51	40	78%
	C6 Overall	**124**	**107**	**86%**
All Components	Central	245	214	87%
	Eastern	232	220	95%
	Western	336	274	82%
	All Overall	**813**	**708**	**87%**

Source: DLP Post-face-to-face Satisfaction Survey (overall response rate: 87%)

3d. DLP Post-Component Surveys

RttT Professional Development Evaluation Team developed the DLP Post-Component Survey to be administered at the completion of each component (see Appendix G for survey instrument). Due to a delay in finalizing the data collection plan for the RttT DLP evaluation, the survey was implemented beginning with Component 2. The link to this web-based survey was imbedded as the final assignment of each online session. The survey asked participants to indicate their level of agreement with statements regarding the quality of the online session (e.g., clarity of objectives, relevance to their needs, ease of access and use, effectiveness of facilitators, etc.) and to provide any suggestions for improving the particular component. The survey also included a set of component-specific items tied to the learning objectives of the particular component. For the learning objectives, participants were asked to consider their participation over the course of the entire component, including the face-to-face session and the online session. Analysis of the survey data included item-level response frequencies, as well as content analysis of open-ended responses for themes. In addition, some comparisons were made by region and by component.

Survey response rates were calculated based on the number of participants who were enrolled through the end of the component. In some cases, the rates are above 100%, indicating that there are individuals who took the survey more than once and/or individuals who selected the wrong region. Obvious duplicate cases were removed from analysis; however, duplicates were difficult to identify because the survey is anonymous. Table B2 (following page) shows the estimated survey response rates, by region and overall, for each of the components (80%-100%), as well as the overall response rate across all components (88%).

Table B2. Post-Component Survey Response Rates by Component and Region

		Number Enrolled through End of Component	**Surveys Completed[a] (Adjusted for Duplicates)**	**Response Rate (Adjusted for Duplicates)**
Component 2	Central	43	31	72%
	Eastern	39	49 (39)	>100% (100%)
	Western	61	51	84%
	C2 Overall	**143**	**131 (121)**	**92 (85%)**
Component 3	Central	41	31	76%
	Eastern	38	45 (38)	>100% (100%)
	Western	61	43	70%
	C3 Overall	**140**	**119 (112)**	**85% (80%)**
Component 4	Central	38	42 (38)	>100% (100%)
	Eastern	37	41 (37)	>100% (100%)
	Western	60	60	100%
	C4 Overall	**135**	**143 (135)**	**>100% (100%)**
Component 5	Central	37	30	81%
	Eastern	38	42 (38)	>100% (100%)
	Western	60	47	78%
	C5 Overall	**135**	**119 (115)**	**88% (85%)**
All Components (C2 - C5)[b]	Central	159	134	84%
	Eastern	152	177 (152)	>100% (100%)
	Western	242	201	83%
	All Overall	**553**	**512 (487)**	**93% (88%)**

Source: DLP Post-Component Survey (overall survey response rate: 88%)
[a] Answered enough questions to be included in the analytic sample
[b] The survey was implemented beginning with Component 2. The results from Component 6 were not available in time to be included in the evaluation report.

Note that this evaluation report was prepared when the online portion of Component 6 was still underway, so the post-component survey results for Component 6 were not available in time to be included in the report.

3e. DLP Year-End Participant Survey

The RttT Professional Development Evaluation Team developed the DLP Year-End Participant Survey to solicit participant feedback at the conclusion of each year's DLP program (see Appendix H for survey instrument). 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 after the final face-to-face session in March 2013. Participants received email invites and reminders to take the survey (survey window of March 18-22). Because participants were provided unique links to take this survey, we were able to link participant responses with corresponding administrative data to determine each participant's region and program status (completer or withdrawal).

Analysis of the participant survey data included item-level response frequencies, as well as content analysis of open-ended responses for themes. To compare the proportion of respondents in different regions who agreed (endorsed the Strongly Agree or Agree options) with various items on the survey, Pearson Chi-Square tests were used. Significant results at the $p < .05$ level were followed up with z-tests with Bonferroni adjustments to determine which regions had significantly different proportions of respondents agreeing.

Table B3 (below) presents the survey response rates overall and by enrollment status at the time the survey was administered. The overall survey response rate was 79%. The response rate for DLP participants who were still enrolled in the program at the time of the survey was fairly high, at 89%. Unsurprisingly, the response rate for program participants who had withdrawn from the program was only 38%. Table B4 (following page) shows that the response rates were fairly similar across regions, ranging from 76% in the Central region to 81% in the East.

Table B3. DLP Year-End Participant Survey: Final Response Rates by Enrollment Status

	Withdrawals		**Completers**		**Total**	
	n	%	*n*	%	*n*	%
Invited to take the survey	32	100%	135	100%	167	100%
Logged in to take the survey	16	50%	122	90%	138	83%
Declined to consent	3	9%	0	0%	3	2%
Consented to take the survey	13	41%	122	90%	135	81%
Consented, but did not take the survey	1	3%	0	0%	1	1%
Partially completed the survey	0	0%	2	1%	2	1%
Completed the survey (i.e., answered enough questions to be included in the analytic sample)	12	38%	120	89%	132	79%

Source: DLP Year-End Participant Survey (overall survey response rate: 79%)

Table B4. DLP Year-End Participant Survey: Final Response Rates by Region

	Central		Eastern		Western		Total	
	n	%	*n*	%	*n*	%	*n*	%
Invited to take the survey	50	100%	47	100%	70	100%	167	100%
Logged in to take the survey	38	76%	40	85%	60	86%	138	83%
Declined to consent	0	0%	1	2%	2	3%	3	2%
Consented to take the survey	38	76%	39	83%	58	83%	135	81%
Consented, but did not take the survey	0	0%	1	2%	0	0%	1	1%
Partially completed the survey	0	0%	0	0%	2	3%	2	1%
Completed the survey (i.e., answered enough questions to be included in the analytic sample)	38	76%	38	81%	56	80%	132	79%

Source: DLP Year-End Participant Survey (overall survey response rate: 79%)

3f. DLP One-Year Follow-Up Survey

The RttT Professional Development Evaluation Team developed the DLP One Year Follow-Up Survey to collect information on the intermediate and longer-term outcomes of participation from DLP alumni one year after they complete the program (see Appendix I for survey instrument). The survey includes Likert-scale and open-ended items regarding application of knowledge and skills gained, progress along professional standards, changes in school staffing and culture, and continued use of DLP resources and collaboration. Last year's participants, including completers as well as early exiters, were invited via email to take this survey online (survey window of March 11-22). Analysis of the survey data included item-level response frequencies, as well as content analysis of open-ended responses for themes. In addition, some comparisons were run by region and by program completion status.

The survey was sent to 193 DLP alumni, including both those who had completed the program and those who had withdrawn from the program. Table B5 (following page) provides the survey response rates, including details on the number of respondents who were program completers versus withdrawals. The overall survey response rate was 67%.

Table B5. DLP One-Year Follow-Up Survey: Final Response Rates

	Withdrawals		Completers		Total	
	n	%	*n*	%	*n*	%
Invited to take the survey	36	100%	157	100%	193	100%
Logged in to take the survey	18	50%	122	78%	140	73%
Declined to consent	0	0%	5	3%	5	3%
Consented to take the survey	18	100%	117	75%	135	70%
Consented, but did not take the survey	1	3%	3	2%	4	2%
Partially completed the survey (i.e., excluded from the analytic sample)	0	0%	1	1%	1	1%
Completed the survey (i.e., answered enough questions to be included in the analytic sample)	17	47%	113	72%	130	67%

Source: DLP One-Year Follow-Up Survey (overall survey response rate: 67%)

As shown in Table B6, there was approximately equal representation from each region across the sample of respondents. This was also true for DLP completers; however, DLP withdrawals hailed primarily from the Central region (47%), with the Southeast having the lowest representation (6%).

Table B6. DLP One-Year Follow-Up Survey: Respondent by Location and Completion Status

Region	Completer (*n*=113)	Withdrawal (*n*=17)	Total (*n*=130)
Central	20%	47%	23%
Northeast	28%	24%	28%
Southeast	30%	6%	27%
West	22%	24%	22%

Source: DLP One-Year Follow-Up Survey (overall survey response rate: 67%)

3g. Focus Groups

In order to better understand program quality and early outcomes, the RttT Professional Development Evaluation Team conducted focus groups with DLP participants. In an effort to systematically recruit participants, the Evaluation Team randomly selected 20 participants from each region (about one-third) and invited them by email to participate in a focus group. A total of 60 participants were contacted, with 23 (38%) 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 2013, 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 three participant focus groups, one for each region (Central, East, and West). These focus groups were conducted via telephone conference call, and each had five to six participants overall. In addition, the Evaluation Team conducted one face-to-face focus group with five 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 (see Appendix J for protocols). Both the participants and the facilitators were asked about recruitment efforts and their perspectives on the program's structure and quality. In addition, participants were asked to share any examples of how they have applied what they learned and to describe 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 evaluation questions (McMillan & Schumacher, 2005).

Appendix C. DLP Data Sources Linked to Evaluation Questions

Evaluation Question	Data Source											
	DLP Program Documents and Records	*NC School Report Cards*	*NC Educator Evaluation Instrument*	*NC Teacher Working Conditions Survey*	*RttT PD Observation Protocol*	*Online PD Rubric*	*DLP Post-face-to-face Satisfaction Surveys*	*DLP Post-Component Surveys*	*DLP Year-End Participant Survey*	*DLP One-Year Follow-Up Survey*	*Focus Groups with Participants*	*Focus Group with Facilitators/ Developers*
1. Program Description: How is the DLP initiative operationalized and implemented?												
1a. How did DLP assess principals' PD needs?												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						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	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	X	X	X	X

	Data Source											
Evaluation Question	*DLP Program Documents and Records*	*NC School Report Cards*	*NC Educator Evaluation Instrument*	*NC Teacher Working Conditions Survey*	*RttT PD Observation Protocol*	*Online PD Rubric*	*DLP Post-face-to-face Satisfaction Surveys*	*DLP Post-Component Surveys*	*DLP Year-End Participant Survey*	*DLP One-Year Follow-Up Survey*	*Focus Groups with Participants*	*Focus Group with Facilitators/ Developers*
3c. What was the quality of DLP (using NSDC standards as a framework)?	X				X	X	X	X	X		X	X
3d. What were participant reactions to DLP?							X	X	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	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	X	X	
5b. To what extent have DLP participants progressed along the NC Standards for School Executives?			X						X	X		
6. Long-Term Outcomes: What was the impact of the principals' participation in DLP on their schools' culture/climate?												
6a. To what extent did principal turnover change after participation in DLP?		X								X		

	Data Source											
Evaluation Question	*DLP Program Documents and Records*	*NC School Report Cards*	*NC Educator Evaluation Instrument*	*NC Teacher Working Conditions Survey*	*RttT PD Observation Protocol*	*Online PD Rubric*	*DLP Post-face-to-face Satisfaction Surveys*	*DLP Post-Component Surveys*	*DLP Year-End Participant Survey*	*DLP One-Year Follow-Up Survey*	*Focus Groups with Participants*	*Focus Group with Facilitators/ Developers*
6b. To what extent did teacher turnover change after a school principal participated in DLP?		X								X		
6c. To what extent does the school culture/climate improve with principals' participation in DLP?				X						X		
7. Distal Outcomes: To what extent are gains in student performance associated with principals' participation in DLP?												
7a. To what extent does student achievement in schools improve with principals' participation in DLP?		X										
7b. Are there cohort-level differences?		X										

Appendix D. RttT Professional Development Observation Protocol

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Instructions:
Conduct one observation for every 30-minute segment. If the segment gets interrupted, you must have at least 20 minutes of observation in order to count it. That is, if you have observed for 20+ minutes prior to the interruption, then go ahead and submit your observation form and start a new one after the interruption. If you have less than 20 minutes when the segment gets interrupted, then keep your form open and return to it after the interruption. Extend your observation time so that you observe 30 minutes, not including the interruption. Make a note in the notes section explaining why the observation is so "long" (e.g., "session on break from 2:15 to 2:30").

Observer Name: _____

Observation Partner's Name: _____

Date of Observation: _____

Time Start: (MUST BE IN THIS EXACT FORMAT: 9:00AM) _____

Region:

○ Region 1 (Northeast)
○ Region 2 (Southeast)
○ Region 3 (Central)
○ Region 4 (Sandhills)
○ Region 5 (Piedmont Triad)
○ Region 6 (Southwest)
○ Region 7 (Northwest)
○ Region 8 (West)
○ East (DLP)
○ Online

City: _____

Session Type:

❍ Content Support Session (Common Core and Essential Standards)
❍ Distinguished Leadership in Practice
❍ DSW / Technical Assistance Meetings
❍ Fidelity Support Sessions
❍ IHE Common Core and Essential Standards Trainings
❍ Live Webinars
❍ Principal Training for Common Core and Essential Standards
❍ Principal and Assistant Principal Trainings (ITES Standards)
❍ Professional Teaching Standards for Principals and Assistant Principals
❍ READY Meeting
❍ Summer Institute
❍ Teacher Effectiveness Vetting / New Accountability Model Meetings
❍ Other (Please specify) _____

If DLP → DLP Component:

❍ Component 1
❍ Component 2
❍ Component 3
❍ Component 4
❍ Component 5
❍ Component 6

If webinar → What was the primary focus of the webinar you observed?

❍ Common Core State Standards and/or North Carolina Essential Standards
❍ North Carolina Educator Evaluation Process
❍ Formative and Summative Assessment
❍ Data Literacy for Instructional Improvement
❍ Instructional Improvement System
❍ Technology for Teaching and Learning
❍ District/School Turnaround
❍ Summer Leadership Institute
❍ STEM
❍ NCVPS
❍ Other (Please specify) _____

Observed Session Focus

Based on the information provided by the project staff or session organizer/facilitator, indicate the primary focus of the professional development session. (CHECK ALL THAT APPLY)

- ❑ Transition to New Standards (Common Core and Essential Standards)
- ❑ NC's Formative Assessment Learning Community's Online Network (NC FALCON)
- ❑ Formative Assessment 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 (e.g., Process and Fidelity Support)
- ❑ STEM
- ❑ District/School Turnaround
- ❑ Teacher/Leader Effectiveness, New Accountability Model
- ❑ Other (Please specify) _____

Facilitator(s):(CHECK ALL THAT APPLY)

- ❑ DPI
- ❑ District-level staff
- ❑ Teacher
- ❑ Other (Please specify) _____

Content Area(s) Targeted in this Observed Session: (CHECK ALL THAT APPLY)

- ❑ Early Childhood Education
- ❑ Elementary/Primary Education
- ❑ English Language Arts
- ❑ Mathematics
- ❑ Science
- ❑ Social Studies
- ❑ Arts Education
- ❑ Career Technical Education
- ❑ English as a Second Language
- ❑ Exceptional Children
- ❑ Guidance
- ❑ Healthful Living
- ❑ Information and Technology Skills
- ❑ World Languages
- ❑ Other (Please specify) _____
- ❑ Not Applicable: None Targeted

Grade Level(s) Targeted in this Observed Session: (Note: This is not necessarily the grade level of the attendees, but rather the grade level of the people that the attendees will end up training.) (CHECK ALL THAT APPLY)

❑ K-5/Elementary School
❑ 6-8/Middle School
❑ 9-12/High School
❑ Other (Please specify) _____
❑ Not Applicable: None Targeted

Total number of participants attending this observed session:

❍ 0-5
❍ 6-10
❍ 11-15
❍ 16-20
❍ 21-25
❍ 26-50
❍ 51-75
❍ 76-100
❍ 100-299
❍ 300+
❍ Unknown (online)

Participants in this observed session were: (CHECK ALL THAT APPLY)

❑ Teachers
❑ School-level Administration
❑ District-level Staff
❑ Other (Please specify) _____

Indicate the major activities of participants in this observed session: (CHECK ALL THAT APPLY)

❑ Listened to a presentation by facilitator
❑ Listened to a presentation by participant(s)
❑ Engaged in whole group discussion initiated by facilitator
❑ Engaged in whole group discussion initiated by participant(s)
❑ Engaged in small group discussion
❑ Engaged in small group activity, distinct from discussion (e.g., game, role play)
❑ Engaged in individual activity
❑ Watched a video
❑ Other (Please specify) _____

Describe the major activities of participants in this observed session:

Quality of PD

	Did it happen?		IF YES: Quantity			IF YES: Quality		
	No	Yes	Minimal	Moderate	A lot	Poor	Fair	Good
Facilitator encouraged participants to share ideas, experiences, and questions (or sharing was encouraged via the instructional design)	○	○	○	○	○	○	○	○
Participants shared ideas, experiences, and questions	○	○	○	○	○	○	○	○
Opportunity for participants to consider applications to their own professional practice	○	○	○	○	○	○	○	○
Opportunity for participants to "sense-make" (i.e., facilitator explicitly provides reflection time for processing info or its implicit in the instructional design)	○	○	○	○	○	○	○	○
Opportunity for participants to practice new skills and/or apply new knowledge	○	○	○	○	○	○	○	○
Assessment of participant knowledge and/or practice	○	○	○	○	○	○	○	○
Facilitator provided instructional feedback to participants (helping participants gauge their progress in acquiring knowledge or skills)	○	○	○	○	○	○	○	○
Connection made to other disciplines and/or other real-world contexts (i.e., outside of their professional context)	○	○	○	○	○	○	○	○

Quality, continued

	Poor	Fair	Good
Pacing of the session	○	○	○
Facilitator's strategies for engaging participants (e.g., questioning, wait time)	○	○	○
Participant engagement (regardless of whether active or passive)	○	○	○
Overall session climate	○	○	○

Quality, continued

	Poor	Fair	Good	Not Applicable
Facilitator's presentation(s)	○	○	○	○
Session materials (e.g., PowerPoints, handouts)	○	○	○	○
Session activities, distinct from discussion (e.g., game, role play)	○	○	○	○

Was exploring pedagogy/instructional material (at the classroom level) a key purpose of the session?

○ Yes
○ No

If YES → Exploring Pedagogy/Instructional Material

	Yes	No
Attention was paid to student thinking/learning.	❍	❍
Attention was paid to classroom strategies.	❍	❍
Attention was paid to instructional materials intended for classroom.	❍	❍

Web-based resources

Were web-based resources used during your observation?

❍ Yes
❍ No (SKIP TO LAST PAGE)

If YES to web-based resources → Please select the web-based resources used: (CHECK ALL THAT APPLY)

	Facilitators	Participants
Blog	❑	❑
Course Management System (i.e. Moodle)	❑	❑
Document from a website	❑	❑
Email	❑	❑
Online discussion forum	❑	❑
Real-time discussion tool (TodaysMeet, Twitter, chat, IM, etc.)	❑	❑
Search Engine	❑	❑
Video from a website	❑	❑
Webinar/Conferencing tool	❑	❑
Website (Please specify)	❑	❑
Wiki	❑	❑
Other (Please specify)	❑	❑

If YES to web-based resources → Quality of web tools used

	Poor	Fair	Good
Ease of access	○	○	○
Ease of use	○	○	○
Worked as intended	○	○	○
Integration into session activities	○	○	○

If YES to web-based resources AND "Worked as Intended" = POOR →
Quality of web tools used, continued

	Poor	Fair	Good
Resolution of technical issues	○	○	○

If YES to web-based resources → Quality of web tools used, continued

	Not at all	Somewhat	A lot
Modeled effective integration of technology into practice	○	○	○
Helped to deepen knowledge of session content	○	○	○
Enhanced the professional learning experience	○	○	○

If YES to web-based resources AND facilitator used →
How did the facilitator(s) use the online resources? (CHECK ALL THAT APPLY)

❑ To access information
❑ To share resources, experiences, or information
❑ To share constructive feedback
❑ To seek assistance or guidance
❑ To provide assistance or guidance
❑ To demonstrate real-world applications of session content
❑ To collaborate with peers on a shared task or goal
❑ To connect with educators from other schools or districts
❑ To organize or manage information
❑ To conduct research
❑ To extend the learning experience beyond the structured sessions
❑ Other (Please specify) _____

If YES to web-based resources AND participants used →

How did the participants use the online resources? (CHECK ALL THAT APPLY)

- ❑ To access information
- ❑ To share resources, experiences, or information
- ❑ To share constructive feedback
- ❑ To seek assistance or guidance
- ❑ To provide assistance or guidance
- ❑ To demonstrate real-world applications of session content
- ❑ To collaborate with peers on a shared task or goal
- ❑ To connect with educators from other schools or districts
- ❑ To organize or manage information
- ❑ To conduct research
- ❑ To extend the learning experience beyond the structured sessions
- ❑ Other (Please specify) _____

Overall Quality of the Professional Development Session:

- ❍ 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

Notes:

Time Finish: (MUST BE IN THIS EXACT FORMAT: 9:30AM) _____

Appendix E. Online Professional Development Rubric (OPD Rubric)

Online professional development (OPD) has the potential to provide educators with the knowledge and skills needed to help their students meet today's rigorous academic standards. However, OPD must also meet rigorous standards in order to effectively prepare teachers to raise student achievement and change their practice for the better. The Online Professional Development Rubric that follows is organized around Learning Forward's Standards for Professional Development and is based largely on indicators of quality online professional development and learning from the following sources: NSDC's Implementing e-Learning for Educators, SREB's Online Professional Development Standards, and iNACOL's National Standards for Quality Online Courses. The purpose of the Online Professional Development Rubric is to assist reviewers in identifying the extent to which OPD offering meet standards for high-quality professional development and to help reviewers identify areas for improvement. The rubric can be used to assess online professional development at the program level or to evaluate separate components of a program such as an online module or course.

<u>Directions</u>: As you review the OPD program or component, please circle or highlight in each row the indicator that best describes the program of component being reviewed. For example, if an online module being reviewed offers participants frequent opportunities to exchange resources and ideas, you would circle or highlight the fourth indicator in the "Exemplary" column under the Learning Communities section. For each checked or highlighted indicator, provide a brief rationale for why that that specific level was selected in the notes section. If an indicator under review is not present in the OPD being reviewed, but you feel might be more appropriately addressed somewhere else, please leave that indicator unmarked and make a note of it in the notes section.

If you have any questions concerning use of the rubric, please feel free to contact Shaun Kellogg, sbkellog@ncsu.edu.

Learning in Communities – Program fosters learning communities committed to continuous improvement, collective responsibility, and the goals of the educational organization.			
Not Present	**Limited**	**Implementing**	**Exemplary**
1. *Does not* provide opportunities for participants to work together to achieve shared goals (SREB)	1. Provides *superficial* opportunities for participants to work together to achieve shared goals (SREB)	1. *Inconsistently* provides meaningful opportunities for participants to work together to achieve shared goals (SREB)	1. *Consistently* provides meaningful opportunities for participants to work together to achieve shared goals (SREB)
2. *Does not* provide meaningful opportunities to engage in reflective dialogue or sustained discourse (NSDC)	2. *Rarely* provides meaningful opportunities to engage in reflective dialogue and sustained discourse (NSDC)	2. *Sometimes* provides meaningful opportunities to engage in reflective dialogue and sustained discourse (NSDC)	2. *Frequently* provides meaningful opportunities to engage in reflective dialogue and sustained discourse (NSDC)
3. *Does not* provide an approach for fostering interaction among participants (NSDC)	3. Provides one or more approaches for fostering *superficial* interaction among participants (NSDC)	3. Provides a *single* approach for fostering meaningful interaction among participants (NSDC)	3. Provides *several* approaches for fostering meaningful interaction among participants (NSDC)
4. *Does not* provide participants opportunities to exchange resources, experiences, and information (NSDC, SREB)	4. *Rarely* provides participants opportunities to exchange resources, experiences, or information (NSDC, SREB)	4. *Sometimes* provides participants opportunities to exchange resources, experiences, and information (NSDC, SREB)	4. *Frequently* provides participants opportunities to exchange resources, experiences, and information (NSDC, SREB)
5. *Does not* provide participants opportunities to interact with educators serving in roles other than their own *or* outside of the school or district (NSDC, SREB)	5. Provides participants *superficial* opportunities to interact with educators serving in roles other than their own or outside of the school or district (NSDC, SREB)	5. Provides participants meaningful opportunities to interact with educators serving in roles other than their own *or* outside of the school or district (NSDC, SREB)	5. Provides participants meaningful opportunities to interact with educators serving in roles other than their own *and* outside of the school or district (NSDC, SREB)

Notes:

1.
2.
3.
4.
5.

Ensuring Leadership – Program has skillful leaders who develop capacity, advocate, and create support systems for professional learning.			
Not Present	**Limited**	**Implementing**	**Exemplary**
1. Does not provide participants opportunities to help facilitate professional development (NSDC)	1. Provides participants *superficial* opportunities to help facilitate professional development (NSDC)	1. Provides participants a single meaningful approach to help lead professional development (e.g. leading peer instruction, discussion moderation, or coaching) (NSDC)	1. Provides participants multiple meaningful opportunities to help lead professional development (e.g. leading peer instruction, discussion moderation, or coaching) (NSDC)
2. Organizational leaders do not participate with participants in online professional development activities. (NSDC)	2. Organizational leaders *rarely* participate with participants in online professional development activities. (NSDC)	2. Organizational leaders *sometimes* participate with participants in online professional development activities. (NSDC)	2. Organizational leaders *frequently* participate with participants in online professional development activities. (NSDC)
3. Professional development leaders do not communicate the purpose or relevance of online professional development (NETS-A, NSDC)	3. Professional development leaders *insufficiently* communicate the purpose and relevance of online professional development, (NETS-A, NSDC)	3. Professional development leaders *sufficiently* communicate the purpose and relevance of online professional development (NETS-A, NSDC)	3. Professional development leaders *clearly and concisely* communicate the purpose and relevance of online professional development (NETS-A, NSDC)

Notes:

1.
2.
3.

Prioritizing Resources – Program prioritizes, monitors, and coordinates resources for educator learning.			
Not Present	**Limited**	**Implementing**	**Exemplary**
1. *Does not* provide technical support to ensure participants' successful use of online PD (SREB)	1. Provides *insufficient* technical support to ensure participants' successful use of online PD (SREB)	1. Provides *sufficient* technical support to ensure participants' successful use of online PD (SREB)	1. Provides *ample* technical support to ensure participants' successful use of online PD (e.g. technical staff, just-in-time support, supplemental resources) (SREB)
2. *Does not* provide online participants with incentives that traditional PD participants would receive (e.g., stipends or CEUs) (SREB)	2. Provides online participants with incentives that are *lower in value* than what traditional PD participants would receive (e.g., stipends or CEUs) (SREB)	2. Provides online participants with incentives that are *equivalent* to those that traditional PD participants would receive (e.g., stipends or CEUs) (SREB)	--------------
3. *No* credit for PD is awarded (NSDC)	3. Credit for PD is awarded based on passive participation (NSDC)	3. Credit for PD is awarded based on based on completion of activities (NSDC)	3. Credit for PD is awarded based on based on completion of activities *and* demonstrated performance of learning (NSDC)
4. Links, videos, and applications *do not* work as intended across major web browsers and operating systems (iNACOL)	4. Links, videos, and applications *inconsistently* work as intended across major web browsers and operating systems (iNACOL)	4. Links, videos, and applications *usually* work as intended across major web browsers and operating systems (iNACOL)	4. Links, videos, and applications *consistently* work as intended across major web browsers and operating systems, *including mobile platforms* (iNACOL)
Notes: 1. 2. 3. 4.			

Using Data – Program 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**
1. Does not provide a pre-assessment activity (NSDC)	1. Pre-assessment activity is *insufficient* to gauge prior knowledge (e.g., content, pedagogical, and technological) (NSDC)	1. Provides a pre-assessment activity to *adequately* gauge prior knowledge (e.g., content, pedagogical, and technological) (NSDC)	1. Provides a pre-assessment activity to *adequately* gauge prior knowledge (e.g., content, pedagogical, and technological) *and* to tailor the learning experience specifically to participants' needs (NSDC)
2. Assessment methods are *not* appropriate to goals, objectives and scope the professional development (NSDC, iNACOL)	2. Assessment methods are *rarely* appropriate to the goals, objectives, and scope the professional development (NSDC, iNACOL)	2. Assessment methods are *usually* appropriate to the goals, objectives, and scope the professional development (NSDC, iNACOL)	2. Assessment methods are *completely* appropriate to the goals, objectives, and scope the professional development (NSDC, iNACOL)
3. Participants are *not* given any flexibility to demonstrate learning in a variety of ways	3. Participants are *rarely* given flexibility to demonstrate learning in a variety of ways (iNACOL)	3. Participants are *sometimes* given flexibility to demonstrate learning in a variety of ways (iNACOL)	3. Participants are *frequently* given flexibility to demonstrate learning in a variety of ways (iNACOL)
4. *No* opportunities are provided for learners to give feedback on quality and effectiveness of PD activities and resources (iNACOL)	4. Opportunities are *rarely* provided for learners to give feedback on quality and effectiveness of PD activities and resources (iNACOL)	4. Opportunities are *sometimes* provided for learners to give feedback on quality and effectiveness of PD activities and resources (iNACOL)	4. Opportunities are *frequently* provided for learners to give feedback on quality and effectiveness of PD activities and resources (iNACOL)

Notes:

1.
2.
3.
4.

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
1. *Does not* incorporate a variety of learning experiences to accommodate participants' preferences and needs, or does so in a *superficial* way (e.g. multiple media formats, choice of activities, varied instructional paths) (SREB)	1. Incorporates a variety of learning experiences to accommodate participants' preferences and needs in a *rarely meaningful* way (e.g. multiple media formats, choice of activities, varied instructional paths) (SREB)	1. Incorporates a variety of learning experiences to accommodate participants' preferences and needs in a *sometimes meaningful* way (e.g. multiple media formats, choice of activities, varied instructional paths) (SREB)	1. Incorporates a variety of learning experiences to accommodate participants' preferences and needs in a *consistently meaningful* way (e.g. multiple media formats, choice of activities, varied instructional paths) (SREB)
2. Use of online tools are *inappropriate* to related learning activities. (SREB)	2. Use of online tools are *rarely* appropriate to related learning activities. (SREB)	2. Use of online tools are *sometimes* appropriate to related learning activities. (SREB)	2. Use of online tools are *consistently* appropriate to related learning activities. (SREB)
3. Use of text, color, visual images, and other media is *not* purposeful (iNACOL)	3. Use of text, color, visual images, and other media is *rarely* purposeful (iNACOL)	3. Use of text, color, visual images, and other media is *sometimes* purposeful (iNACOL)	3. Use of text, color, visual images, and other media is *consistently* purposeful (iNACOL)
4. Structure and navigation processes are *not* clear, appropriate to the content, and do not enhance ease of use (SREB)	4. Structure and navigation processes are *rarely* clear, appropriate to the content, and enhance ease of use (SREB)	4. Structure and navigation processes are *usually* clear, appropriate to the content, and enhance ease of use (SREB)	4. Structure an navigation processes are *consistently* clear, appropriate to the content, and enhance ease of use (SREB)
5. *Does not* provide an overview that describes the objectives, key activities, and assignments (iNACOL)	5. Provides an overview that *insufficiently* describes the objectives, key activities, and assignments (iNACOL)	5. Provides an overview that *sufficiently* describes the objectives, key activities, and assignments (iNACOL)	5. Provides an overview that *clearly and concisely* describes the objectives, key activities, and assignments (iNACOL)
6. *Does not* provide opportunities to engage in activities that promote higher-order thinking, critical reasoning, or group problem-solving (NSDC)	6. *Rarely* provides opportunities to engage in activities that promote higher-order thinking, critical reasoning, or group problem-solving (NSDC)	6. *Sometimes* provides opportunities to engage in activities that promote higher-order thinking, critical reasoning, or group problem-solving (NSDC)	6. *Frequently* provides opportunities to engage in activities that promote higher-order thinking, critical reasoning, or group problem-solving (NSDC)

Notes:
1.
2.
3.
4.
5.
6.

Supporting Implementation – Program provides educators with the support needed to adapt to an online medium and effect long-term changes in practice.			
Not Present	**Limited**	**Implementing**	**Exemplary**
1. Provides *no* orientation to the learning environment (NSDC)	1. Provides an orientation to the learning environment that *insufficiently* details the program's platform, navigational tools, and technical requirements (NSDC)	1. Provides an orientation to the learning environment that *sufficiently* details the program's platform, navigational tools, and technical requirements (NSDC)	1. Provides an orientation to the learning environment that *clearly and concisely details* the program's platform, navigational tools, and technical requirements (NSDC)
2. *Does not* provides strategies, resources, and models of effective practice in order to support participants' application of new knowledge and skills (NSDC)	2. *Rarely* provides strategies, resources, and models of effective practice in order to support participants' application of new knowledge and skills (NSDC)	2. *Sometimes* provides strategies, resources, and models of effective practice in order to support participants' application of new knowledge and skills (NSDC)	2. *Frequently* provides strategies, resources, and models of effective practice in order to support participants' application of new knowledge and skills (NSDC)
3. *Does not* provides opportunities for facilitators and peers support to assist learners (NSDC)	3. *Rarely* provides opportunities for facilitators and peers support to assist learners (NSDC)	3. *Sometimes* provides opportunities for facilitators and peers support to assist learners (NSDC)	3. *Frequently* provides opportunities for facilitators and peers support to assist learners (NSDC)
4. *Does not* provide feedback on participant learning (SREB, iNACOL)	4. Provides superficial feedback on assignments (SREB, iNACOL)	4. Provides constructive feedback on assignments (SREB, iNACOL)	4. Provides constructive feedback on assignments that is ongoing and timely. (SREB, iNACOL)
Notes: 1. 2. 3. 4.			

Guaranteeing Outcomes – Program focuses on outcomes defined educator performance standards and student content standards.			
Not Present	**Limited**	**Implementing**	**Exemplary**
1. *Does not* communicate alignment with local, state, and national <u>academic</u> standards (NSDC, SREB)	1. *Insufficiently* communicates alignment with local, state, and/or national <u>academic</u> standards (NSDC, SREB)	1. *Sufficiently* communicates alignment with local, state, and/or national <u>academic</u> standards (NSDC, SREB)	1. *Clearly and concisely* communicates alignment with local, state, and/or national <u>academic</u> standards (NSDC, SREB)
2. *Does not* communicate alignment with local, state, and/or national <u>professional</u> standards (NSDC, SREB)	2. *Insufficiently* communicates alignment with local, state, and/or national <u>professional</u> standards (NSDC, SREB)	2. *Sufficiently* communicates alignment with local, state, and/or national <u>professional</u> standards (NSDC, SREB)	2. *Clearly and concisely* communicates alignment with local, state, and/or national <u>professional</u> standards (NSDC, SREB)
3. *Does not* provide opportunities for participants to tailor learning to individually identified professional or academic outcomes (NSDC)	3. *Rarely* provides opportunities for participants to tailor learning to individually identified professional or academic outcomes (NSDC)	3. *Sometimes* provides opportunities for participants to tailor learning to individually identified professional or academic outcomes (NSDC)	3. *Frequently* provides opportunities for participants to tailor learning to individually identified professional or academic outcomes (NSDC)
4. *Does not* provide opportunities to build on other professional development offerings *or* to deepen content-specific knowledge and strategies beyond these offerings (NSDC)	4. *Rarely* provides opportunities to build on other professional development offerings and deepen content-specific knowledge and strategies beyond these offerings (NSDC)	4. *Sometimes* provides opportunities to build on other professional development offerings and deepen content-specific knowledge and strategies beyond these offerings (NSDC)	4. *Frequently* provides opportunities to build on other professional development offerings and deepen content-specific knowledge and strategies beyond these offerings (NSDC)

Notes:

1.
2.
3.
4.

Appendix F. DLP Post-face-to-face Satisfaction Survey

This survey is designed to assess your satisfaction with the face-to-face session in which you just participated. Please respond to each item candidly, as your responses will contribute to the overall evaluation of the quality of professional development provided by DLP. Your participation in this survey is voluntary, and your responses will be kept confidential.

1. Which face-to-face session did you just attend? ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

2. What is your DLP region? ☐ Central   ☐ East   ☐ West

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

This face-to-face session…	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
had clear objectives.	☐	☐	☐	☐	☐
was relevant to my professional development needs.	☐	☐	☐	☐	☐
was scheduled at a time convenient for my participation.	☐	☐	☐	☐	☐
was held at a location convenient for my participation.	☐	☐	☐	☐	☐
was led by effective facilitators.	☐	☐	☐	☐	☐
was well structured.	☐	☐	☐	☐	☐
provided me with useful resources.	☐	☐	☐	☐	☐
was 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.	☐	☐	☐	☐	☐
was of high quality overall.	☐	☐	☐	☐	☐

4. Please provide any specific thoughts you have regarding the facilitation of the session.

5. How could this DLP session be adapted and improved for future cohorts?

Thank you!

Appendix G. DLP Post-Component Surveys

This survey is designed to assess your experience in the component you just completed. Please respond to each item candidly, as your responses will contribute to the overall evaluation of the quality of professional development provided through DLP. Your participation in this survey is voluntary, and your responses will be kept confidential. Thank you in advance for your feedback.

1. Which component did you just complete? ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

2. What is your DLP region? ☐ Central ☐ East ☐ West

3. Please indicate how much you agree or disagree with each of the statements about the online portion of Component #.

The online portion of Component #…	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
had clear objectives.	☐	☐	☐	☐	☐
was relevant to my professional development needs.	☐	☐	☐	☐	☐
was easy to access and use.	☐	☐	☐	☐	☐
was free of technical issues.	☐	☐	☐	☐	☐
was well organized.	☐	☐	☐	☐	☐
had an effective facilitator.	☐	☐	☐	☐	☐
was engaging.	☐	☐	☐	☐	☐
provided me with useful resources.	☐	☐	☐	☐	☐
provided opportunities for meaningful collaboration and/or social interaction.	☐	☐	☐	☐	☐
was of high quality overall.	☐	☐	☐	☐	☐

4. Please provide any specific thoughts you have regarding the facilitation of the online portion of Component #.

5. Component-specific questions, see below

6. Have you implemented what you learned in DLP Component #? If so, how?

7. How could DLP Component # be adapted and improved for future cohorts?
The following questions ask about the knowledge and skills you may have gained through participating in DLP Component #. In answering these questions, please consider your participation in the entire component, including both the face-to-face session and the online session.

COMPONENT 2

5a. Please indicate how much you agree or disagree with each of the statements listed below.

Through my participation in DLP Component 2, I developed a better understanding of…	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Don't Know**
the principles and practices of Professional Learning Communities (PLCs).	☐	☐	☐	☐	☐	☐
how to use PLCs to help create a framework for achievement.	☐	☐	☐	☐	☐	☐
teacher selection, induction, and support.	☐	☐	☐	☐	☐	☐
the performance appraisal process.	☐	☐	☐	☐	☐	☐
how to use data from the NC Teacher Working Conditions (TWC) survey to improve teacher practice.	☐	☐	☐	☐	☐	☐
how to use data from the NC TWC survey to improve student learning.	☐	☐	☐	☐	☐	☐
how to celebrate accomplishments and learn from failures.	☐	☐	☐	☐	☐	☐

COMPONENT 3

5b. Please indicate how much you agree or disagree with each of the statements listed below.

Through my participation in DLP Component 3, I developed a better understanding of…	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Don't Know**
the connection between workplace culture and organizational outcomes.	☐	☐	☐	☐	☐	☐
the components of a high-performing culture.	☐	☐	☐	☐	☐	☐
how to adapt components of high-performing corporate (or other) cultures to my school workplace.	☐	☐	☐	☐	☐	☐
school culture "best practices."	☐	☐	☐	☐	☐	☐
the importance of the role the principal leader plays in influencing the school culture.	☐	☐	☐	☐	☐	☐

COMPONENT 4

5c. Please indicate how much you agree or disagree with each of the statements listed below.

Through my participation in DLP Component 4, I developed a better understanding of…	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
how students learn effectively.	☐	☐	☐	☐	☐	☐
how students experience a rigorous and relevant curriculum.	☐	☐	☐	☐	☐	☐
how to coach teachers and staff to be distinguished leaders.	☐	☐	☐	☐	☐	☐
how to learn through collaboration with colleagues.	☐	☐	☐	☐	☐	☐
how to provide developmental feedback to teachers and staff.	☐	☐	☐	☐	☐	☐
the skills associated with instructional leadership.	☐	☐	☐	☐	☐	☐

COMPONENT 5

5d. Please indicate how much you agree or disagree with each of the statements listed below.

Through my participation in DLP Component 5, I developed a better understanding of…	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
the impact of stakeholder focus on the NCSSE High Performance model.	☐	☐	☐	☐	☐	☐
best practices for creating a strong internal stakeholder focus.	☐	☐	☐	☐	☐	☐
best practices for creating a strong external stakeholder focus.	☐	☐	☐	☐	☐	☐
the conditions that increase student achievement.	☐	☐	☐	☐	☐	☐
how to use effective marketing strategies to create a positive school image.	☐	☐	☐	☐	☐	☐

COMPONENT 6

5e. Please indicate how much you agree or disagree with each of the statements listed below.

Through my participation in DLP Component 6, I developed a better understanding of…	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Don't Know**
how to manage change effectively.	❏	❏	❏	❏	❏	❏
how to use internal and external feedback to promote positive change.	❏	❏	❏	❏	❏	❏
how to create ownership and commitment among teachers and staff.	❏	❏	❏	❏	❏	❏
how to communicate effectively in complex organizations.	❏	❏	❏	❏	❏	❏
how to effectively use self-assessment and 360-degree feedback.	❏	❏	❏	❏	❏	❏
how to use the Plan-Do-Study-Act process to determine school improvement needs.	❏	❏	❏	❏	❏	❏
how to use data analysis to determine school improvement needs.	❏	❏	❏	❏	❏	❏

Thank you!

Appendix H. DLP Year-End Participant 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.

1. Overall, how would you rate your leadership just <u>before</u> you began participating in DLP?

    ❑ Not Demonstrated (did not demonstrate adequate growth or competence)

    ❑ Developing (demonstrated adequate growth but did not demonstrate competence)

    ❑ Proficient (demonstrated basic competence)

    ❑ Accomplished (exceeded basic competence most of the time)

    ❑ Distinguished (consistently and significantly exceeded basic competence)

QUALITY OF DLP

Face-to-face sessions

2. Please indicate your level of agreement or disagreement with each of the statements by selecting the appropriate response.

The face-to-face sessions…	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. had clear objectives.	❑	❑	❑	❑	❑
b. were relevant to my professional development needs.	❑	❑	❑	❑	❑
c. were led by effective facilitators.	❑	❑	❑	❑	❑
d. were well structured.	❑	❑	❑	❑	❑
e. provided me with useful resources.	❑	❑	❑	❑	❑
f. were engaging.	❑	❑	❑	❑	❑
g. were enhanced by the use of technology (*during* the face-to-face sessions).	❑	❑	❑	❑	❑
h. were of high quality overall.	❑	❑	❑	❑	❑

3. Please indicate your level of agreement or disagreement with each of the statements by selecting the appropriate response.

The face-to-face sessions included adequate opportunities for participants to…	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
a. share their knowledge and/or experiences.	❑	❑	❑	❑	❑
b. consider applications to their own professional practice.	❑	❑	❑	❑	❑
c. engage in meaningful collaboration with each other.	❑	❑	❑	❑	❑

Online modules

4. Please indicate your level of agreement or disagreement with each of the statements listed by selecting the appropriate response.

The online modules…	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
a. had clear objectives.	❑	❑	❑	❑	❑
b. were relevant to my professional development needs.	❑	❑	❑	❑	❑
c. were easy to access and use.	❑	❑	❑	❑	❑
d. were free of technical issues.	❑	❑	❑	❑	❑
e. were well organized.	❑	❑	❑	❑	❑
f. provided me with useful resources.	❑	❑	❑	❑	❑
g. were engaging.	❑	❑	❑	❑	❑
h. included adequate opportunities for meaningful collaboration.	❑	❑	❑	❑	❑
i. were of high quality overall.	❑	❑	❑	❑	❑
j. incorporated a variety of online tools.	❑	❑	❑	❑	❑

5. Please indicate your level of agreement or disagreement with each of the statements listed by selecting the appropriate response.

Throughout the <u>online</u> portion of DLP...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. I received <u>timely</u> feedback from the facilitators.	❑	❑	❑	❑	❑
b. I received <u>useful</u> feedback from the facilitators.	❑	❑	❑	❑	❑
c. I received <u>timely</u> feedback from other participants.	❑	❑	❑	❑	❑
d. I received <u>useful</u> feedback from other participants.	❑	❑	❑	❑	❑
e. <u>I</u> provided <u>timely</u> feedback to other participants.	❑	❑	❑	❑	❑
f. <u>I</u> provided <u>useful</u> feedback to other participants.	❑	❑	❑	❑	❑

Overall

6. Please indicate your level of agreement or disagreement with each of the statements by selecting the appropriate response.

DLP as a whole…	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. had a clear purpose.	❑	❑	❑	❑	❑
b. was relevant to my professional development needs.	❑	❑	❑	❑	❑
c. was relevant to the specific needs of my school.	❑	❑	❑	❑	❑
d. provided useful feedback to me.	❑	❑	❑	❑	❑
e. was of high quality overall.	❑	❑	❑	❑	❑

7. Please indicate your level of agreement or disagreement with each of the statements by selecting the appropriate response.

DLP as a whole provided adequate opportunities for me to…	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. lead other participants.	❑	❑	❑	❑	❑
b. engage in meaningful collaboration with other participants.	❑	❑	❑	❑	❑
c. interact with others from a similar background.	❑	❑	❑	❑	❑
d. interact with others from dissimilar backgrounds.	❑	❑	❑	❑	❑

8. I would have preferred to spend…

☐ More time in the face-to-face sessions.

☐ Less time in the face-to-face sessions.

☐ No change: I liked the amount of time we spent in face-to-face sessions.

9. I would have preferred to spend…

☐ More time in the online modules.

☐ Less time in the online modules.

☐ No change: I liked the amount of time we spent in the online modules.

10. I would have preferred to spend…

☐ More time in DLP as a whole.

☐ Less time in DLP as a whole.

☐ No change: I liked the amount of time we spent in DLP as a whole.

KNOWLEDGE AND SKILLS

11. Please indicate your level of agreement or disagreement with each of the statements by selecting the appropriate response.

Through my participation in DLP, I developed a better understanding of…	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
a. the NC Standards for School Executives High Performance Model.	☐	☐	☐	☐	☐
b. Professional Learning Communities.	☐	☐	☐	☐	☐
c. the components of a high-performing school culture.	☐	☐	☐	☐	☐
d. how students learn effectively.	☐	☐	☐	☐	☐
e. the skills associated with instructional leadership.	☐	☐	☐	☐	☐
f. using data to support school improvement.	☐	☐	☐	☐	☐
g. creating a strong stakeholder focus.	☐	☐	☐	☐	☐
h. managing change effectively.	☐	☐	☐	☐	☐

12. Have you applied what you learned? If so, how?

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. In answering these questions, please focus specifically on the extent to which DLP trainings may or may not have helped you improve your practice as a school leader, not on whether you do these things in the first place.

13. Please indicate your level of agreement or disagreement with each of the statements by selecting the appropriate response.

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

OTHER FEEDBACK

14. What was the most valuable part of the training?

15. How could DLP be improved for future cohorts?

16. What advice do you have for future participants to make the most out of their DLP experience?

17. To what extent do you think the relationships you made with other administrators will be useful to you professionally after DLP ends?

    ☐ Not at all useful

    ☐ Somewhat useful

    ☐ Very useful

ABOUT YOU

18. How many years of experience do you have in your current position (include your time at your current and other schools)? _____
    [Programming note: Text box validated for numeric entry]

19. What is your DLP region?

    ☐ Central

    ☐ East

    ☐ West

20. Overall, how would you rate your leadership?

    ☐ Not Demonstrated (not demonstrating adequate growth or competence)

    ☐ Developing (growing adequately but not demonstrating competence)

    ☐ Proficient (demonstrating basic competence)

    ☐ Accomplished (exceeding basic competence most of the time)

    ☐ Distinguished (consistently and significantly exceeding basic competence)

Thank you!

Appendix I. DLP One-Year Follow-Up Survey

This survey is designed to assess your application of the overall knowledge and skills gained as a participant in the Distinguished Leadership in Practice (DLP) program. As you complete the survey, please take a moment to reflect on your experiences as a principal following the completion of the DLP program. We appreciate your candid responses as they will contribute to the overall evaluation of the effectiveness of professional development training provided by DLP.

KNOWLEDGE AND SKILLS

1. Please indicate your level of agreement or disagreement with each of the statements by selecting the appropriate response.

Through my participation in DLP, I developed a better understanding of…	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
a. the NC Standards for School Executives High Performance Model.	❑	❑	❑	❑	❑	❑
b. Professional Learning Communities.	❑	❑	❑	❑	❑	❑
c. the components of a high-performing school culture.	❑	❑	❑	❑	❑	❑
d. how students learn effectively.	❑	❑	❑	❑	❑	❑
e. the skills associated with instructional leadership.	❑	❑	❑	❑	❑	❑
f. how to use data to support school improvement.	❑	❑	❑	❑	❑	❑
g. how to create a strong stakeholder focus.	❑	❑	❑	❑	❑	❑
h. how to manage change effectively.	❑	❑	❑	❑	❑	❑

<div style="background:#d3d3d3">**IMPACTS ON PRACTICE**</div>

[Programming note: Present the item only if the response to the corresponding knowledge/skills item above was "Agree" or "Strongly Agree"]

Application of Knowledge and Skills Gained

The following set of statements is designed to gauge the extent to which you have applied knowledge and skills gained in DLP to your professional practice.

2. Please indicate your level of agreement or disagreement with each of the statements by selecting the appropriate response.

Since participating in DLP, I have APPLIED what I learned about…	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
a. the NC Standards for School Executives High Performance Model.	❐	❐	❐	❐	❐	❐
b. Professional Learning Communities.	❐	❐	❐	❐	❐	❐
c. the components of a high-performing school culture.	❐	❐	❐	❐	❐	❐
d. how students learn effectively.	❐	❐	❐	❐	❐	❐
e. the skills associated with instructional leadership.	❐	❐	❐	❐	❐	❐
f. using data to support school improvement.	❐	❐	❐	❐	❐	❐
g. creating a strong stakeholder focus.	❐	❐	❐	❐	❐	❐
h. managing change effectively.	❐	❐	❐	❐	❐	❐

Examples of Application

3. How, if at all, have you applied what you learned through DLP to your current leadership position?

Progress Along Standards

In responding to the next set of questions, please reflect on your overall participation in DLP and your growth as a principal leader following the completion of the DLP program.

4. Please indicate your level of agreement or disagreement with each of the statements by selecting the appropriate response.

Thanks to my participation in DLP, I now do a <u>better</u> job of…	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. aligning the vision, mission, and goals of my school with 21st century learning.	❏	❏	❏	❏	❏
b. fostering a collaborative school environment focused on student outcomes.	❏	❏	❏	❏	❏
c. ensuring the school culture supports the goals of my school.	❏	❏	❏	❏	❏
d. designing/implementing processes and systems that ensure high performing staff.	❏	❏	❏	❏	❏
e. improving managerial tasks that allow staff to focus on teaching and learning.	❏	❏	❏	❏	❏
f. designing structures or processes that result in community engagement, support, and ownership.	❏	❏	❏	❏	❏
g. facilitating distributed governance and shared decision-making at my school.	❏	❏	❏	❏	❏

SCHOOL STAFFING AND CULTURE

5. Are you presently working at the same school that you were working at in March 2012?
   ❒ Yes
   ❒ No

6. Are you considering, or do you anticipate, a future change of school or position?
   ❒ Yes (*Please explain:*_____)
   ❒ No

[Programming note: Display the next set of questions only if the respondent indicated that they are working at the same school they were at in March 2012. If not, then skip to Question 15.]

Teacher turnover can result from explicit strategic staffing decisions or it can be unexpected/out of administrators' control.

7. Since you participated in DLP, has your school experienced teacher turnover?
   ❒ Yes, due to strategic staffing
   ❒ Yes, unexpected turnover (not related to strategic staffing)
   ❒ Yes, both types (strategic and unexpected)
   ❒ No, we have not experienced teacher turnover *[Programming note: Skip to culture section]*

For the following questions, please provide exact numbers if available; otherwise estimates will suffice.

8. How many classroom teachers were teaching at your school last spring (in March 2012)? _____
   [Programming note: Text box validated for numeric entry]

9. How many of your classroom teachers from last spring are no longer teaching at your school? _____
   [Programming note: Text box validated for numeric entry]

10. Please indicate your level of agreement or disagreement with each of the statements by selecting the appropriate response.

Since participating in DLP, my school has been…	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. positively affected by teacher turnover.	❒	❒	❒	❒	❒
b. negatively affected by teacher turnover.	❒	❒	❒	❒	❒

11. Please provide a brief explanation of the teacher turnover that your school has experienced since you participated in DLP.

Culture of Achievement & Student Performance

12. Please indicate your level of agreement or disagreement with each of the statements by selecting the appropriate response.

Since participating in DLP…	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. I have noticed improvements in my school's culture of achievement.	❒	❒	❒	❒	❒
b. I have noticed improvements in student performance.	❒	❒	❒	❒	❒

[Programming note: Display the following items only if the response to the corresponding item above is "Strongly Agree" or "Agree"]

13. Please describe how your school's culture of achievement has improved since your participation in DLP, and cite the evidence you use for these observations.

14. Please describe how student performance has improved since your participation in DLP, and cite the evidence you use for these observations.

OTHER FEEDBACK

Since the completion of DLP…

15. Have you maintained relationships with the administrators you met during DLP?
   ❒ Yes
   ❒ No

16. Have you collaborated with the administrators you met (i.e., worked together to achieve a shared goal)?
   ❒ Yes
   ❒ No

17. Have you accessed the professional development resources that DLP provided? (e.g., PowerPoints, online modules, etc.)
   ❒ No
   ❒ Yes, once in a while
   ❒ Yes, on a regular basis

18. Thinking about your experiences since completing the DLP program, what was the most valuable aspect of the professional development?

19. How could DLP be improved for future cohorts?

ABOUT YOU

20. How many years of experience do you have in your current position (include your time at your current and other schools)? _____ *[Programming note: Text box validated for numeric entry]*

21. In which DLP region did you participate?
    ❏ Central (met in Chapel Hill)
    ❏ Northeast (met in Greenville and Rocky Mount)
    ❏ Southeast (met in Wilmington)
    ❏ West (met in Asheville and Statesville)

22. Overall, how would you rate your leadership?
    ❏ Not Demonstrated (not demonstrating adequate growth or competence)
    ❏ Developing (growing adequately but not demonstrating competence)
    ❏ Proficient (demonstrating basic competence)
    ❏ Accomplished (exceeding basic competence most of the time)
    ❏ Distinguished (consistently and significantly exceeding basic competence)

Thank you!

Appendix J. DLP Focus Group Protocols

*Target Focus Group Participants***:**
  o DLP Participants
  o DLP Facilitators/Developers

Introduction

First, thank you all for taking time to speak with us today. 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 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. We are interested in patterns that emerge from participants' feedback, and this information will be used to inform our larger interpretations of the quality and impact of DLP.

Before we begin, I would like to go over some disclosures:

  ▪ Your participation in this study is <u>voluntary</u>. It is your decision to participate in this study, to not participate, or to stop participating at any time.
  ▪ We will be <u>recording</u> today's discussion in order to have a complete record. The discussion will be kept completely <u>confidential</u>. We will use code numbers in the management and analysis of the focus group data. Our evaluation reports will <u>not identify</u> individuals or specific districts or schools. Audio recordings will be destroyed or erased at the completion of the study.
  ▪ The discussion will be <u>loosely structured and informal</u>. We would like to hear from everyone.
  ▪ We expect our discussion to last no longer than <u>45-60 minutes</u>.

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

[TURN ON RECORDER]

[For Participant Focus Groups Only] 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 PROTOCOL

Introduction

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. How well has DLP addressed your professional development needs?
   [*Probe*: Do you have any professional development needs that were not addressed by DLP that you think could or should have been addressed?]

Program Structure and Quality

As you know, DLP is a year-long program which consists of alternating face-to-face sessions and online activities organized around six components.

4a. What are your thoughts on the <u>structure</u> of the program?
4b. What are the advantages of how the program is structured?
4c. What are the disadvantages of how the program is structured?
4d. Do you have any recommendations for improving how the program is structured?

5a. What value does the <u>online portion</u> add to the overall program?
   [*Probe*: How does it enhance the program? Or do you feel it was an unnecessary add-on?]
5b. What have been the most valuable aspects of the online portion?
5c. What have been the least valuable aspects of the online portion?
5d. Do you have any recommendations for improving the online portion?

6. What do you think about the <u>pace</u> of DLP in terms of the amount of time spent on topics?
   [*Probe:* Was there anything you would have liked to have spent more time on? Less time on?]

7. What do you think about the <u>rigor</u> of the program?
   [*Probe*: Did you think it was challenging enough? Was anything too challenging?]

Utility and Application

At this point, you've completed five out of the six program components. Reflecting on all that you've learned over the course of the year in DLP…

8a. What do you think has been most useful to you in your professional practice?
    [*Probe* for lessons learned, skills developed, and/or tools/resources]
8b. What has been least useful?

9a. How, if at all, have you applied what you have learned in DLP?
9b. Is there anything else you plan to incorporate into your practice?

Impacts

The next set of questions asks 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 asks about the overall impact, on you, your teachers, and your students. Let's begin with you...

11a. Overall, how do you think your 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.

12. Is there anything else you would like to share about your experience in DLP? Any suggestions or final thoughts?

Thank you!

DLP FACILITATOR/DEVELPER FOCUS GROUP PROTOCOL

Introduction

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 of the components did you help develop and facilitate?
  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

Participants

3. How was the DLP program advertised?

4a. What are some characteristics of the ideal DLP participant?
4b. How well do you think DLP is reaching the ideal participants?
4c. Do you have any suggestions for how to reach ideal participants?

Program Quality and Structure

5a. How did the DLP developers define "effective and appropriate" professional development?
5b. How well do you think the DLP program is designed to meet the professional development needs of the participants?
  [*Probe*: What makes you think this?]
5c. How did NCPAPA and the DLP developers and facilitators ensure that the professional development was delivered to standard?

As you know, DLP follows a continuous improvement model, and the program is constantly evolving based on feedback and lessons learned. I am hoping you can help me understand how the program has changed since last year…

6a. What programmatic changes have you made for this year?
6b. What programmatic changes do you plan to make for the future?

As you know, DLP is a year-long program which consists of alternating face-to-face sessions and online activities organized around six components.

7a. What are your thoughts on the structure of the program?
7b. What are the advantages of how the program is structured?
7c. What are the disadvantages of how the program is structured?

7d. Do you have any recommendations for improving how the program is structured?

8a. What value does the <u>online portion</u> add to the overall program?
  [*Probe*: How does it enhance the program?]
8b. What have been the most valuable aspects of the online portion?
8c. What have been the least valuable aspects of the online portion?
8d. Do you have any recommendations for improving the online portion?

Reflecting on the face-to-face sessions and online activities that you have helped facilitate…

9. What aspects of the institutes have been most successful?

10. What aspects of the institutes could be improved?

That is all for my questions. Now I'd like to open up the floor to you.

11. Do you have any final thoughts you would like to share about your experience in DLP?

Thank you!

Appendix K. Component Descriptions

Table K1. DLP Component Descriptions

Component Title	Component Description
Component 1: Strategic Leadership for High Performing Schools	Component 1 is designed to increase school executives' knowledge and skills in leading the continuous improvement of their school and school community. The Component is grounded in a high performance model developed by the N.C. Principals & Assistant Principals' Association (NCPAPA) based upon the North Carolina Standards for School Executives (NCSSE). Standard One: Strategic Leadership, will be viewed and studied as a driver for the other NCSSE. Principals engage in a variety of activities from completing leadership self-assessments to revisiting their schools' mission, vision, and beliefs while beginning to define areas for continuous improvement based on school data and leadership development.
Component 2: Maximizing Human Resources for Goal Accomplishment	Component 2 is designed to improve principal practice addressed in two North Carolina Standards for School Executives—Human Resource Leadership and Instructional Leadership. Principals will learn how to organize teachers for high performance; select, retain, and train high-performing teachers; provide feedback on teacher performance; and celebrate teacher performance. This component also addresses staff development planning, staff selection criteria and induction planning, staff recognition for accomplishment planning, and planning for improving teacher working conditions.
Component 3: Building a Collaborative Culture with Distributed Leadership	Component 3 is designed to improve principal practice addressed primarily in two North Carolina Standards for School Executives—Cultural Leadership and Human Resource Leadership. Principals learn a framework for creating and sustaining high-performing learning cultures that build on core beliefs, structures, and distributed leadership linked to student achievement as they self-assess, engage staff in self-assessment, and create a context for school improvement planning.
Component 4: Improving Teaching and Learning for High Performing Schools	Component 4 is designed to improve principal practice addressed primarily in two North Carolina Standards for School Executives—Instructional Leadership and Human Resource Leadership. The focus of this component is to extend and refine instructional leadership skills in order to implement the Common Core Standards Practices and Essential Standards through 21st century teaching and learning. Principals will lead staff to become "Distinguished" teachers who embrace 21st century teaching and learning in order for all students to be successful and College and Career Ready.
Component 5: Creating a Strong Student and External Stakeholder Focus	Component 5 is designed to increase school executives' knowledge and skills in assuring their schools sustain a clear focus on student and external stakeholder needs. Building upon the school's culture and instructional program, this component will explore processes and strategies to increase the intrinsic motivation of students and external stakeholder's leadership to enhance both school performance and community image. NCSSE Standard Six: External Development Leadership, and Standard Three: Cultural Leadership, will be examined within the context of the school improvement planning process.
Component 6: Leading Change to Drive Continuous Improvement	Component 6 is designed to improve principal practice addressed in multiple standards of the North Carolina Standards for School Executives, including Strategic Leadership, Instructional Leadership, Managerial Leadership, and Micro-Political Leadership. Principals learn how to review the process for identifying change needs, planning for change, and leading change. Principals are involved in (1) activities that enable them to review current practice, (2) determine compliance with state laws, and (3) collaborate with others regarding change plans and change leadership.

Appendix L. Supplemental Results Tables

DLP Attendance and Completion Rates

Table L1. Attendance and Completion Rates over the Course of DLP

	n	%
Attended Component 1 F2F Day 1	167	100%
Attended Component 1 F2F Day 2	167	100%
Completed Component 1 (F2F + online), still enrolled at beginning of Component 2	**153**	**92%**
Attended Component 2 F2F Day 1	136	81%
Attended Component 2 F2F Day 2	137	82%
Completed Component 2 (F2F + online), still enrolled at beginning of Component 3	**143**	**86%**
Attended Component 3 F2F Day 1	126	75%
Attended Component 3 F2F Day 2	124	74%
Completed Component 3 (F2F + online), still enrolled at beginning of Component 4	**140**	**84%**
Attended Component 4 F2F Day 1	135	81%
Attended Component 4 F2F Day 2	134	80%
Completed Component 4 (F2F + online), still enrolled at beginning of Component 5	**135**	**81%**
Attended Component 5 F2F Day 1	128	77%
Attended Component 5 F2F Day 2	127	76%
Completed Component 5 (F2F + online), still enrolled at beginning of Component 6	**135**	**81%**
Attended Component 6 F2F Day 1	126	75%
Attended Component 6 F2F Day 2	124	74%
Completed Component 6 (F2F + online)	**135**	**81%**

Note: F2F stands for face-to-face.
Source: DLP Attendance Rosters provided by NCPAPA

DLP Post-Component Survey Results on Learning Objectives

Table L2. Component 2 Learning Objectives

Through my participation in DLP Component 2, I developed a better understanding of . . .	Percentage of Respondents (*n*=119-120)					Agree/ Strongly Agree
	Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*	
how to celebrate accomplishments and learn from failures.	0%	0%	2%	45%	53%	98%
teacher selection, induction, and support.	0%	0%	3%	43%	54%	97%
how to use data from the NC Teacher Working Conditions (TWC) survey to improve teacher practice.	0%	2%	6%	28%	65%	92%
how to use data from the NC TWC survey to improve student learning.	0%	2%	8%	33%	57%	90%
the performance appraisal process.	0%	2%	8%	48%	42%	90%
the principles and practices of Professional Learning Communities (PLCs).	0%	2%	11%	40%	48%	88%
how to use PLCs to help create a framework for achievement.	0%	2%	10%	43%	45%	88%

Source: DLP Post-Component Survey (component 2 survey response rate: 85%)

Table L3. Component 3 Learning Objectives

Through my participation in DLP Component 3, I developed a better understanding of . . .	Percentage of Respondents (*n*=94)					Agree/ Strongly Agree
	Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*	
the components of a high-performing culture.	1%	0%	3%	45%	51%	96%
the importance of the role the principal leader plays in influencing the school culture.	1%	0%	3%	30%	66%	96%
the connection between workplace culture and organizational outcomes.	1%	0%	4%	38%	56%	95%
school culture "best practices."	1%	1%	4%	40%	53%	94%
how to adapt components of high-performing corporate (or other) cultures to my school workplace.	1%	0%	9%	50%	40%	90%

Source: DLP Post-Component Survey (component 3 survey response rate: 80%)

Table L4. Component 4 Learning Objectives

Through my participation in DLP Component 4, I developed a better understanding of . . .	Percentage of Respondents (*n*=139-141)					Agree/ Strongly Agree
	Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*	
how to learn through collaboration with colleagues.	2%	0%	3%	44%	51%	95%
the skills associated with instructional leadership.	2%	0%	4%	40%	54%	94%
how students experience a rigorous and relevant curriculum.	2%	2%	5%	52%	38%	91%
how to coach teachers and staff to be distinguished leaders.	2%	0%	6%	44%	48%	91%
how students learn effectively.	2%	1%	6%	55%	35%	90%
how to provide developmental feedback to teachers and staff.	2%	1%	9%	47%	41%	88%

Source: DLP Post-Component Survey (component 4 survey response rate: 100%)

Table L5. Component 5 Learning Objectives

Through my participation in DLP Component 5, I developed a better understanding of . . .	Percentage of Respondents (*n*=117-118)					Agree/ Strongly Agree
	Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*	
the impact of stakeholder focus on the NCSSE High Performance model.	1%	0%	3%	49%	47%	96%
best practices for creating a strong internal stakeholder focus.	1%	0%	6%	51%	42%	93%
best practices for creating a strong external stakeholder focus.	1%	1%	7%	53%	39%	92%
the conditions that increase student achievement.	1%	1%	8%	50%	41%	91%
how to use effective marketing strategies to create a positive school image.	1%	1%	14%	44%	41%	85%

Source: DLP Post-Component Survey (component 5 survey response rate: 85%)

Table L6. Component Learning Objectives, Differences by Region (Selected Findings)

			Percentage of Respondents					Agree/ Strongly Agree
		n	*Strongly Disagree*	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*	
C2: The principles and practices of Professional Learning Communities.	Central	27	0%	4%	15%	37%	44%	81% *[E]
	Eastern	45	0%	0%	2%	40%	58%	98% *[C,W]
	Western	48	0%	2%	17%	42%	40%	81% *[E]
	Overall	120	0%	2%	11%	40%	48%	88%
C2: How to use PLCs to help create a framework for achievement.	Central	27	0%	4%	15% *[E]	37%	44%	81% *[E]
	Eastern	45	0%	0%	0% *[C,W]	44%	56%	100% *[C,W]
	Western	48	0%	2%	17% *[E]	46%	35%	81% *[E]
	Overall	120	0%	2%	10%	43%	45%	88%
C3: The components of a high-performing culture.	Central	26	0%	0%	4%	54%	42%	96%
	Eastern	40	3%	0%	3%	28% *[W]	68% *[W]	95%
	Western	28	0%	0%	4%	61% *[E]	36% *[E]	96%
	Overall	94	1%	0%	3%	45%	51%	96%
C3: The importance of the role the principal leader plays in influencing the school culture.	Central	26	0%	0%	4%	35%	62%	96%
	Eastern	40	3%	0%	3%	13% *[W]	83% *[W]	95%
	Western	28	0%	0%	4%	50% *[E]	46% *[E]	96%
	Overall	94	1%	0%	3%	30%	66%	96%
C2: The performance appraisal process.	Central	27	0%	0%	15%	48%	37%	85%
	Eastern	45	0%	2%	2%	44%	51%	96%
	Western	47	0%	2%	11%	51%	36%	87%
	Overall	119	0%	2%	8%	48%	42%	90%
C4: How students experience a rigorous and relevant curriculum.	Central	42	0%	2%	7%	50%	40%	90%
	Eastern	39	0%	0%	3%	54%	44%	97%
	Western	60	5%	3%	5%	53%	33%	87%
	Overall	141	2%	2%	5%	52%	38%	91%
C4: How to provide developmental feedback to teachers and staff.	Central	41	0%	2%	5%	56%	37%	93%
	Eastern	38	0%	0%	5%	45%	50%	95%
	Western	60	5%	0%	13%	43%	38%	82%
	Overall	139	2%	1%	9%	47%	41%	88%
C5: How to use effective marketing strategies to create a positive school image.	Central	30	0%	3%	7%	37%	53%	90%
	Eastern	41	2%	0%	12%	44%	41%	85%
	Western	46	0%	0%	20%	48%	33%	80%
	Overall	117	1%	1%	14%	44%	41%	85%

* Statistically significant difference at the *p*<.05 level. The superscript letter indicates with which group the result differs (C=Central, E=East, W=West).
Source: DLP Post-Component Survey (overall survey response rate: 88%)

Table L7. Participants' Perception of Quality of Online Sessions, Differences by Component and Region (Selected Findings)

| | | *n* | **Percentage of Respondents** | | | | | *Agree/* |
			Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*	*Strongly Agree*
The online portion was free of technical issues.	C2	131	0%	2%	2% *[5]	40%	56%	97% *[5]
	C3	119	2%	2%	1% *[5]	34%	62% *[5]	96% *[5]
	C4	143	2%	2%	3%	41%	52%	93% *[5]
	C5	119	2%	8%	10% *[2,3]	37%	43% *[3]	80% *[2,3,4]
	All Overall	512	1%	3%	4%	38%	54%	92%
The online portion of C5 was free of technical issues.	Central	30	0%	10%	17%	23%	50%	73%
	Eastern	42	2%	5%	14%	45%	33%	79%
	Western	47	2%	11%	2%	38%	47%	85%
	All Overall	119	2%	8%	10%	37%	43%	80%

* Statistically significant difference at the *p*<.05 level. The superscript number or letter indicates with which group the result differs (2=Component 2, 3=Component 3, 4=Component 4, 5=Component 5, E=East, W=West).
Source: DLP Post-Component Survey (overall survey response rate: 88%)

Observation Results: Quantity and Quality Ratings

Table L8. Observations of Face-to-Face Session Quality Indicators: Quantity of Time Devoted

Quality Indicator	Amount of Time During the Segment Devoted to This (*n*=166-170)			
	None	*Minimal*	*Moderate*	*A Lot*
Opportunity for participants to consider applications to their own professional practice	10%	6%	26%	58%
Participants shared ideas, experiences, and questions	4%	11%	32%	53%
Facilitator encouraged participants to share ideas, experiences, and questions (or sharing was encouraged via the instructional design)	4%	14%	34%	47%
Opportunity for participants to "sense-make" (i.e., facilitator explicitly provides reflection time for processing info or its implicit in the instructional design)	42%	17%	30%	11%
Connection made to other disciplines and/or other real-world contexts (i.e., outside of their professional context)	70%	11%	10%	8%
Opportunity for participants to practice new skills and/or apply new knowledge	82%	6%	6%	6%
Facilitator provided instructional feedback to participants (helping participants gauge their progress in acquiring knowledge or skills)	67%	17%	13%	3%
Assessment of participant knowledge and/or practice	91%	4%	5%	1%

Source: Race to the Top Professional Development Observation Protocol

Table L9. Observations of Face-to-Face Session Quality Indicators: Quality Rating

Quality Indicator	Number of half-hour segments observed*	Quality Rating		
		Poor	*Fair*	*Good*
Opportunity for participants to consider applications to their own professional practice	150	0%	9%	91%
Participants shared ideas, experiences, and questions	161	0%	11%	89%
Facilitator encouraged participants to share ideas, experiences, and questions (or sharing was encouraged via the instructional design)	160	0%	14%	86%
Opportunity for participants to practice new skills and/or apply new knowledge	138	3%	16%	81%
Opportunity for participants to "sense-make" (i.e., facilitator explicitly provides reflection time for processing info or its implicit in the instructional design)	95	1%	25%	74%
Facilitator provided instructional feedback to participants (helping participants gauge their progress in acquiring knowledge or skills)	56	2%	25%	73%
Connection made to other disciplines and/or other real-world contexts (i.e., outside of their professional context)	51	6%	24%	71%
Assessment of participant knowledge and/or practice	15	7%	47%	47%

* The number varies depending upon the item because segments in which the indicator was not observed excluded from analysis.
Source: Race to the Top Professional Development Observation Protocol

Qualitative Results on the Impact of DLP on Participants' Practice

Table L10. Themes from Participants' Open-ended Comments about Implementation of Learning, by Component and Region

Have you implemented what you learned in the DLP Component? If so, how?		**Themes**	**Illustrative Quotes**
Component 2	Central	Using TWC survey and hiring strategies	"I have used the tools for analyzing the Teacher Working Conditions survey results. I have also applied hiring and interview strategies." "We are working on now implementing the worksheets to go over the TWC survey." "I have changed our interviewing questions and started a rubric to go along with the questions."
	Eastern	Used resources to make changes	"I met with my Leadership Team and discussed areas of weakness and strengths from the TWC survey. We brainstormed ideas on how to improve and we celebrated at the Opening Meeting this year." "We set school improvement goals and changed some processes and procedures based on NCTWCS results."
	Western	Using survey data	"We have closely examined our school data and developed goals." "I have worked with our SIT Team to use our NC Teacher Working Conditions Survey results." "I used several tools to analyze the TWC data." "After studying the results of the TWC and comparing 2010 and 2012, the focus this year is on including faculty more in decision-making and leadership opportunities."
	C2 Overall	*Used variety of resources to make changes within school*	

Have you implemented what you learned in the DLP Component? If so, how?		Themes	Illustrative Quotes
Component 3	Central	Discussion with faculty regarding culture	"We have started a discussion on our culture, reviewed the results for the NCTWCS and the surveys we used for this class. The results proved that this is a pretty good place to work." "I have implemented a few strategies to increase the positive school culture aspects of my school." "I have done school culture surveys and established work groups to address culture."
	Eastern	Shared information and resources with teachers	"I am taking some of the information in the readings and sharing those during PLCs with teachers." "I am sharing information about school culture, teacher efficacy and research on how to improve with Professional Learning Communities, the School Improvement Team and the administrative team." "I have used all sessions as parts of my staff development."
	Western	Used survey tools with staff	"We did a staff development where we looked at our survey results for self-efficacy." "I plan to share the results of the cultural survey during my next faculty meeting." "The survey tools given have been helpful as we draft our SIP."
	C3 Overall	*Used resources and survey related to Culture*	**"I am continually trying to improve what we do at our school and using the survey data has helped me and my team to enhance our teacher meetings." "I continue to look for ways with my staff to improve our overall school culture."**

Have you implemented what you learned in the DLP Component? If so, how?		Themes	Illustrative Quotes
Component 4	Central	Implement use of social media; shared ideas and resources	"I have begun following and posting on Twitter. I use it as a communication device about the school." "Experimenting with twitter with faculty." "I have implemented what I have learned through working with teachers in PLCs"
	Eastern	Shared information and resources with teachers	"I regularly use resources and information from our assignments in professional development sessions and to share with individual staff members in my school and district wide." "Assisting my teachers in growing professionally through improved feedback skills and support." "I have used and passed on some of the strategies and articles that have been shared with me." "Have introduced many concepts and used PD ideas from my DLP colleagues."
	Western	Using social media and instructional strategies	"Our staff have had discussions regarding how to use social media." "Using Twitter articles for Professional Development." "I have been more specific about the responsibilities of our instructional coach to be sure she is targeting the teachers with the greatest needs." "I have used strategies on coaching and am planning on using the observation planning sheet."
	C4 Overall	*Used ideas; Some already knew strategies*	**"Have implement what was learned when it comes to directing PLC discussions and meetings." "I have used ideas provided by DLP colleagues. The online networking is great!" "Many of the strategies learned were strategies I already knew and used." "Prior to DLP."**

Have you implemented what you learned in the DLP Component? If so, how?		Themes	Illustrative Quotes
Component 5	Central	Increase in student and community involvement	"Round table discussions with my students to help to continue to meet their needs." "I am now meeting with my students on regular basis and meeting with some community members to be our partners in education." "I have made an effort to partner with local businesses."
	Eastern	Improve relationship with students, parents, and stakeholders	"My staff and I have plans to involve our students, teachers, and the parents in leadership roles that involve our school. We are also trying to reach out to our stakeholders for a helping hand." "I have implemented ideas for increasing stakeholder support and for increasing student leadership opportunities." "I am making a plan to implement more activities for student engagement and student leadership."
	Western	Gain feedback from others	"Now use student engagement and feedback for decision making." "Conducting more meetings with student groups." "I have met with students and had students on the panel to ask/discuss questions. I have a plan for including more external partnerships."
	C5 Overall	*Focused on relationships with those connected to the school*	**"Working on increasing my efforts to meet with students in a more deliberate and purposeful way. Had not really given them 'true' internal stakeholder status."**

Source: DLP Post-Component Survey (overall survey response rate: 88%)

Table L11. Themes from Participants' Open-ended Comments about How They Applied What They Learned from the DLP Training

Most Common Themes	*n*	Illustrative Quotes
Fostering Learning Communities	31	• "I have created an Instructional Team to deal with instructional issues only. I have a functioning PLC and a Lesson Plan tuning PLC." • "I have routinely used what I have learned in DLP in my school. From professional learning communities' collaboration to a change in the use of PBIS in my school." • "I have implemented many ideas gained through the face-to-face and online discussions with colleagues."
Altering School's Vision/Culture	31	• "I have applied much of what I've learned with our School Improvement process, change initiatives at our school, and with my leadership with the Assistant Principals and in general." • "My teachers and I are using data more, we have implemented some changes based on what I learned at DLP and continue to work together to create a high-performing culture at our school." • "The Plan, Do, Study, Act (PDSA) component has been used to help redevelop our school improvement plan. This has been a major tool used to help maintain purposeful work at our school."
Improving Leadership	25	• "I have applied several of ideas presented in my present practice as a high school principal." • "I am planning on changing the way I lead my leadership team, I have implemented survey. I plan on implementing a student leadership group next year." • "I have applied what I learned through DLP. For example, I have a better understanding of leading our school through strategic leadership activities e.g. mission and vision statement development."
Including Data	12	• "I have disaggregated the data for the Working Conditions Survey, and I am attacking those issues that had the most negative change from 2010." • "I have focused primarily on Multiple Measures of Data and Continuous School Improvement in collaborative discussions with teachers prior to leaving the principalship and with administrators since leaving." • "One of the things that I will walk away from DLP with is to always remember to consider multiple sources of data to make big decisions for school improvement."
Empowering Staff	5	• "I am making sure staff is more empowered in decision making about any changes in departments, teaching assignments and collaborative planning." • "I have learned how to empower our teachers to have a voice and ownership in the changes we have made in our school. This has made my job as leader much easier and establish accountability for our teachers without me having to be the heavy hand. This course provided many researched based resources to assist me in leading changes in our school."
Empowering Students	5	• "I have created a student's leadership group that I meet with on a regular basis." • "The most valuable practice has been engaging my students by giving them a voice in the structure of the school."

Source: DLP Year End Participant Survey (overall survey response rate: 79%)

Table L12. Themes from Participants' Open-ended Comments about How They Applied What They Learned from the DLP Training to Their Current Leadership Position

Most Common Themes	*n*	Illustrative Quotes
Fostering Learning Communities	33	• "I have established better Professional Learning Communities and provided teachers with research based information of how these learning communities work best. As an instructional leader, I am trying hard to listen to my customers and provide more opportunities for them to be involved in the decision -making process." • "Continuing to grow the capacity to learn and share with the use of our PLC's." • "Lead teachers are assuming the role of PLC leaders for curriculum and cross grade level meetings. As a small school, we do not have enough teachers for grade level PLCs, thus the grade cohort meetings work well." • "I have created a focused instructional team that meets to prepare materials and evaluation of school programs for the leadership team. I have also established clear lines of communication based on faculty and staff strengths. The results of these two initiatives have resulted in improved student on-task behavior, fewer disciplinary problems, a focused/cohesive professional learning community and improved stakeholder involvement."
Altering School's Vision/Culture	30	• "I have a good understanding of how to create a positive school culture." • "The last two summers we have had vision and mission setting meetings to make sure we know where we want to go as a school. From those meetings we develop our Strategic Plan that incorporates our Safe Schools, Parental Involvement and Title 1 plans. We then build the schedule based on our mission, vision and Strategic Plan." • "Developing a culture of learning and culture of progress for staff. Coaching my staff rather than dictating. Building teacher leaders in the school." • "I have led a staff-inclusive rewrite of our school mission statement and belief statements. We are currently involved in re-writing our school vision. I used the materials I received in DLP to facilitate this process, and so far it has been very successful."
Using Data	27	• "We study data strategically and provide instruction based on student need." • "I implemented the information learned on the Plan-Do-Act-Check model this year. A data team meets on a quarterly basis to analyze data and answers the following questions: What does the data show regarding the results of the implemented strategies? Based on the results, should strategies be changed? The data team reports to data on a quarterly basis to the staff during staff meetings. This has helped us to truly examine our data and change if something is not working." • "The most beneficial component of the DLP training for me was the use of data to support school improvement. EVAAS has become an important tool for me when talking to staff members about areas of needed improvement." • "When I went back to EW School of Arts, I was able to guide teachers in looking at the data to support school Improvement. Many of the activities used in DLP help me gain focus and lead them through processes and procedures that allowed for effective and sustainable results."
Transitioning into a Better Leader	25	• "I feel my leadership skills were enhanced as a result of my involvement in this program." • "I have applied the skills gained from DLP to help me be a more effective leader at my school." • "I have applied all aspects in my day to day activities in serving as the educational leader of my school." • "DLP helped me learn the skills needed to improve my effectiveness as an Educational Leader. I have utilized an array of skills learned and this year was recognized as a regional finalist for North Carolina principal of the year."

Source: DLP One-Year Follow-Up Survey (overall survey response rate: 67%)

Intermediate Outcomes: NC Educator Evaluation Rubric Results

Table L13. Comparison of Leadership Score Level Changes between DLP Cohort 2 and Other Principals

Leadership Score Level Change	DLP Cohort 2 (*n*=124-126)	Rest of State's Principals (*n*=1,394-1,414)
Standard 1: Strategic Leadership		
Rating Increased	35%	28%
Rating Stayed Constant	53%	54%
Rating Decreased	12%	18%
Standard 2: Instructional Leadership		
Rating Increased	34%	32%
Rating Stayed Constant	55%	54%
Rating Decreased	11%	14%
Standard 3: Cultural Leadership		
Rating Increased	24%	27%
Rating Stayed Constant	58%	52%
Rating Decreased	18%	21%
Standard 4: Human Resource Leadership		
Rating Increased	37%	31%
Rating Stayed Constant	49%	52%
Rating Decreased	13%	17%
Standard 5: Managerial Leadership		
Rating Increased	35%	31%
Rating Stayed Constant	51%	58%
Rating Decreased	14%	11%
Standard 6: External Development Leadership*		
Rating Increased	32%	26%
Rating Stayed Constant	56%	53%
Rating Decreased	13%	21%
Standard 7: Micro-political Leadership		
Rating Increased	24%	24%
Rating Stayed Constant	59%	56%
Rating Decreased	17%	20%
Composite (Mode-Max) of 7 Standards		
Rating Increased	21%	24%
Rating Stayed Constant	74%	65%
Rating Decreased	5%	11%

* Statistically significant difference between groups at the *p*<.05 level.
Source: North Carolina Educator Evaluation Rubrics linked with DLP Application data (overall data match rate: 75%)

Table L14. Comparison of Leadership Score Level Changes between DLP Cohort 2 Completers and Exiters

Leadership Score Level Change	Completers (*n*=105-107)	Exiters (*n*=19)
Standard 1: Strategic Leadership		
Rating Increases	35%	32%
Rating Stays Constant	52%	58%
Rating Decreases	12%	11%
Standard 2: Instructional Leadership*		
Rating Increases	36%	12%
Rating Stays Constant	56%	47%
Rating Decreases	7%	32%
Standard 3: Cultural Leadership		
Rating Increases	24%	21%
Rating Stays Constant	58%	58%
Rating Decreases	18%	21%
Standard 4: Human Resource Leadership		
Rating Increases	36%	42%
Rating Stays Constant	49%	53%
Rating Decreases	15%	5%
Standard 5: Managerial Leadership		
Rating Increases	31%	32%
Rating Stays Constant	59%	53%
Rating Decreases	10%	16%
Standard 6: External Development Leadership		
Rating Increases	33%	26%
Rating Stays Constant	55%	58%
Rating Decreases	12%	16%
Standard 7: Micro-political Leadership		
Rating Increases	25%	16%
Rating Stays Constant	57%	68%
Rating Decreases	18%	16%
Composite (Mode-Max) of 7 Standards		
Rating Increases	22%	21%
Rating Stays Constant	73%	79%
Rating Decreases	6%	0%

* Statistically significant difference between groups at the *p*<.05 level.
Source: North Carolina Educator Evaluation Rubrics linked with DLP Application data (overall data match rate: 75%)

Table L15. Change in Strategic Leadership Score Level over Course of DLP

Strategic Leadership Level Before DLP (McREL Score)	n	Change in Leadership Level		
		Percentage that Decreased	*Percentage that Maintained*	*Percentage that Increased*
Not Demonstrated	1	n/a	0	100%
Developing	1	0	0	100%
Proficient	40	0	43%	58%
Accomplished	65	9%	63%	28%
Distinguished	17	53%	47%	n/a

Source: North Carolina Educator Evaluation Rubrics linked with DLP Application data (overall data match rate: 75%)

Table L16. Change in Instructional Leadership Score Level over Course of DLP

Instructional Leadership Level Before DLP (McREL Score)	n	Change in Leadership Level		
		Percentage that Decreased	*Percentage that Maintained*	*Percentage that Increased*
Not Demonstrated	0	n/a	0	0
Developing	0	0	0	0
Proficient	37	3%	43%	54%
Accomplished	72	11%	57%	32%
Distinguished	17	72%	28%	n/a

Source: North Carolina Educator Evaluation Rubrics linked with DLP Application data (overall data match rate: 75%)

Table L17. Change in Cultural Leadership Score Level over Course of DLP

Cultural Leadership Level Before DLP (McREL Score)	n	Change in Leadership Level		
		Percentage that Decreased	*Percentage that Maintained*	*Percentage that Increased*
Not Demonstrated	0	n/a	0	0
Developing	1	0	0	100%
Proficient	28	4%	46%	50%
Accomplished	72	15%	64%	21%
Distinguished	25	44%	56%	n/a

Source: North Carolina Educator Evaluation Rubrics linked with DLP Application data (overall data match rate: 75%)

Table L18. Change in Human Resource Leadership Score Level over Course of DLP

Human Resource Leadership Level Before DLP (McREL Score)	n	Change in Leadership Level		
		Percentage that Decreased	*Percentage that Maintained*	*Percentage that Increased*
Not Demonstrated	0	n/a	0	0
Developing	1	0	0	100%
Proficient	37	0	32%	68%
Accomplished	71	10%	61%	30%
Distinguished	17	59%	41%	n/a

Source: North Carolina Educator Evaluation Rubrics linked with DLP Application data (overall data match rate: 75%)

Table L19. Change in Managerial Leadership Score Level over Course of DLP

Managerial Leadership Level Before DLP (McREL Score)	n	Change in Leadership Level		
		Percentage that Decreased	*Percentage that Maintained*	*Percentage that Increased*
Not Demonstrated	0	n/a	0	0
Developing	2	0	100%	0
Proficient	35	3%	43%	54%
Accomplished	67	3%	70%	27%
Distinguished	22	75%	25%	n/a

Source: North Carolina Educator Evaluation Rubrics linked with DLP Application data (overall data match rate: 75%)

Table L20. Change in External Development Leadership Score Level over Course of DLP

External Development Leadership Level Before DLP (McREL Score)	n	Change in Leadership Level		
		Percentage that Decreased	*Percentage that Maintained*	*Percentage that Increased*
Not Demonstrated	0	n/a	0	0
Developing	0	0	0	0
Proficient	33	0	45%	55%
Accomplished	73	5%	64%	30%
Distinguished	20	60%	40%	n/a

Source: North Carolina Educator Evaluation Rubrics linked with DLP Application data (overall data match rate: 75%)

Table L21. Change in Micro-political Leadership Score Level over Course of DLP

Micro-political Leadership Level Before DLP (McREL Score)	*n*	Change in Leadership Level		
		Percentage that Decreased	*Percentage that Maintained*	*Percentage that Increased*
Not Demonstrated	0	n/a	0	0
Developing	1	0	100%	0
Proficient	24	4%	63%	33%
Accomplished	81	12%	62%	26%
Distinguished	20	55%	45%	n/a

Source: North Carolina Educator Evaluation Rubrics linked with DLP Application data (overall data match rate: 75%)

Table L22. Change in Composite Leadership Score Level over Course of DLP

Composite Leadership Level Before DLP (McREL Score)	*n*	Change in Leadership Level		
		Percentage that Decreased	*Percentage that Maintained*	*Percentage that Increased*
Not Demonstrated	0	n/a	0	0
Developing	0	0	0	0
Proficient	30	0	67%	33%
Accomplished	83	2%	77%	20%
Distinguished	13	79%	21%	n/a

Source: North Carolina Educator Evaluation Rubrics linked with DLP Application data (overall data match rate: 75%)

Long-term Outcomes: Qualitative Results

Table L23. Themes from Participants' Explanations Regarding Their Anticipated Change of School or Position

Most Common Themes	*n*	Illustrative Quotes
Seeking a New Position	15	• "Higher level district level position is what I am seeking." • "I plan to get married in May and will need to relocate to another system for 2013-2014." • "Have applied for central office positions."
Currently in a New Position	6	• "I changed positions during the first year of the program and did not finish. I am now the Middle School Director." • "I am being moved to open the district's first magnet school." • "I will be in another position in our district beginning July 2013."
Uncertain	5	• "Uncertain if program will be funded due to budget constraints." • "Unsure of next year's assignment at this time."
Retiring	4	• "I plan to retire within the next 2 years." • "I am retiring on June 30, 2013."

Source: DLP One-Year Follow-Up Survey

Table L24. Themes from Participants' Explanations Regarding Teacher Turnover Rates Since They Participated in DLP

Most Common Themes	*n*	Illustrative Quotes
Personal Circumstances	26	• "I have a high military population and many of my teachers have to move with spouse." • "The majority of teacher turnover at my school since DLP has been because of teachers staying home to be full-time mothers." • "I have lost one teacher because she decided to pursue her Master's Degree in a city closer to the coast. She loved the school, but was young and wanted to get out of this small county while she had the opportunity."
Retiring from Position	16	• "We have had a lot of teachers to retire; in fact, all of the teacher turnover has been from retirements." • "Teacher turnover has resulted in teachers retiring."
Transferring to Another School/district	14	• "We had a teacher who was ready for a change for a variety of reasons. He is a great teacher with a lot of charisma and instructional skills, but was burnt out in elementary. He moved to the high school and we were fortunate to find a new teacher with lots of energy and ideas." • "Several moved to neighboring Pitt County because they could get their salary steps by moving, and Pitt was also offering signing bonuses for Math and EC teachers."
Change in School Culture	7	• "My school culture was toxic due to certain teachers on staff...these teachers transferred to other schools within our county and outside of the county or left the profession due to medical reasons." • "We re-configured our academy to one of choice instead of assignment. Fewer students are now participating, but they are the "right" students. Since we had to downsize, we allowed faculty members to choose to remain and now have a great fit."
Forced Resignation	5	• "The other teacher was asked to resign about a month ago for matters that I cannot disclose." • "One teacher was dismissed."
Promotion	3	• "One teacher has become an administrator at another school." • "One teacher received a promotion."

Source: DLP One-Year Follow-Up Survey

Table L25. Themes from Participants' Open-ended Comments about How Their School's Culture has Improved Since They Participated in DLP

Most Common Themes	n	Illustrative Quotes
Fostering Learning Communities	26	• "We have done a better job of implementing PLC groups even though we are a small group. At PLCs data is the focus and how to differentiate learning." • "Through a collaborative process with my faculty and staff, we have created a learning & teaching contract that identifies specific teacher actions and specific student actions that should occur daily in order to support academic achievement for all students. This learning & teaching contract has been shared with teachers, students, and parents and has become an integral part of our walkthrough observation data and overall evaluation process." • "We have more staff members becoming active participants in school planning and more community and student support." • "I feel that DLP helped me to understand building better communication between all stakeholders and the administration of the school. I have utilized the skills I learned in DLP to help with building a collaborative vision where all of 'us' are on the same page and moving students toward a common vision. Our teachers and students expect better things of themselves due to their knowledge of where we are going and how we are getting there."
Improving School Culture	22	• "Our staff then our students begins each year in a daylong seminar with administration and Freeman Learning Group as we write our mission and goals for the year. Students learn and discuss what responsible learners do to support their success. We have fun and do many team building activities. These activities with staff and students set the culture for team spirit, high expectations and 212 degrees attitude." • "We have taken a very careful look at our culture, vision, and mission and continue to return to these when making decisions." • "Our school did not meet expected growth last year (EOG's). The culture of wanting to help students improve is there, and teachers work diligently towards that goal." • "Since DLP, our meetings are much more focused around school goals and objectives that tie back to the TWC survey and School Improvement Plan. Based on feedback, staff members feel that meetings are more productive and outcome driven. Additionally, all staff members including assistants have the opportunity to assume leadership roles at the school. There is a system of trust that the lead on a project will deliver as agreed upon by the staff and does not require micromanaging on my end."
Focusing on Data	11	• "Teachers engage in professional dialogue about student performance using data to drive instructional decisions." • "Our school is doing a more effective job of analyzing data and using this information to drive instructional decisions as noted by our PLT, Lead Team, and SIP Team minutes." • "Teachers are using the MClass, SuccessMaker, benchmark, Waterford, and other data to help them drive instruction."
Utilizing Formative & Summative Assessments	5	• "We have increased our test scores." • "In 2010, 80.68% Proficiency met growth / 2011 86.8 % Proficiency met high growth."

Source: DLP One-Year Follow-Up Survey

Other Tables

Table L26. DLP One-Year Follow-Up Survey: Responses to Progress Along Standards Items by Region

Thanks to my participation in DLP, I now do a better job of . . .	**Percentage Agree or Strongly Agree**			
	Central (*n=29*)	*Northeast* (*n=33-34*)	*Southeast* (*n=31*)	*West* (*n=28*)
ensuring the school culture supports the goals of my school. (Cultural Leadership)	93%	85%	100%	100%
facilitating distributed governance and shared decision-making at my school. (Micro-Political Leadership)	93%	85%	100%	96%
aligning the vision, mission, and goals of my school with 21st century learning. (Strategic Leadership)	97%	88%	94%	89%
designing/implementing processes and systems that ensure high performing staff. (Human Resource Leadership)	90%	85%	100%	93%
fostering a collaborative school environment focused on student outcomes. (Instructional Leadership)	97%	79%	94%	96%
improving managerial tasks that allow staff to focus on teaching and learning. (Managerial Leadership)	93%	79%	97%	86%
designing structures or processes that result in community engagement, support, and ownership. (External Leadership Development)	90%	77%	90%	93%

Source: DLP One-Year Follow-Up Survey (overall survey response rate: 67%)

Table L27. Principal Retention at School

Are you presently working at the same school that you were working at in March 2012?	Central (*n*=29)	Northeast (*n*=34)	Southeast (*n*=32)	West (*n*=28)	Total (*n*=123)
Yes	83%	85%	88%	75%	83%
No	17%	15%	13%	25%	17%

Source: DLP One-Year Follow-Up Survey (overall survey response rate: 67%)

Table L28. Principals' Anticipated Change in School or Position

Are you considering, or do you anticipate, a future change of school or position?	Central (*n*=29)	Northeast (*n*=35)	Southeast (*n*=30)	West (*n*=28)	Total (*n*=122)
Yes	31%	26%	33%	43%	33%
No	69%	74%	67%	57%	67%

Source: DLP One-Year Follow-Up Survey (overall survey response rate: 67%)

Table L29. Experiencing Teacher Turnover by Region

Have you experienced turnover?	Central (*n*=24)	Northeast (*n*=29)	Southeast (*n*=25)	West (*n*=21)	Total (*n*=99)
Yes, due to strategic staffing	8%	10%	12%	19%	12%
Yes, unexpected turnover	25%	24%	12%	24%	21%
Yes, both types	38%	48%	44%	29%	40%
No, have not experienced teacher turnover	29%	17%	32%	29%	26%

Source: DLP One-Year Follow-Up Survey (overall survey response rate: 67%)

Table L30. Effect of Teacher Turnover on Schools

Since participating in DLP, my school has been…	Percentage of Respondents (*n*=67-69)					
	Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*	*Agree + Strongly Agree*
Positively affected by teacher turnover	0%	7%	25%	44%	25%	68%
Negatively affected by teacher turnover	28%	34%	27%	10%	0%	10%

Source: DLP One-Year Follow-Up Survey (overall survey response rate: 67%)

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