

Taking Stock of Principal Pipelines

What Public School Districts Report Doing
and What They Want to Do to Improve
School Leadership—Supplemental Material

Susan M. Gates, Julia H. Kaufman, Sy Doan, Andrea Prado Tuma, Deborah Kim



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Preface

This supplemental material accompanies the report *Taking Stock of Principal Pipelines: What Public School Districts Report Doing and What They Want to Do to Improve School Leadership* (available at www.rand.org/t/RRA274-1), which presents findings from a district interview effort conducted between October and December 2019 to provide a baseline description of principal pipeline activities in districts across the country. This document contains tabulations of interview responses and the interview instrument. This material may be of interest to report readers seeking detailed information about interview responses.

This study was undertaken by RAND Education and Labor, a division of the RAND Corporation that conducts research on early childhood through postsecondary education programs, workforce development, and programs and policies affecting workers, entrepreneurship, and financial literacy and decisionmaking. This study was sponsored by The Wallace Foundation, which seeks to foster improvements in learning and enrichment for disadvantaged children and the vitality of the arts for everyone. For more information and research on these and other related topics, please visit its Knowledge Center at www.wallacefoundation.org.

More information about RAND can be found at www.rand.org. Questions about this report should be directed to sgates@rand.org, and questions about RAND Education and Labor should be directed to educationandlabor@rand.org.

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C. Summary of Interview Responses

The tables in this supplemental document provide the descriptive responses to key interview questions, including both responses to closed-ended and open-ended interview items. Note that the categorization of open-ended responses is the result of qualitative coding and analysis, which is described in more detail in Appendix A of the main report. Responses from small districts and to open-ended questions were not weighted to be nationally representative.

The tables show the following:

- the proportion of respondents who responded yes to a yes or no question
- the proportion of responses that we coded with a particular qualitative code
- the proportion of respondents who belonged to another grouping of interest (e.g., respondents indicated they were “moderately” or “strongly” interested) as noted by the table title.

Each table presents results for the five districts size subcategories (1–5) described. Table 1 outlines the roll-ups for the categories we reference throughout the report:

- medium: includes subcategories 2–3
- large: includes subcategories 4–5
- 10K+: includes medium and large (subcategories 2–5).

All quantitative (closed-ended) and qualitative (open-ended) responses that were coded and quantified for subcategories 2–5 and roll-ups are weighted using the survey weights described in Appendix B in the main report. All responses (both qualitative and quantitative) from small (or subcategory 1) districts are left unweighted.

Closed-Ended Items

Table 1. Do your district's goals, strategic plans, or initiatives tie school leadership to school improvement? (Fraction responding "yes")

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Fraction response	0.90	0.89	0.96	1.00	0.86	0.94	0.95	1.00
	(0.03)	(0.03)	(0.02)	(.)	(0.05)	(0.03)	(0.03)	(.)
N	175	130	45	17	57	73	29	16

NOTE: Standard error in parentheses below mean. All responses are survey weighted, with the exception of category 1 (small) responses. Possible response categories were: (1) yes, (2) no, (3) don't know, and (4) refused. Respondents answering "don't know" or "refused" were treated as missing.

Table 2. How satisfied are you with the pool of candidates available to fill principal vacancies in your district in terms of principals' demographic background and competencies? (Fraction responding "satisfied" or "very satisfied")

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Fraction response	0.49	0.49	0.55	0.50	0.48	0.51	0.59	0.46
	(0.04)	(0.05)	(0.06)	(0.13)	(0.07)	(0.06)	(0.08)	(0.09)
N	175	130	45	16	57	73	29	16

NOTE: Standard error in parentheses below mean. All responses are survey weighted with exception of category 1 (small) responses. Possible response categories were: (1) very dissatisfied, (2) dissatisfied, (3) neither dissatisfied nor satisfied, (4) satisfied, (5) very satisfied, (6), don't know, and (7) refused. Respondents answering "don't know" or "refused" were treated as missing.

Table 3. Does your district have leader standards that describe what is expected from school principals? (Fraction responding "yes")

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Fraction response	0.85	0.84	0.98	0.76	0.81	0.88	0.97	1.00
	(0.03)	(0.03)	(0.02)	(0.11)	(0.05)	(0.04)	(0.02)	(.)
N	175	130	45	17	57	73	29	16

NOTE: Standard error in parentheses below mean. All responses are survey weighted with exception of category 1 (small) responses. Possible response categories were: (1) yes, (2) no, (98) don't know, (99) refused. Respondents answering "don't know" or "refused" were treated as missing.

Table 4. Does your district use any of the following leader standards to describe what is expected from school principals: State leader standards (Fraction responding “yes”)

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Fraction response	0.85	0.85	0.85	0.77	0.83	0.87	0.83	0.89
	(0.04)	(0.04)	(0.04)	(0.12)	(0.06)	(0.04)	(0.06)	(0.05)
<i>N</i>	155	111	44	13	45	66	28	16

NOTE: Standard error in parentheses below mean. All responses are survey weighted with exception of category 1 (small) responses. Possible response categories were: (1) yes, (2) no, (3) don't know, and (4) refused. Respondents answering “don't know” or “refused” were treated as missing.

Table 5. Does your district use any of the following leader standards to describe what is expected from school principals: District leader standards (Fraction responding “yes”)

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Fraction response	0.58	0.58	0.60	0.38	0.50	0.71	0.53	0.74
	(0.05)	(0.05)	(0.06)	(0.14)	(0.08)	(0.05)	(0.08)	(0.08)
<i>N</i>	155	111	44	13	45	66	28	16

NOTE: Standard error in parentheses below mean. All responses are survey weighted with exception of category 1 (small) responses. Possible response categories were: (1) yes, (2) no, (3) don't know, and (4) refused. Respondents answering “don't know” or “refused” were treated as missing.

Table 6. Does your district use any of the following leader standards to describe what is expected from school principals: Other leader standards (Fraction responding “yes”)

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Fraction response	0.34	0.35	0.28	0.38	0.35	0.35	0.18	0.51
	(0.04)	(0.05)	(0.05)	(0.14)	(0.07)	(0.06)	(0.06)	(0.09)
<i>N</i>	155	111	44	13	45	66	28	16

NOTE: Standard error in parentheses below mean. All responses are survey weighted with exception of category 1 (small) responses. Possible response categories were: (1) yes, (2) no, (3) don't know, and (4) refused. Respondents answering “don't know” or “refused” were treated as missing.

Table 7. Does your district communicate leader standards to principals? (Fraction responding “yes”)

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Fraction response	0.98	0.98	0.92	0.92	0.98	1.00	0.91	0.95
	(0.01)	(0.01)	(0.05)	(0.08)	(0.02)	(.)	(0.07)	(0.04)
N	154	111	43	13	45	66	27	16

NOTE: Standard error in parentheses below mean. All responses are survey weighted with exception of category 1 (small) responses. Possible response categories were: (1) yes, (2) no, (3) don’t know, and (4) refused. Respondents answering “don’t know” or “refused” were treated as missing.

Table 8. How interested are you in refining your leader standards at this time? (Fraction responding “moderate” or “strong interest”)

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Fraction response	0.59	0.57	0.72	0.62	0.55	0.60	0.73	0.69
	(0.05)	(0.05)	(0.05)	(0.14)	(0.08)	(0.06)	(0.07)	(0.09)
N	153	110	43	13	44	66	28	15

NOTE: Standard error in parentheses below mean. All responses are survey weighted with exception of category 1 (small) responses. Possible response categories were: (1) no interest, (2) slight interest, (3) moderate interest, (4) strong interest, (5) don’t know, and (6) refused. Respondents answering “don’t know” or “refused” were treated as missing.

Table 9. How interested are you in developing leader standards at this time? (Fraction responding “moderate” or “strong interest”)

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Fraction response	0.87	0.86	1.00	0.75	0.83	0.94	1.00	.
	(0.08)	(0.08)	(.)	(0.25)	(0.12)	(0.06)	(.)	.
N	21	20	1	4	12	8	1	0

NOTE: Standard error in parentheses below mean. All responses are survey weighted with exception of category 1 (small) responses. Possible response categories were: (1) no interest, (2) slight interest, (3) moderate interest, (4) strong interest, (5) don’t know, and (6) refused. Respondents answering “don’t know” or “refused” were treated as missing.

Table 10. Does your district have processes or approaches to encourage school staff to become school leaders? (Fraction responding “yes”)

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Fraction response	0.84	0.83	0.98	0.82	0.79	0.89	1.00	0.95
	(0.04)	(0.04)	(0.01)	(0.10)	(0.06)	(0.03)	(.)	(0.04)
N	175	130	45	17	57	73	29	16

NOTE: Standard error in parentheses below mean. All responses are survey weighted with exception of category 1 (small) responses. Possible response categories were: (1) yes, (2) no, (3) don’t know, and (4) refused. Respondents answering “don’t know” or “refused” were treated as missing.

Table 11. Does your district have processes that intentionally strive to encourage individuals with particular characteristics and experiences to become school leaders? (Fraction responding “yes”)

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Fraction response	0.69	0.69	0.69	0.59	0.67	0.72	0.63	0.83
	(0.04)	(0.05)	(0.06)	(0.12)	(0.07)	(0.05)	(0.08)	(0.07)
N	175	130	45	17	57	73	29	16

NOTE: Standard error in parentheses below mean. All responses are survey weighted with exception of category 1 (small) responses. Possible response categories were: (1) yes, (2) no, (3) don’t know, and (4) refused. Respondents answering “don’t know” or “refused” were treated as missing.

Table 12. Does your district give aspiring principals any professional development or support to become school leaders, either on your own or in collaboration with other organizations such as preparation programs? (Fraction responding “yes”)

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Fraction response	0.88	0.88	0.92	1.00	0.85	0.94	0.91	0.95
	(0.03)	(0.04)	(0.05)	(.)	(0.06)	(0.02)	(0.06)	(0.04)
N	175	130	45	17	57	73	29	16

NOTE: Standard error in parentheses below mean. All responses are survey weighted with exception of category 1 (small) responses. Possible response categories were: (1) yes, (2) no, (3) don’t know, and (4) refused. Respondents answering “don’t know” or “refused” were treated as missing.

Table 13. Does your district engage with one or more principal preparation programs on matters relating to how a program is meeting your district’s needs? (Fraction responding “yes”)

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Fraction response	0.57	0.55	0.68	0.53	0.53	0.60	0.64	0.76
	(0.04)	(0.05)	(0.06)	(0.12)	(0.07)	(0.05)	(0.08)	(0.08)
N	174	129	45	17	57	72	29	16

NOTE: Standard error in parentheses below mean. All responses are survey weighted with exception of category 1 (small) responses. Possible response categories were: (1) yes, (2) no, (3) don’t know, and (4) refused. Respondents answering “don’t know” or “refused” were treated as missing.

Table 14. Does your district engage with these principal preparation programs about program course content? (Fraction responding “yes”)

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Fraction response	0.66	0.63	0.92	0.89	0.56	0.73	0.87	1.00
	(0.05)	(0.06)	(0.05)	(0.11)	(0.09)	(0.07)	(0.07)	(.)
N	106	75	31	9	32	43	19	12

NOTE: Standard error in parentheses below mean. All responses are survey weighted with exception of category 1 (small) responses. Possible response categories were: (1) yes, (2) no, (3) don’t know, and (4) refused. Respondents answering “don’t know” or “refused” were treated as missing.

Table 15. Does your district engage with one or more principal preparation programs about the leader standards that describe what is expected from school principals? (Fraction responding “yes”)

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Fraction response	0.58	0.54	0.84	0.75	0.46	0.65	0.75	1.00
	(0.06)	(0.07)	(0.07)	(0.16)	(0.10)	(0.08)	(0.10)	(.)
N	96	67	29	8	26	41	17	12

NOTE: Standard error in parentheses below mean. All responses are survey weighted with exception of category 1 (small) responses. Possible response categories were: (1) yes, (2) no, (3) don’t know, and (4) refused. Respondents answering “don’t know” or “refused” were treated as missing.

Table 16. Does your district keep record of the preparation programs providing administrative certification that your principals completed? (Fraction responding “yes”)

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Fraction response	0.71	0.70	0.77	0.76	0.65	0.79	0.70	0.95
	(0.04)	(0.05)	(0.06)	(0.11)	(0.07)	(0.05)	(0.08)	(0.04)
N	166	121	45	17	54	67	29	16

NOTE: Standard error in parentheses below mean. All responses are survey weighted with exception of category 1 (small) responses. Possible response categories were: (1) yes, (2) no, (3) don't know, and (4) refused. Respondents answering “don't know” or “refused” were treated as missing.

Table 17. Do any principals in your district come from administrative certification programs your district has direct engagement with? (Fraction responding “yes”)

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Fraction response	0.79	0.77	0.94	0.69	0.80	0.72	0.94	0.94
	(0.04)	(0.05)	(0.03)	(0.13)	(0.06)	(0.06)	(0.04)	(0.05)
N	126	88	38	13	37	51	23	15

NOTE: Standard error in parentheses below mean. All responses are survey weighted with exception of category 1 (small) responses. Possible response categories were: (1) yes, (2) no, (3) don't know, and (4) refused. Respondents answering “don't know” or “refused” were treated as missing.

Table 18. Can you estimate what proportion of principals in your district came from these administrative certification programs with which you have direct engagement with? (Fraction indicating 50 percent or more principals)

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Fraction response	0.36	0.31	0.62	0.44	0.35	0.25	0.69	0.48
	(0.06)	(0.07)	(0.07)	(0.18)	(0.10)	(0.07)	(0.09)	(0.12)
N	94	60	34	9	26	34	21	13

NOTE: Standard error in parentheses below mean. All responses are survey weighted with exception of category 1 (small) responses. Possible response categories were: (1) 0–5 percent, (2) 6–10 percent, (3) 11–25 percent, (4) 26–50 percent, (5) more than 50 percent, (6) don't know, and (7) refused. Respondents answering “don't know” or “refused” were treated as missing.

Table 19. How interested are you in engaging more closely with external preparation providers to improve the quality of your district's principal candidates? (Fraction responding "moderate" or "strong interest")

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Fraction response	0.79	0.79	0.77	0.71	0.77	0.82	0.82	0.65
	(0.03)	(0.04)	(0.05)	(0.11)	(0.06)	(0.04)	(0.06)	(0.09)
N	175	130	45	17	57	73	29	16

NOTE: Standard error in parentheses below mean. All responses are survey weighted with exception of category 1 (small) responses. Possible response categories were: (1) no interest, (2) slight interest, (3) moderate interest, (4) strong interest, (5) don't know, and (6) refused. Respondents answering "don't know" or "refused" were treated as missing.

Table 20. Does your district use a talent pool process to prescreen individuals as eligible to apply for principal vacancies in the district? (Fraction responding "yes")

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Fraction response	0.51	0.50	0.58	0.29	0.47	0.55	0.54	0.68
	(0.04)	(0.05)	(0.06)	(0.11)	(0.07)	(0.06)	(0.08)	(0.09)
N	175	130	45	17	57	73	29	16

NOTE: Standard error in parentheses below mean. All responses are survey weighted with exception of category 1 (small) responses. Possible response categories were: (1) yes, (2) no, (3) don't know, and (4) refused. Respondents answering "don't know" or "refused" were treated as missing.

Table 21. How interested are you in doing more to improve hiring and placement of principals in your district, which might include creating a hiring pool or using data for hiring? (Fraction responding "moderate" or "strong interest")

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Fraction response	0.80	0.79	0.90	0.53	0.76	0.84	0.92	0.86
	(0.04)	(0.04)	(0.03)	(0.12)	(0.06)	(0.03)	(0.04)	(0.06)
N	174	129	45	17	57	72	29	16

NOTE: Standard error in parentheses below mean. All responses are survey weighted with exception of category 1 (small) responses. Possible response categories were: (1) no interest, (2) slight interest, (3) moderate interest, (4) strong interest, (5) don't know, and (6) refused. Respondents answering "don't know" or "refused" were treated as missing.

Table 22. Are principal evaluations aligned to district leader standards? (Fraction responding “yes”)

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Fraction response	0.92	0.91	0.97	1.00	0.89	0.93	0.95	1.00
	(0.03)	(0.03)	(0.02)	(.)	(0.05)	(0.03)	(0.04)	(.)
N	155	111	44	13	45	66	28	16

NOTE: Standard error in parentheses below mean. All responses are survey weighted with exception of category 1 (small) responses. Possible response categories were: (1) yes, (2) no, (3) don't know, and (4) refused. Respondents answering “don't know” or “refused” were treated as missing.

Table 23. What proportion of principals in your district receive individualized coaching or mentoring? (Fraction responding “all” or “some”)

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Fraction response	0.98	0.97	1.00	1.00	0.96	1.00	1.00	1.00
	(0.01)	(0.02)	(.)	(.)	(0.03)	(.)	(.)	(.)
N	174	129	45	17	56	73	29	16

NOTE: Standard error in parentheses below mean. All responses are survey weighted with exception of category 1 (small) responses. Possible response categories were: (1) all, (2) some, (3) none, (4) don't know, and (5) refused. Respondents answering “don't know” or “refused” were treated as missing.

Table 24. How interested are you in doing more to improve the quality of the support that you provide to principals in your district, which might include coaching and mentoring or additional professional learning opportunities for principals? (Fraction responding “moderate” or “strong interest”)

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Fraction response	0.86	0.85	0.94	0.76	0.86	0.85	0.93	0.97
	(0.03)	(0.03)	(0.03)	(0.11)	(0.05)	(0.04)	(0.04)	(0.02)
N	175	130	45	17	57	73	29	16

NOTE: Standard error in parentheses below mean. All responses are survey weighted with exception of category 1 (small) responses. Possible response categories were: (1) no interest, (2) slight interest, (3) moderate interest, (4) strong interest, (5) don't know, and (6) refused. Respondents answering “don't know” or “refused” were treated as missing.

Table 25. Does your district use a computerized data system or systems to support decisionmaking about principal hiring, placement, evaluation, and/or support? (Fraction responding “yes”)

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Fraction response	0.46	0.45	0.52	0.24	0.37	0.59	0.43	0.73
	(0.04)	(0.05)	(0.06)	(0.11)	(0.07)	(0.05)	(0.08)	(0.08)
N	174	129	45	17	57	72	29	16

NOTE: Standard error in parentheses below mean. All responses are survey weighted with exception of category 1 (small) responses. Possible response categories were: (1) yes, (2) no, (3) don't know, and (4) refused. Respondents answering “don't know” or “refused” were treated as missing.

Table 26. Would a computerized data system used to track hiring, placing, and evaluating school principals be useful to your district? (Fraction responding “yes”)

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Fraction response	0.75	0.73	0.94	0.45	0.72	0.77	0.92	1.00
	(0.06)	(0.07)	(0.06)	(0.16)	(0.09)	(0.07)	(0.07)	(.)
N	76	60	16	11	32	28	12	4

NOTE: Standard error in parentheses below mean. All responses are survey weighted with exception of category 1 (small) responses. Possible response categories were: (1) yes, (2) no, (3) don't know, and (4) refused. Respondents answering “Don't Know” or “Refused” were treated as missing.

Table 27. Does your district have a position or office dedicated to school leadership? (Fraction responding “yes”)

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Fraction response	0.48	0.45	0.79	0.24	0.41	0.51	0.74	0.92
	(0.04)	(0.05)	(0.06)	(0.11)	(0.07)	(0.06)	(0.08)	(0.06)
N	175	130	45	17	57	73	29	16

NOTE: Standard error in parentheses below mean. All responses are survey weighted with exception of category 1 (small) responses. Possible response categories were: (1) yes, (2) no, (3) don't know, and (4) refused. Respondents answering “don't know” or “refused” were treated as missing.

Table 28. Who is the direct supervisor that evaluates principals in your district?

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Superintendent only	0.12 (0.03)	0.14 (0.03)		0.71 (0.11)	0.19 (0.05)	0.05 (0.02)		
Superintendent and someone else	0.16 (0.03)	0.17 (0.04)		0.12 (0.08)	0.20 (0.06)	0.13 (0.03)		
Someone else only	0.72 (0.04)	0.69 (0.05)	1.00 (.)	0.18 (0.09)	0.61 (0.07)	0.82 (0.04)	1.00 (.)	1.00 (.)
<i>N</i>	175	130	45	17	57	73	29	16

NOTE: Standard error in parentheses below mean. All responses are survey weighted with exception of category 1 (small) responses. Possible response categories were: (1) superintendent, (2) assistant, associate, deputy, or vice superintendent, (3) someone else, (4) don't know, and (5) refused. Respondents answering "don't know" or "refused" were treated as missing. Respondents could select multiple response categories. Respondents were coded as "superintendent only" if they selected option 1 but not options 2 and 3, "superintendent and someone else" if they selected option 1 and either option 2 and/or option 3, and "someone else" if they did not select option 1 but did select option 2 or 3.

Open-Ended Items

Table 29. How do [district] goals, strategic plans, or initiatives focus specifically on improving preparation, hiring, support, and/or evaluation of school principals? (Fraction indicating response)

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
No goals or strategic plan related to improving preparation, hiring, support, and/or evaluation of principals	0.11 (0.03)	0.12 (0.03)	0.09 (0.05)	0.06 (0.06)	0.13 (0.05)	0.10 (0.04)	0.10 (0.07)	0.08 (0.05)
Improvement or focus on leader standards	0.03 (0.01)	0.03 (0.02)	0.00 (.)	0.12 (0.08)	0.03 (0.02)	0.03 (0.02)	0.00 (.)	0.00 (.)
Improvement or focus on principal preparation	0.28 (0.04)	0.26 (0.04)	0.42 (0.06)	0.18 (0.10)	0.19 (0.06)	0.37 (0.06)	0.34 (0.08)	0.59 (0.09)
Improvement or focus on principal hiring	0.32 (0.04)	0.32 (0.05)	0.34 (0.06)	0.12 (0.08)	0.30 (0.07)	0.35 (0.06)	0.30 (0.08)	0.42 (0.09)
Improvement or focus on on-the-job support for principals	0.51 (0.04)	0.52 (0.05)	0.43 (0.07)	0.71 (0.11)	0.42 (0.07)	0.69 (0.05)	0.39 (0.09)	0.51 (0.09)
Improvement or focus on school principal evaluation	0.24 (0.04)	0.23 (0.04)	0.27 (0.06)	0.18 (0.10)	0.26 (0.06)	0.19 (0.05)	0.23 (0.09)	0.35 (0.09)
Other	0.03 (0.01)	0.02 (0.01)	0.06 (0.03)	0.12 (0.08)	0.00 (.)	0.06 (0.03)	0.09 (0.05)	0.00 (.)
<i>N</i>	159	118	41	17	49	69	25	16

NOTE: Standard error in parentheses below mean. Qualitative codes were generated from respondent interviews using an iterative process. Numbers reported reflect the fraction of responses that mentioned a topic in that category. One response could have mentioned multiple categories, so the fractions will not sum to 1. All responses are survey weighted, with the exception of category 1 (small) responses. Respondents who skipped or were not eligible for the question are omitted from the table.

Table 30. Thinking about the available pool of candidates to fill principal vacancies in your district, what gaps, if any, do you see?

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Principals of specific ethnicities	0.48 (0.04)	0.49 (0.05)	0.43 (0.06)	0.13 (0.09)	0.47 (0.07)	0.51 (0.06)	0.36 (0.07)	0.59 (0.09)
Principals of specific gender	0.12 (0.03)	0.13 (0.03)	0.07 (0.03)	0.07 (0.07)	0.11 (0.04)	0.17 (0.04)	0.04 (0.02)	0.15 (0.07)
Principals with teaching experience	0.01 (0.00)	0.01 (0.00)	0.00 (.)	0.13 (0.09)	0.00 (.)	0.02 (0.01)	0.00 (.)	0.00 (.)
Principals with leadership experience	0.34 (0.04)	0.34 (0.05)	0.33 (0.06)	0.40 (0.13)	0.38 (0.07)	0.29 (0.05)	0.41 (0.08)	0.14 (0.07)
Principals with experience working with particular grade levels	0.03 (0.02)	0.03 (0.02)	0.00 (.)	0.07 (0.07)	0.03 (0.03)	0.02 (0.01)	0.00 (.)	0.00 (.)
Principals with specific leadership skills	0.33 (0.04)	0.34 (0.05)	0.25 (0.05)	0.27 (0.12)	0.40 (0.07)	0.25 (0.05)	0.21 (0.06)	0.33 (0.09)
Principals able to serve in underperforming or struggling schools	0.03 (0.01)	0.02 (0.01)	0.07 (0.03)	0.00 (.)	0.02 (0.02)	0.03 (0.02)	0.02 (0.02)	0.19 (0.08)
Principals able to serve in schools serving elementary (K–5) students	0.00 (0.00)	0.00 (0.00)	0.01 (0.01)	0.00 (.)	0.00 (.)	0.01 (0.01)	0.02 (0.01)	0.00 (.)
Principals able to serve in schools serving middle school (grades 6–8) students	0.03 (0.01)	0.03 (0.02)	0.02 (0.01)	0.07 (0.07)	0.03 (0.02)	0.03 (0.03)	0.00 (.)	0.05 (0.03)
Principals able to serve in schools serving high school (grades 9–12) students	0.04 (0.01)	0.04 (0.01)	0.09 (0.03)	0.07 (0.07)	0.00 (.)	0.10 (0.04)	0.03 (0.02)	0.21 (0.08)

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Principals with expertise in meeting the needs of specific student populations	0.09 (0.02)	0.07 (0.02)	0.21 (0.05)	0.07 (0.07)	0.05 (0.03)	0.12 (0.03)	0.23 (0.06)	0.18 (0.07)
Other gap(s)	0.32 (0.04)	0.31 (0.04)	0.37 (0.07)	0.13 (0.09)	0.34 (0.06)	0.27 (0.05)	0.36 (0.08)	0.39 (0.09)
General lack of candidates	0.13 (0.03)	0.13 (0.03)	0.10 (0.03)	0.27 (0.12)	0.13 (0.04)	0.13 (0.04)	0.10 (0.04)	0.11 (0.05)
<i>N</i>	170	125	45	15	55	70	29	16

NOTE: Standard error in parentheses below mean. Qualitative codes were generated from respondent interviews using an iterative process. Numbers reported reflect the fraction of responses that mentioned a topic in that category. One response could have mentioned multiple categories, so the fractions will not sum to 1. All responses are survey weighted, with the exception of category 1 (small) responses. Respondents who skipped or were not eligible for the question are omitted from the table.

Table 31. How and when are these leader standards communicated to principals?

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
During district or school meetings or professional development opportunities	0.63 (0.04)	0.63 (0.05)	0.59 (0.07)	0.33 (0.14)	0.67 (0.07)	0.56 (0.06)	0.60 (0.09)	0.58 (0.10)
During hiring process	0.05 (0.01)	0.05 (0.02)	0.10 (0.04)	0.00 (.)	0.01 (0.01)	0.09 (0.03)	0.06 (0.04)	0.19 (0.08)
During employee onboarding and/or induction	0.18 (0.04)	0.17 (0.04)	0.22 (0.06)	0.08 (0.08)	0.18 (0.07)	0.16 (0.04)	0.18 (0.08)	0.30 (0.09)
During principal's evaluation or coaching	0.65 (0.05)	0.64 (0.05)	0.74 (0.06)	0.67 (0.14)	0.63 (0.08)	0.65 (0.06)	0.67 (0.09)	0.88 (0.06)
District webpage	0.02 (0.01)	0.02 (0.01)	0.03 (0.02)	0.00 (.)	0.00 (.)	0.04 (0.02)	0.05 (0.03)	0.00 (.)

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Distribution of document electronically (e.g., by email) or in hard copy	0.09 (0.03)	0.10 (0.03)	0.04 (0.02)	0.00 (.)	0.09 (0.05)	0.12 (0.03)	0.04 (0.03)	0.04 (0.03)
Other	0.08 (0.03)	0.08 (0.03)	0.11 (0.04)	0.08 (0.08)	0.11 (0.05)	0.02 (0.01)	0.03 (0.03)	0.28 (0.09)
<i>N</i>	149	109	40	12	44	65	25	15

NOTE: Standard error in parentheses below mean. Qualitative codes were generated from respondent interviews using an iterative process. Numbers reported reflect the fraction of responses that mentioned a topic in that category. One response could have mentioned multiple categories so the fractions will not sum to 1. All responses are survey weighted, with the exception of category 1 (small) responses. Respondents who skipped or were not eligible for the question are omitted from the table.

Table 32. What factors might keep your district from further refining leader standards that describe what is expected from school principals?

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
No perceived need	0.34 (0.04)	0.34 (0.05)	0.35 (0.06)	0.54 (0.14)	0.31 (0.07)	0.40 (0.06)	0.35 (0.08)	0.36 (0.09)
Not enough time	0.23 (0.04)	0.22 (0.05)	0.30 (0.06)	0.31 (0.13)	0.24 (0.07)	0.17 (0.04)	0.35 (0.08)	0.18 (0.08)
Not enough staff	0.02 (0.01)	0.01 (0.01)	0.11 (0.05)	0.00 (.)	0.02 (0.01)	0.01 (0.01)	0.15 (0.07)	0.00 (.)
Not enough expertise among district staff	0.02 (0.02)	0.03 (0.02)	0.00 (.)	0.00 (.)	0.02 (0.02)	0.03 (0.03)	0.00 (.)	0.00 (.)
Not enough funding or money to support process	0.06 (0.02)	0.06 (0.02)	0.04 (0.02)	0.15 (0.10)	0.05 (0.03)	0.08 (0.03)	0.06 (0.03)	0.00 (.)
Other	0.51 (0.05)	0.53 (0.05)	0.42 (0.06)	0.08 (0.08)	0.58 (0.08)	0.44 (0.06)	0.39 (0.08)	0.47 (0.09)
<i>N</i>	152	108	44	13	44	64	28	16

NOTE: Standard error in parentheses below mean. Qualitative codes were generated from respondent interviews using an iterative process. Numbers reported reflect the fraction of responses that mentioned a topic in that category. One response could have mentioned multiple categories so the fractions will not sum to 1. All responses are survey weighted, with the exception of category 1 (small) responses. Respondents who skipped or were not eligible for the question are omitted from the table.

Table 33. What factors might keep your district from developing leader standards that describe what is expected from school principals?

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
No perceived need	0.42 (0.12)	0.41 (0.12)	1.00 (.)	0.75 (0.25)	0.54 (0.16)	0.13 (0.10)	1.00 (.)	. (.)
Not enough time	0.24 (0.10)	0.24 (0.10)	0.00 (.)	0.50 (0.29)	0.22 (0.12)	0.29 (0.17)	0.00 (.)	. (.)
Not enough staff	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	. (.)
Not enough expertise among district staff	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	. (.)
Not enough funding or money to support process	0.00 (.)	0.00 (.)	0.00 (.)	0.25 (0.25)	0.00 (.)	0.00 (.)	0.00 (.)	. (.)
Other	0.60 (0.12)	0.61 (0.12)	0.00 (.)	0.00 (.)	0.49 (0.16)	0.87 (0.10)	0.00 (.)	. (.)
<i>N</i>	21	20	1	4	12	8	1	0

NOTE: Standard error in parentheses below mean. Qualitative codes were generated from respondent interviews using an iterative process. Numbers reported reflect the fraction of responses that mentioned a topic in that category. One response could have mentioned multiple categories so the fractions will not sum to 1. All responses are survey weighted, with the exception of category 1 (small) responses. Respondents who skipped or were not eligible for the question are omitted from the table.

Table 34. What particular leader characteristic or experiences is your district especially interested in promoting?

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Principals of specific ethnicities	0.10 (0.03)	0.10 (0.04)	0.09 (0.04)	0.10 (0.10)	0.15 (0.06)	0.02 (0.01)	0.08 (0.05)	0.12 (0.09)
Principals of specific gender	0.02 (0.02)	0.02 (0.02)	0.04 (0.03)	0.00 (.)	0.03 (0.03)	0.01 (0.01)	0.00 (.)	0.12 (0.09)
Principals with teaching experience	0.14 (0.04)	0.15 (0.04)	0.03 (0.02)	0.10 (0.10)	0.17 (0.06)	0.11 (0.05)	0.00 (.)	0.10 (0.05)
Principals with school leadership experience	0.35 (0.05)	0.35 (0.05)	0.36 (0.08)	0.30 (0.15)	0.34 (0.08)	0.36 (0.06)	0.40 (0.10)	0.28 (0.11)
Principals with experience working with particular grade levels	0.02 (0.02)	0.03 (0.02)	0.00 (.)	0.00 (.)	0.03 (0.03)	0.03 (0.02)	0.00 (.)	0.00 (.)
Principals with specific leadership skills	0.78 (0.04)	0.78 (0.04)	0.81 (0.06)	0.80 (0.13)	0.82 (0.06)	0.72 (0.06)	0.78 (0.09)	0.87 (0.07)
Principals able to serve in underperforming or struggling schools	0.02 (0.01)	0.02 (0.01)	0.06 (0.04)	0.00 (.)	0.00 (.)	0.05 (0.02)	0.03 (0.03)	0.12 (0.09)
Principals able to serve in schools serving elementary (K–5) students	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)
Principals able to serve in schools serving middle school (grades 6–8) students	0.03 (0.02)	0.03 (0.02)	0.00 (.)	0.10 (0.10)	0.05 (0.04)	0.00 (.)	0.00 (.)	0.00 (.)
Principals able to serve in schools serving high school (grades 9–12) students	0.01 (0.01)	0.01 (0.01)	0.00 (.)	0.00 (.)	0.02 (0.02)	0.00 (.)	0.00 (.)	0.00 (.)

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Principals that are the right fit with particular schools	0.09 (0.04)	0.10 (0.05)	0.00 (.)	0.10 (0.10)	0.12 (0.07)	0.06 (0.03)	0.00 (.)	0.00 (.)
Principals who know the community where the school is located	0.02 (0.01)	0.02 (0.01)	0.04 (0.03)	0.00 (.)	0.00 (.)	0.05 (0.02)	0.00 (.)	0.11 (0.08)
Principals with expertise in meeting the needs of specific student populations	0.08 (0.02)	0.07 (0.02)	0.13 (0.05)	0.10 (0.10)	0.06 (0.04)	0.08 (0.03)	0.16 (0.07)	0.07 (0.04)
Other	0.19 (0.04)	0.20 (0.05)	0.17 (0.06)	0.00 (.)	0.22 (0.07)	0.16 (0.05)	0.09 (0.07)	0.31 (0.11)
<i>N</i>	125	92	33	10	38	54	20	13

NOTE: Standard error in parentheses below mean. Qualitative codes were generated from respondent interviews using an iterative process. Numbers reported reflect the fraction of responses that mentioned a topic in that category. One response could have mentioned multiple so the fractions will not sum to 1. All responses are survey weighted, with the exception of category 1 (small) responses. Respondents who skipped or were not eligible for the question are omitted from the table.

Table 35. What types of professional development or support does your district provide to aspiring principals?

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Administrator certification program in your district	0.06 (0.02)	0.05 (0.02)	0.16 (0.04)	0.00 (.)	0.02 (0.02)	0.08 (0.03)	0.12 (0.05)	0.27 (0.09)
Administrator certification program from another organization	0.23 (0.04)	0.23 (0.04)	0.27 (0.06)	0.29 (0.11)	0.26 (0.06)	0.17 (0.04)	0.28 (0.07)	0.24 (0.08)
Coaching by experienced educational leaders in your district	0.18 (0.03)	0.17 (0.04)	0.22 (0.06)	0.35 (0.12)	0.17 (0.06)	0.17 (0.04)	0.29 (0.08)	0.06 (0.05)
Coaching by experienced educational leaders from another organization	0.06 (0.02)	0.05 (0.02)	0.12 (0.05)	0.00 (.)	0.03 (0.02)	0.08 (0.03)	0.17 (0.07)	0.00 (.)
Professional development or training focused on leadership in your district	0.78 (0.04)	0.78 (0.04)	0.77 (0.05)	0.41 (0.12)	0.76 (0.06)	0.82 (0.05)	0.74 (0.07)	0.85 (0.07)
Professional development or training focused on leadership from another organization	0.38 (0.04)	0.38 (0.05)	0.36 (0.06)	0.47 (0.12)	0.46 (0.07)	0.25 (0.05)	0.34 (0.08)	0.40 (0.10)
Other	0.08 (0.02)	0.08 (0.03)	0.07 (0.03)	0.18 (0.10)	0.06 (0.03)	0.12 (0.04)	0.06 (0.04)	0.09 (0.06)
<i>N</i>	161	118	43	17	50	68	28	15

NOTE: Standard error in parentheses below mean. Qualitative codes were generated from respondent interviews using an iterative process. Numbers reported reflect the fraction of responses that mentioned a topic in that category. One response could have mentioned multiple categories so the fractions will not sum to 1. All responses are survey weighted, with the exception of category 1 (small) responses. Respondents who skipped or were not eligible for the question are omitted from the table.

Table 36. How does your district engage with these principal preparation programs?

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Program-led leader recruitment events that you attend	0.02 (0.02)	0.03 (0.02)	0.00 (.)	0.11 (0.11)	0.02 (0.02)	0.03 (0.03)	0.00 (.)	0.00 (.)
District-led leader recruitment events that programs attend	0.03 (0.02)	0.03 (0.03)	0.00 (.)	0.00 (.)	0.04 (0.04)	0.02 (0.02)	0.00 (.)	0.00 (.)
Discussions with one or more programs on your district's needs regarding principal candidates, but not yet collaborating to develop strategies	0.26 (0.05)	0.27 (0.06)	0.20 (0.08)	0.11 (0.11)	0.26 (0.08)	0.28 (0.07)	0.21 (0.11)	0.19 (0.10)
Collaboration to develop strategies for programs to address your district's needs	0.57 (0.06)	0.56 (0.07)	0.66 (0.08)	0.67 (0.17)	0.54 (0.10)	0.59 (0.08)	0.60 (0.10)	0.79 (0.11)
Collaboration to develop strategies for district to support program needs	0.26 (0.05)	0.25 (0.06)	0.28 (0.06)	0.00 (.)	0.25 (0.09)	0.25 (0.07)	0.12 (0.06)	0.61 (0.12)
Other	0.25 (0.05)	0.24 (0.06)	0.30 (0.08)	0.22 (0.15)	0.25 (0.08)	0.22 (0.06)	0.33 (0.10)	0.26 (0.12)
<i>N</i>	104	72	32	9	30	42	20	12

NOTE: Standard error in parentheses below mean. Qualitative codes were generated from respondent interviews using an iterative process. Numbers reported reflect the fraction of responses that mentioned a topic in that category. One response could have mentioned multiple categories so the fractions will not sum to 1. All responses are survey weighted, with the exception of category 1 (small) responses. Respondents who skipped or were not eligible for the question are omitted from the table.

Table 37. What factors might keep you from engaging more closely with external providers to improve the quality of your district’s principal candidates?

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
No perceived need	0.17 (0.04)	0.17 (0.04)	0.11 (0.03)	0.18 (0.10)	0.22 (0.06)	0.17 (0.04)	0.17 (0.04)	0.11 (0.03)
Not enough time	0.37 (0.04)	0.39 (0.05)	0.27 (0.06)	0.47 (0.12)	0.35 (0.06)	0.37 (0.04)	0.39 (0.05)	0.27 (0.06)
Not enough staff	0.05 (0.02)	0.04 (0.03)	0.12 (0.05)	0.00 (.)	0.06 (0.04)	0.05 (0.02)	0.04 (0.03)	0.12 (0.05)
Not enough expertise among district staff	0.01 (0.01)	0.01 (0.01)	0.00 (.)	0.00 (.)	0.00 (.)	0.01 (0.01)	0.01 (0.01)	0.00 (.)
Not enough funding or money to support process	0.22 (0.03)	0.23 (0.04)	0.17 (0.04)	0.06 (0.06)	0.24 (0.06)	0.22 (0.03)	0.23 (0.04)	0.17 (0.04)
Lack of provider programs in area	0.04 (0.01)	0.04 (0.01)	0.03 (0.02)	0.00 (.)	0.03 (0.02)	0.04 (0.01)	0.04 (0.01)	0.03 (0.02)
Lack of provider willingness to collaborate	0.19 (0.03)	0.19 (0.04)	0.14 (0.04)	0.18 (0.10)	0.23 (0.06)	0.19 (0.03)	0.19 (0.04)	0.14 (0.04)
Other	0.38 (0.04)	0.36 (0.04)	0.49 (0.06)	0.41 (0.12)	0.28 (0.06)	0.38 (0.04)	0.36 (0.04)	0.49 (0.06)
<i>N</i>	175	130	45	17	57	175	130	45

NOTE: Standard error in parentheses below mean. Qualitative codes were generated from respondent interviews using an iterative process. Numbers reported reflect the fraction of responses that mentioned a topic in that category. One response could have mentioned multiple categories so the fractions will not sum to 1. All responses are survey weighted, with the exception of category 1 (small) responses. Respondents who skipped or were not eligible for the question are omitted from the table.

Table 38. What criteria does your district use to evaluate and select candidates for principals' positions?

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Standard job description	0.06 (0.02)	0.05 (0.02)	0.10 (0.03)	0.06 (0.06)	0.04 (0.03)	0.08 (0.03)	0.14 (0.05)	0.00 (.)
Leader standards	0.08 (0.02)	0.08 (0.03)	0.13 (0.04)	0.29 (0.11)	0.06 (0.03)	0.10 (0.04)	0.10 (0.05)	0.19 (0.07)
Performance tasks	0.18 (0.03)	0.16 (0.03)	0.35 (0.06)	0.06 (0.06)	0.13 (0.04)	0.22 (0.04)	0.36 (0.08)	0.34 (0.09)
Measures of interpersonal or other skills	0.32 (0.04)	0.32 (0.04)	0.27 (0.06)	0.18 (0.10)	0.32 (0.06)	0.33 (0.05)	0.29 (0.08)	0.23 (0.09)
Hiring rubric	0.13 (0.03)	0.14 (0.04)	0.05 (0.02)	0.24 (0.11)	0.17 (0.05)	0.09 (0.04)	0.08 (0.04)	0.00 (.)
Responses to interview questions	0.55 (0.04)	0.54 (0.05)	0.70 (0.06)	0.47 (0.12)	0.44 (0.07)	0.71 (0.05)	0.71 (0.07)	0.69 (0.08)
Teaching or leadership experience	0.44 (0.04)	0.46 (0.05)	0.29 (0.06)	0.29 (0.11)	0.46 (0.07)	0.44 (0.05)	0.34 (0.07)	0.19 (0.07)
Recommendations	0.12 (0.03)	0.12 (0.03)	0.15 (0.04)	0.06 (0.06)	0.08 (0.04)	0.18 (0.04)	0.16 (0.06)	0.14 (0.07)
Feedback from stakeholder groups	0.22 (0.03)	0.21 (0.03)	0.35 (0.06)	0.41 (0.12)	0.17 (0.05)	0.27 (0.05)	0.25 (0.07)	0.57 (0.09)
Meeting certification requirements	0.13 (0.02)	0.12 (0.03)	0.25 (0.05)	0.12 (0.08)	0.10 (0.04)	0.14 (0.03)	0.24 (0.06)	0.28 (0.09)
Fit with a particular school	0.40 (0.04)	0.40 (0.05)	0.38 (0.06)	0.18 (0.10)	0.39 (0.06)	0.41 (0.05)	0.33 (0.07)	0.50 (0.09)
Other	0.25 (0.04)	0.26 (0.04)	0.15 (0.04)	0.18 (0.10)	0.26 (0.06)	0.25 (0.05)	0.17 (0.06)	0.11 (0.05)
<i>N</i>	174	130	44	17	57	73	28	16

NOTE: Standard error in parentheses below mean. Qualitative codes were generated from respondent interviews using an iterative process. Numbers reported reflect the fraction of responses that mentioned a topic in that category. One response could have mentioned multiple categories so the fractions will not sum to 1. All responses are survey weighted, with the exception of category 1 (small) responses. Respondents who skipped or were not eligible for the question are omitted from the table.

Table 39. What factors might keep you from doing more to improve hiring and placement of principals in your district?

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
No perceived need	0.27 (0.04)	0.29 (0.04)	0.10 (0.03)	0.65 (0.12)	0.31 (0.06)	0.26 (0.04)	0.10 (0.04)	0.09 (0.05)
Not enough time	0.28 (0.04)	0.27 (0.04)	0.37 (0.06)	0.24 (0.11)	0.28 (0.06)	0.26 (0.05)	0.32 (0.08)	0.49 (0.10)
Not enough staff	0.11 (0.03)	0.09 (0.03)	0.27 (0.06)	0.00 (.)	0.09 (0.05)	0.09 (0.03)	0.31 (0.08)	0.17 (0.08)
Not enough expertise among district staff	0.06 (0.02)	0.07 (0.03)	0.02 (0.02)	0.00 (.)	0.05 (0.04)	0.09 (0.04)	0.03 (0.02)	0.00 (.)
Not enough funding or money to support process	0.21 (0.03)	0.20 (0.04)	0.30 (0.06)	0.24 (0.11)	0.18 (0.05)	0.23 (0.05)	0.30 (0.07)	0.29 (0.09)
Lack of adequate technology	0.02 (0.01)	0.01 (0.01)	0.03 (0.02)	0.00 (.)	0.00 (.)	0.04 (0.02)	0.04 (0.03)	0.00 (.)
Other	0.43 (0.04)	0.42 (0.05)	0.47 (0.06)	0.06 (0.06)	0.43 (0.07)	0.40 (0.05)	0.49 (0.08)	0.44 (0.10)
<i>N</i>	172	128	44	17	55	73	29	15

NOTE: Standard error in parentheses below mean. Qualitative codes were generated from respondent interviews using an iterative process. Numbers reported reflect the fraction of responses that mentioned a topic in that category. One response could have mentioned multiple categories so the fractions will not sum to 1. All responses are survey weighted, with the exception of category 1 (small) responses. Respondents who skipped or were not eligible for the question are omitted from the table.

Table 40. Who provides the coaching and mentoring [of principals in your district]?

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Someone who supervise principals	0.79 (0.04)	0.80 (0.04)	0.77 (0.06)	0.82 (0.10)	0.75 (0.06)	0.88 (0.03)	0.76 (0.07)	0.80 (0.08)
Retired school or district leaders	0.18 (0.04)	0.17 (0.04)	0.26 (0.05)	0.12 (0.08)	0.22 (0.06)	0.09 (0.03)	0.16 (0.06)	0.50 (0.09)
Someone else in the district	0.54 (0.04)	0.53 (0.05)	0.62 (0.06)	0.18 (0.10)	0.54 (0.07)	0.52 (0.06)	0.59 (0.08)	0.69 (0.09)
Other person or organization outside of the district	0.22 (0.04)	0.23 (0.04)	0.14 (0.04)	0.47 (0.12)	0.28 (0.06)	0.16 (0.04)	0.16 (0.05)	0.11 (0.05)
Other	0.01 (0.01)	0.01 (0.01)	0.00 (.)	0.00 (.)	0.01 (0.01)	0.01 (0.01)	0.00 (.)	0.00 (.)
<i>N</i>	171	126	45	17	54	72	29	16

NOTE: Standard error in parentheses below mean. Qualitative codes were generated from respondent interviews using an iterative process. Numbers reported reflect the fraction of responses that mentioned a topic in that category. One response could have mentioned multiple categories so the fractions will not sum to 1. All responses are survey weighted, with the exception of category 1 (small) responses. Respondents who skipped or were not eligible for the question are omitted from the table.

Table 41. Other than coaching or mentoring, in what other ways does your district support professional learning for principals?

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
District-provided training	0.49 (0.04)	0.47 (0.05)	0.72 (0.06)	0.12 (0.09)	0.39 (0.07)	0.60 (0.05)	0.72 (0.07)	0.71 (0.08)
Training provided by source external to district	0.22 (0.03)	0.23 (0.04)	0.17 (0.04)	0.31 (0.12)	0.20 (0.05)	0.27 (0.05)	0.13 (0.05)	0.24 (0.08)
Funding to support principals to pursue training or further education on their own outside of the district	0.37 (0.04)	0.38 (0.05)	0.33 (0.06)	0.75 (0.11)	0.37 (0.06)	0.40 (0.05)	0.37 (0.08)	0.26 (0.08)
Principal professional learning communities	0.27 (0.04)	0.26 (0.04)	0.32 (0.06)	0.06 (0.06)	0.24 (0.06)	0.30 (0.05)	0.35 (0.08)	0.24 (0.07)
Meetings of principals that may include a support component, excluding professional learning community [PLCs], within district or region	0.40 (0.04)	0.40 (0.05)	0.43 (0.06)	0.31 (0.12)	0.40 (0.07)	0.40 (0.05)	0.39 (0.08)	0.51 (0.09)
Other	0.09 (0.03)	0.10 (0.03)	0.04 (0.03)	0.19 (0.10)	0.14 (0.05)	0.04 (0.02)	0.05 (0.04)	0.00 (.)
<i>N</i>	173	130	43	16	57	73	27	16

NOTE: Standard error in parentheses below mean. Qualitative codes were generated from respondent interviews using an iterative process. Numbers reported reflect the fraction of responses that mentioned a topic in that category. One response could have mentioned multiple categories so the fractions will not sum to 1. All responses are survey weighted, with the exception of category 1 (small) responses. Respondents who skipped or were not eligible for the question are omitted from the table.

Table 42. What factors might keep your district from doing more to enhance evaluation and support for principals

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
No perceived need	0.09 (0.03)	0.10 (0.03)	0.01 (0.01)	0.29 (0.11)	0.11 (0.05)	0.08 (0.03)	0.00 (.)	0.04 (0.03)
Not enough time	0.54 (0.04)	0.54 (0.05)	0.56 (0.06)	0.59 (0.12)	0.55 (0.07)	0.52 (0.06)	0.53 (0.08)	0.62 (0.09)
Not enough staff	0.08 (0.02)	0.06 (0.02)	0.22 (0.06)	0.00 (.)	0.03 (0.02)	0.10 (0.04)	0.26 (0.08)	0.14 (0.07)
Not enough expertise among district staff	0.01 (0.00)	0.00 (.)	0.08 (0.03)	0.12 (0.08)	0.00 (.)	0.00 (.)	0.05 (0.03)	0.13 (0.07)
Not enough funding or money to support process	0.40 (0.04)	0.40 (0.05)	0.40 (0.06)	0.35 (0.12)	0.39 (0.07)	0.41 (0.05)	0.39 (0.08)	0.41 (0.09)
No expressed need among principals	0.00 (0.00)	0.00 (0.00)	0.00 (.)	0.00 (.)	0.00 (.)	0.01 (0.01)	0.00 (.)	0.00 (.)
Lack of support from stakeholders other than principals	0.01 (0.01)	0.01 (0.01)	0.01 (0.01)	0.00 (.)	0.00 (.)	0.04 (0.02)	0.02 (0.01)	0.00 (.)
Other	0.35 (0.04)	0.35 (0.05)	0.36 (0.06)	0.06 (0.06)	0.36 (0.07)	0.33 (0.05)	0.33 (0.07)	0.41 (0.09)
<i>N</i>	173	128	45	17	56	72	29	16

NOTE: Standard error in parentheses below mean. Qualitative codes were generated from respondent interviews using an iterative process. Numbers reported reflect the fraction of responses that mentioned a topic in that category. One response could have mentioned multiple categories so the fractions will not sum to 1. All responses are survey weighted, with the exception of category 1 (small) responses. Respondents who skipped or were not eligible for the question are omitted from the table.

Table 43. What type of computerized data system(s) does your district use to get input or gather data to improve school leadership?

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Data system(s) to track principal applicants and hires	0.45 (0.06)	0.44 (0.07)	0.53 (0.09)	0.25 (0.25)	0.46 (0.12)	0.43 (0.08)	0.40 (0.13)	0.69 (0.12)
Data system(s) to track and predict principal vacancies	0.02 (0.01)	0.02 (0.01)	0.05 (0.03)	0.00 (.)	0.00 (.)	0.04 (0.03)	0.04 (0.03)	0.07 (0.06)
Data system(s) to track principal support or evaluation	0.60 (0.06)	0.59 (0.07)	0.66 (0.09)	0.75 (0.25)	0.50 (0.12)	0.68 (0.07)	0.53 (0.13)	0.83 (0.09)
Data system(s) that bring together data on principal hiring, placement, and support	0.07 (0.02)	0.07 (0.03)	0.07 (0.04)	0.00 (.)	0.03 (0.03)	0.11 (0.04)	0.05 (0.05)	0.10 (0.08)
Other	0.24 (0.06)	0.26 (0.06)	0.11 (0.06)	0.00 (.)	0.30 (0.10)	0.21 (0.07)	0.19 (0.11)	0.00 (.)
<i>N</i>	90	64	26	4	21	43	15	11

NOTE: Standard error in parentheses below mean. Qualitative codes were generated from respondent interviews using an iterative process. Numbers reported reflect the fraction of responses that mentioned a topic in that category. One response could have mentioned multiple categories so the fractions will not sum to 1. All responses are survey weighted, with the exception of category 1 (small) responses. Respondents who skipped or were not eligible for the question are omitted from the table.

Table 44. How does your district use the data system(s)?

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
To track principal candidates background, skills, and experience	0.40 (0.06)	0.39 (0.07)	0.49 (0.09)	0.00 (.)	0.35 (0.11)	0.43 (0.08)	0.38 (0.13)	0.61 (0.13)
To track principal evaluation data	0.55 (0.06)	0.54 (0.07)	0.69 (0.09)	0.75 (0.25)	0.53 (0.12)	0.54 (0.08)	0.65 (0.13)	0.75 (0.11)
To track principal feedback from coaching or mentoring	0.05 (0.02)	0.05 (0.03)	0.09 (0.05)	0.00 (.)	0.04 (0.04)	0.06 (0.04)	0.05 (0.05)	0.13 (0.10)
To track principal participation in professional development	0.08 (0.03)	0.08 (0.03)	0.10 (0.05)	0.25 (0.25)	0.04 (0.04)	0.13 (0.06)	0.09 (0.08)	0.11 (0.07)
To predict principal vacancies and/or principal recruitment priorities	0.14 (0.04)	0.12 (0.04)	0.28 (0.07)	0.00 (.)	0.08 (0.06)	0.16 (0.06)	0.16 (0.08)	0.44 (0.13)
Other	0.25 (0.05)	0.24 (0.06)	0.39 (0.09)	0.00 (.)	0.31 (0.10)	0.16 (0.05)	0.46 (0.13)	0.31 (0.12)
<i>N</i>	90	64	26	4	21	43	15	11

NOTE: Standard error in parentheses below mean. Qualitative codes were generated from respondent interviews using an iterative process. Numbers reported reflect the fraction of responses that mentioned a topic in that category. One response could have mentioned multiple categories so the fractions will not sum to 1. All responses are survey weighted, with the exception of category 1 (small) responses. Respondents who skipped or were not eligible for the question are omitted from the table.

Table 45. On average, how many principals do the principals' supervisors in your district supervise?

	District Size			District Size Subcategories				
	10K+	Medium	Large	1 (Small)	2	3	4	5
Minimum	3.5	3.5	10	1	3.5	4	10	11
Mean	14.04 (0.50)	13.53 (0.56)	18.38 (0.68)	4.85 (1.06)	12.52 (0.77)	15.21 (0.76)	17.24 (0.78)	21.36 (1.40)
Maximum	40	45	40	20	32	45	36	40
<i>N</i>	173	129	44	17	56	73	29	15

NOTE: Standard error in parentheses below mean. Qualitative codes were generated from respondent interviews using an iterative process. Numbers reported reflect the fraction of responses that mentioned a topic in that category. One response could have mentioned multiple categories so the fractions will not sum to 1. All responses are survey weighted with exception of category 1 (small) responses. Respondents who skipped or were not eligible for the question are omitted from the table.

D. Principal Pipeline Baseline Interview Instrument

Part 1. Background

Q1. Do your district's goals, strategic plans, or initiatives tie school leadership to school improvement? Would you say yes or no?

- 1 Yes [GO TO QUESTION Q1.1]
- 2 No [GO TO QUESTION Q2]
- 98 DON'T KNOW [GO TO QUESTION Q2]
- 99 REFUSE [GO TO QUESTION Q2]

By "school leadership," we mean school principals and the actions they take in collaboration with others to lead schools.

By "school improvement," we mean any efforts to improve the overall performance of schools in the district on measures related to student achievement, school climate, or other metrics deemed relevant by the district.

Q1.1. Open-ended question: How do these goals, strategic plans, or initiatives focus specifically on improving preparation, hiring, support, and/or evaluation of school principals? [PROBE: If respondent does not talk about principals specifically: How do your goals, plans, or initiatives focus on principals specifically?]

Qualitative codes applied to response:

- a) No goals or strategic plan related to improving preparation, hiring, support, and/or evaluation of principals
- b) Improvement or focus on leader standards
- c) Improvement or focus on principal preparation
- d) Improvement or focus on principal hiring
- e) Improvement or focus on on-the-job support for principals
- f) Improvement or focus on school principal evaluation
- g) Other

Q2. How satisfied are you with the pool of candidates available to fill principal vacancies in your district in terms of principals' demographic background and competencies? Would you say very dissatisfied, dissatisfied, neither dissatisfied nor satisfied, satisfied, or very satisfied?

- 1 Very dissatisfied
- 2 Dissatisfied
- 3 Neither dissatisfied nor satisfied
- 4 Satisfied

- 5 Very satisfied
- 98 DON'T KNOW
- 99 REFUSED

By “competencies,” we mean the knowledge, skills, and abilities that enable individuals to fulfill particular aspects of their job.

Q2.2 Open-ended question: Thinking about the available pool of candidates to fill principal vacancies in your district, what gaps, if any, do you see? [PROBE: What is most lacking, in terms of demographic background and/or competencies?]

Qualitative codes applied to response:

- a) Principals of specific ethnicities
- b) Principals of specific gender
- c) Principals with teaching experience
- d) Principals with leadership experience
- e) Principals with experience working with particular grade levels
- f) Principals with specific “soft” skills (e.g., interpersonal, managerial, judgment)
- g) Principals able to serve in underperforming or struggling schools
- h) Principals able to serve in schools serving elementary (K–5) students
- i) Principals able to serve in schools serving middle (6–8) grade students
- j) Principals able to serve in schools serving high school (9–12) grade students
- k) Principals with expertise in meeting the needs of specific student populations (e.g., special needs students, English language learners, economically disadvantaged students)
- l) Other gap(s)
- m) General lack of candidates

Part 2. School Leader Standards

The next set of questions are about leader standards that your district might or might not have.

Q3. Does your district have leader standards that describe what is expected from school principals? Would you say yes or no?

- 1 Yes [GO TO QUESTION PP3.1, PP3.2, PP3.3, AND PP3.4]
- 2 No [GO TO QUESTION PP3.5 AND PP3.6]
- 98 DON'T KNOW [GO TO QUESTION PP4]
- 99 REFUSE [GO TO QUESTION PP4]

Q3.1. Does your district use any of the following leader standards to describe what is expected from school principals? READ EACH CATEGORY AND MARK “YES” OR “NO”.

- a) State leader standards 1 YES 2 NO
- b) District leader standards 1 YES 2 NO
- c) Some other type of leader standards 1 YES 2 NO

IF YES TO ITEM C. Can you tell me about them? [FREE TEXT]

Q3.2. Does your district communicate leader standards to principals? Would you say yes or no?

- 1 Yes [GO TO QUESTION PP3.2a]
- 2 No [GO TO QUESTION PP3.3]
- 98 DON'T KNOW [GO TO QUESTION PP3.3]
- 99 REFUSE [GO TO QUESTION PP3.3]

Q3.2a. Open-ended question: How and when are these leader standards communicated to principals?

Qualitative codes applied to responses:

- a) During district/school meetings or professional development opportunities
- b) During hiring process
- c) During employee onboarding and/or induction
- d) During principal's evaluation or coaching
- e) District webpage
- f) Distribution of document electronically (e.g., by email) or in hard copy
- g) Other

Q3.3. How interested are you in refining your school leader standards at this time? Would you say no interest, slight interest, moderate interest, or strong interest?

- 1 No interest
- 2 Slight interest
- 3 Moderate interest
- 4 Strong interest
- 98 DON'T KNOW
- 99 REFUSE

Q3.4. Open-ended question: What factors might keep your district from further refining leader standards that describe what is expected from school principals? [PROBE: What is the main limiting factor that would keep your district from doing so?]

Qualitative codes applied to responses:

- a) No perceived need
- b) Not enough time (i.e., respondent time or existing staff time)
- c) Not enough staff

- d) Not enough expertise among district staff
- e) Not enough funding/money to support process
- f) Other

Q3.5. How interested are you in developing leader standards at this time? Would you say no interest, slight interest, moderate interest, or strong interest?

- 1 No interest
- 2 Slight interest
- 3 Moderate interest
- 4 Strong interest
- 98 DON'T KNOW
- 99 REFUSE

Q3.6 Open-ended question: What factors might keep your district from developing leader standards that describe what is expected from school principals? [PROBE: What is the main limiting factor that would keep your district from doing so?]

Qualitative codes applied to responses:

- a) No perceived need
- b) Not enough time (i.e., respondent time or existing staff time)
- c) Not enough staff
- d) Not enough expertise among district staff
- e) Not enough funding/money to support process
- f) Other

Part 3. School Leader Preparation

These questions are about processes to prepare school principals to become leaders.

Q4. Does your district have processes or approaches to encourage school staff to become school leaders? Would you say yes or no?

- 1 Yes
- 2 No
- 98 DON'T KNOW
- 99 REFUSE

By "school leaders" we mean school principals.

Q5. Does your district have processes that intentionally strive to encourage individuals with particular characteristics and experiences to become school leaders? Would you say yes or no?

- 1 Yes [GO TO QUESTION Q5.1]
- 2 No [GO TO QUESTION Q6]
- 98 DON'T KNOW [GO TO QUESTION Q6]
- 99 REFUSE [GO TO QUESTION Q6]

Some examples of “particular characteristics and experiences” are school principals who are local to the community, principals with teaching experience, and principals of specific ethnicities or gender.

Q5.1 Open-ended question: What particular leader characteristic or experiences is your district especially interested in promoting? [PROBE: What types of schools, if any, are ones where you have the most difficulty filling principal vacancies?]

Qualitative codes applied to responses:

- a) Principals of specific ethnicities
- b) Principals of specific gender
- c) Principals with teaching experience
- d) Principals with school leadership experience
- e) Principals with experience working with particular grade levels
- f) Principals with specific “soft” skills (e.g., interpersonal, managerial, judgment)
- g) Principals able to serve in underperforming or struggling schools
- h) Principals able to serve in schools serving elementary (K–5) students
- i) Principals able to serve in schools serving middle (6–8) grade students
- j) Principals able to serve in schools serving high school (9–12) grade students
- k) Principals that are the right “fit” with particular schools
- l) Principals who know the community where the school is located
- m) Principals with expertise in meeting the needs of specific student populations (e.g., special needs students, English language learners, economically disadvantaged students)
- n) Other

Q6. Does your district give aspiring principals any professional development or support to become school leaders, either on your own or in collaboration with other organizations, such as preparation programs? Would you say yes or no?

- 1 Yes [GO TO QUESTION Q6.1]
- 2 No [GO TO QUESTION Q7]
- 98 DON'T KNOW [GO TO QUESTION Q7]
- 99 REFUSE [GO TO QUESTION Q7]

By “aspiring principals,” we mean those who would like to become principals but are not yet serving in that role. A more-limited group would be those who aspire to become principals and have not yet received their certification to serve in that role.

By “professional development,” we mean professional learning activities in which aspiring principals engage to support their learning about the competencies required of principals. For example, aspiring principals might be able to attend a training about providing effective feedback to teachers, or they might be part of a group that meets regularly to practice leadership skills like engaging with the community

Q6.1. Open-ended question: What types of professional development or support does your district provide to aspiring principals? [PROBE: Is the support provided by the district or another organization?]

Qualitative codes applied to responses:

- a) Administrator certification program in your district
- b) Administrator certification program from another organization
- c) Coaching by experienced educational leaders in your district
- d) Coaching by experienced educational leaders from another organization
- e) Professional development or training focused on leadership in your district (including professional learning communities)
- f) Professional development or training focused on leadership from another organization (e.g., conferences, other kinds of trainings or meetings with support components)
- g) Other

Q7. Does your district engage with one or more principal preparation programs on matters relating to how a program is meeting your district’s needs? Would you say yes or no?

- 1 Yes [GO TO QUESTION Q7.1 AND Q7.2]
- 2 No [GO TO QUESTION Q8]
- 98 DON’T KNOW [GO TO QUESTION Q8]
- 99 REFUSE [GO TO QUESTION Q8]

By “preparation programs,” we mean state-approved programs offered by universities, county offices, or other organizations that individuals are required to complete in order to be eligible to serve as a school principal in your state. Such programs typically provide administrator certification upon candidates’ successful completion of the program.

Definitions for Tier/Level I versus Tier/Level II or preliminary versus full credentials: In many states, you are eligible to be a principal with the first level of license. But, when you become an administrator, you complete an on-the-job induction-oriented program (“Level II”). If that

question comes up, we are interested in the “Tier I” or “preliminary” credential that gets you in the door.

Q7.1. Open-ended question: How does your district engage with these principal preparation programs? [PROBE: To what extent is any discussion or collaboration with programs focused on helping your district meet program needs versus helping the program meet your district’s needs?]

Qualitative codes applied to responses:

- a) Program-led leader recruitment events that you attend
- b) District-led leader recruitment events that programs attend
- c) Discussions with one or more programs on your district’s needs regarding principal candidates but not yet collaborating to develop strategies
- d) Collaboration to develop strategies for programs to address your district’s needs (e.g., create district-specific training or focus on district leader standards)
- e) Collaboration to develop strategies for district to support program needs (e.g., provide principal resident opportunities)
- f) Other

Q7.2 Does your district engage with these principal preparation programs about program course content? Would you say yes or no?

- 1 Yes
- 2 No
- 98 DON’T KNOW
- 99 REFUSE

PROGRAMMER NOTE: IF R ANSWERED YES TO Q3 AND YES TO Q7 ASK Q7.3. OTHERWISE GO TO Q8

Q7.3. Does your district engage with one or more principal preparation programs about the leader standards that describe what is expected from school principals? Would you say yes or no?

- 1 Yes
- 2 No
- 98 DON’T KNOW
- 99 REFUSE

Q8. Does your district keep record of the preparation programs providing administrative certification that your principals completed? Would you say yes or no?

- 1 Yes [GO TO QUESTION Q8.1]
- 2 No [GO TO QUESTION Q9]
- 98 DON'T KNOW [GO TO QUESTION Q9]
- 99 REFUSE [GO TO QUESTION Q 9]

Q8.1. Do any principals in your district come from administrative certification programs your district has direct engagement with? Would you say yes or no?

- 1 Yes [GO TO QUESTION Q8.1.1]
- 2 No [GO TO QUESTION Q9]
- 98 DON'T KNOW [GO TO QUESTION Q9]
- 99 REFUSE [GO TO QUESTION Q 9]

Q8.1.1. Can you estimate what proportion of principals in your district came from these administrative certification programs with which you have direct engagement with? Would you say 0–5%, 6–10%, 11–25%, 26–50%, or over 50%? [MARK ONLY ONE]

- 1 0–5%
- 2 6–10%
- 3 11–25%
- 4 26–50%
- 5 Over 50%
- 98 DON'T KNOW
- 99 REFUSE

Q9. How interested are you in engaging more closely with external preparation providers to improve the quality of your district's principal candidates? Would you say no interest, slight interest, moderate interest, or strong interest?

- 1 No interest
- 2 Slight interest
- 3 Moderate interest
- 4 Strong interest
- 98 DON'T KNOW
- 99 REFUSE

By "external preparation providers," we mean organizations other than your district that offer state-approved principal preparation programs that individuals are required to complete in order to be eligible to serve as a school principal in your state.

Q10. Open-ended question: What factors might keep you from engaging more closely with external providers to improve the quality of your district's principal candidates? [PROBE: What is the main limiting factor that would keep you from doing so?]

Qualitative codes applied to responses:

- a) No perceived need
- b) Not enough time (i.e., respondent time or existing staff time)
- c) Not enough staff
- d) Not enough expertise among district staff
- e) Not enough funding/money to support process
- f) Lack of provider programs in area
- g) Lack of provider willingness to collaborate
- h) Other

Part 4. Selective Hiring and Placement of School Principals

The next section asks about selective hiring and placement of school principals.

Q11. Open-ended question: What criteria does your district use to evaluate and select candidates for principals' positions? [PROBE: When your district has more than one candidate for an opening, on what basis do you select one over the others? What information most influences the decision?]

Qualitative codes applied to responses:

- a) Standard job description
- b) Leader standards
- c) Performance tasks
- d) Measures of interpersonal or other skills
- e) Hiring rubric
- f) Responses to interview questions
- g) Teaching or leadership experience
- h) Recommendations
- i) Feedback from stakeholder groups (e.g., community leaders, teachers)
- j) Meeting certification requirements
- k) "Fit" with a particular school
- l) Other

Q12. Does your district use a talent pool process to prescreen individuals as eligible to apply for principal vacancies in the district? Would you say yes or no?

- 1 Yes
- 2 No
- 98 DON'T KNOW
- 99 REFUSE

By "talent pool," we mean a pool of individuals that have been evaluated by your district according to some criteria and are part of a pool of people who are eligible to apply for or be placed into vacant principal positions in your district. Not all districts have this extra step in the hiring process.

Q13. How interested are you in doing more to improve hiring and placement of principals in your district, which might include creating a hiring pool or using data for hiring? Would you say no interest, slight interest, moderate interest, or strong interest?

- 1 No interest
- 2 Slight interest
- 3 Moderate interest
- 4 Strong interest
- 98 DON'T KNOW
- 99 REFUSE

Q14. Open-ended question: What factors might keep you from doing more to improve hiring and placement of principals in your district? [PROBE: What is the main limiting factor that would keep your district from doing so?]

Qualitative codes applied to responses:

- a) No perceived need (e.g., they already have a wide enough application pool)
- b) Not enough time (i.e., respondent time or existing staff time)
- c) Not enough staff
- d) Not enough expertise among district staff
- e) Not enough funding/money to support process
- f) Lack of adequate technology
- g) Other

Part 5. Support and Evaluation

These questions are about support and evaluation principals receive in your school district.

Q15. Who is the direct supervisor that evaluates the principals in your district? Would you say the superintendent; assistant, associate, deputy, or vice superintendent; or someone else?

[PROBE: Which district staff position or positions is responsible for evaluating K–12 principals in your district?] [MARK ALL THAT APPLY]

PROGRAMMER NOTE: FOR RESPONSES 1–3 ONLY. RESPONSE 4 CAN NOT BE COMBINED WITH RESPONSES 1–3]

- 1 Superintendent [GO TO QUESTION Q15.2]
- 2 Assistant, associate, deputy, or vice superintendent [GO TO QUESTION Q15.2]
- 3 Someone else, who? [FREE TEXT] [GO TO QUESTION Q15.2]
- 4 PRINCIPALS ARE NOT EVALUATED [GO TO QUESTION Q15.1]
- 98 DON'T KNOW [GO TO QUESTION Q16]
- 99 REFUSE [GO TO QUESTION Q16]

Q15.1. Who supervises principals in your district? Would you say the superintendent; assistant, associate, deputy, or vice superintendent; or someone else?

[PROBE: Which district staff position or office is responsible for supervising K–12 principals in your district?] [MARK ALL THAT APPLY]

- 1 Superintendent [GO TO QUESTION Q15.2]
- 2 Assistant, associate, deputy, or vice superintendent [GO TO QUESTION Q15.2]
- 3 Someone else, who? [FREE TEXT] [GO TO QUESTION Q15.2]
- 98 DON'T KNOW [GO TO QUESTION Q 16]
- 99 REFUSE [GO TO QUESTION Q 16]

Q15.2. How many principals does (this person/each person) typically supervise?

[IF MULTIPLE PEOPLE, PROBE FOR USUAL NUMBER OF PRINCIPALS SUPERVISED BY EACH PERSON]

[FREE TEXT]

PROGRAMMER NOTE: IF R ANSWERED YES TO Q3 ASK Q15.3

Q15.3. Are principal evaluations aligned to your district leader standards? Would you say yes or no?

- 1 Yes
- 2 No
- 98 DON'T KNOW
- 99 REFUSE

Q16. What proportion of principals in your district receive individualized coaching or mentoring? Would you say all, some, or none?

- 1 All [GO TO QUESTION Q16.1.2, Q16.1.3 AND Q16.1.4]
- 2 Some [GO TO QUESTION Q16.1, Q16.1.2, Q16.1.3 AND Q16.1.4]
- 3 None [GO TO QUESTION Q17]
- 98 DON'T KNOW [GO TO QUESTION Q 17]
- 99 REFUSE [GO TO QUESTION Q 17]

Q16.1. Which of the following principals in your district are offered coaching or mentoring? Please answer all, some, or none for each group. What about [READ EACH GROUP] are all, some, or none offered coaching or mentoring?

- | | | | |
|--|-------|-------|-------|
| a) First year principals | 1 ALL | 2SOME | 3NONE |
| b) Principals in their 2–3 year | 1 ALL | 2SOME | 3NONE |
| c) Principals with 3 plus years | 1 ALL | 2SOME | 3NONE |
| d) Other groups of principals?
Who would they be? [FREE TEXT] | 1 ALL | 2SOME | 3NONE |

PROGRAMMER NOTE: ADD DON'T KNOW AND REFUSED TO A–D ABOVE.

Q16.1.2. Open-ended question: Who provides the coaching and mentoring?
[PROBE: Is the coaching or mentoring provided by a district employee or by a source external to the district?]

Qualitative codes applied to responses:

- a) Someone who supervise principals
- b) Retired school or district leaders
- c) Someone else in the district
- d) Other person or organization outside of the district
- e) Other

Q16.1.3. Is the principal coaching and mentoring based on individual needs or on evaluation? [MARK ALL THAT APPLY]

- 1 INDIVIDUAL NEEDS
- 2 EVALUATION
- 3 OTHER (What other needs?) [FREE TEXT]
- 98 DON'T KNOW
- 99 REFUSE

Q16.1.4. Is the coaching optional or required for the following types of principals? [READ EACH GROUP MARK ONLY ONE OPTION FOR EACH GROUP]

- | | | |
|---------------------------------|------------|------------|
| a) First year principals | 1 Optional | 2 Required |
| b) Principals in their 2–3 year | 1 Optional | 2 Required |
| c) Principals with 3 plus years | 1 Optional | 2 Required |

PROGRAMMER NOTE: ADD DON'T KNOW AND REFUSED TO EACH ITEM ABOVE.

Q17. Open-ended question: Other than coaching or mentoring, in what other ways does your district support professional learning for principals?

[FREE TEXT]

By “professional learning,” we mean any opportunities principals may have to engage in activities to enhance their knowledge, skills, and abilities or reflect on their strengths and weaknesses as a school leader. Such activities could include workshops, trainings, or classes within or outside of the school district or professional learning communities or groups that meet together to learn from one another.

Qualitative codes applied to responses:

- a) District-provided training
- b) Training provided by source external to district
- c) Funding to support principals to pursue training or further education on their own outside of the district (e.g., statewide or association meetings, master’s degree)
- d) Principal professional learning communities (i.e., professional learning community [PLCs] or a group of principals that meets to learn from one another)
- e) Meetings of principals that may include a support component, excluding PLCs, within district or region
- f) Other

Q18. How interested are you in doing more to improve the quality of the support that you provide to principals in your district, which might include coaching and mentoring or additional professional learning opportunities for principals? Would you say no interest, slight interest, moderate interest, or strong interest?

- 1 No interest
- 2 Slight interest
- 3 Moderate interest
- 4 Strong interest
- 98 DON'T KNOW

99 REFUSE

Q19. Open-ended question: What factors might keep your district from doing more to enhance evaluation and support for principals? [PROBE: What is the main limiting factor that would keep you from doing so?]

Qualitative codes applied to responses:

- a) No perceived need
- b) Not enough time (i.e., respondent time or existing staff time)
- c) Not enough staff
- d) Not enough expertise among district staff
- e) Not enough funding/money to support process
- f) No expressed need among principals
- g) Lack of support from stakeholders other than principals (e.g., union)
- h) Other

Part 6. Other Systems and Support

These last set of questions are about other types of systems and support your district might have.

Q20. Does your district use a computerized data system or systems to support decisionmaking about principal hiring, placement, evaluation, and/or support?

- 1 Yes [GO TO Q 20.1 AND Q20.2]
- 2 No [GO TO Q20.3]
- 98 DON'T KNOW
- 99 REFUSE

Q20.1. Open-ended question: What type of computerized data system(s) does your district use to get input or gather data to improve school leadership? [PROBE: What computer-based data system(s) does your district use to support decision making about principal hiring, placement, evaluation, and support?]

Qualitative codes applied to responses:

- a) Data system(s) to track principal applicants and hires
- b) Data system(s) to track and predict principal vacancies
- c) Data system(s) to track principal support or evaluation
- d) Data system(s) that bring together data on principal hiring, placement, support, or evaluation
- e) Other

Q20.2. Open-ended question: How does your district use the data system(s)? [PROBE: Does your district use data to predict principal vacancies? How else does your district uses it to manage your pipeline?].

Qualitative codes applied to responses:

- a) To track principal candidates background, skills, and experience

- b) To track principal evaluation data
- c) To track principal feedback from coaching or mentoring
- d) To track principal participation in professional development
- e) To predict principal vacancies and/or principal recruitment priorities
- f) Other

Q20.3. Would a computerized data system used to track hiring, placing, and evaluating school principals be useful to your district? Would you say yes or no?

- 1 Yes
- 2 No
- 3 DON'T KNOW
- 4 REFUSE

Q21. Does your district have a position or office dedicated to school leadership? Would you say yes or no?

- 1 Yes
- 2 No
- 98 DON'T KNOW
- 99 REFUSE

ENDING THE INTERVIEW

End1. These are all the questions I have for you. I want to thank you very much for your time and effort.