

Contract Number: ED-PEP-11-O-0088/TO28

Task Order 28

Implementation Study of the Turnaround School Leaders Program

Study Instruments

Survey Instrument

Appendix A. Project Director Survey

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Prepared for:

U.S. Department of Education
Office of Planning, Evaluation and Policy Development
Policy and Program Studies Service

Prepared by:

Westat
1600 Research Boulevard
Rockville, MD 20850-3129
(301) 251-1500

and

Policy Studies Associates
1718 Connecticut Avenue, NW, Suite 400
Washington, DC 20009
(202) 939-9780

Survey

Introduction

The Implementation of the Turnaround School Leaders Program study (TSLP) is examining how grantees recruit, develop, support, and retain leaders for turnaround schools. This study is being conducted by Westat and its partner, Policy Studies Associates, for the United States (U.S.) Department of Education, Policy and Program Studies Service.

This survey is part of the study. Your responses are critical to drawing lessons about the implementation of the Turnaround School Leaders Program.

The survey includes four sections:

1. How programs recruit, select, place, develop, and support leadership candidates.
2. The roles project partners play in implementing projects and helping grantees achieve project goals.
3. How grantees are adapting to challenges in implementing their projects.
4. How grantees are measuring the success of their TSLP projects.

Responses to this data collection will be used only for research purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific individual. We will not provide information that identifies you to anyone outside the study team, except as required by law.

Participation in this study is required under the conditions of the Turnaround School Leadership grant program (34 CFR 75.591). According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is: XXXX-XXXX. The time required to complete this information collection is estimated to average 60 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

I. Recruitment, selection, development, placement, evaluation, support, and retention

Recruitment

I-1. Does your project do any of the following to identify potential candidates for turnaround school leadership *before* they become school leaders or apply to participate in your TSLP project? (*Check all that apply.*)

- Seek referrals from peers or existing school leaders
- Collect and analyze information on prior performance of existing staff
- Develop or review skills inventories
- Obtain lists of those currently in teacher leader roles or other positions along the leadership pipeline
- Use historical data patterns to identify the initial career paths of successful school leaders
- Use historical data patterns to identify where successful turnaround leaders were recruited in the past
- Other _____

I-2. To determine whether a potential candidate is eligible for participation in your TSLP project, do you consider:

	For those who were not school leaders before participation		For those who were school leaders before participation	
	Yes	No	Yes	No
a. Teaching experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teacher leadership experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. School administrator experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Existing administrator credential or certification?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Employment in partner district?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Employment in SIG school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Level of performance (e.g., effectiveness) in current position?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I-3. To recruit potential turnaround leaders, does your project use:

	Yes	No
a. Job postings by district/partner districts?	<input type="checkbox"/>	<input type="checkbox"/>
b. Referrals/nominations?	<input type="checkbox"/>	<input type="checkbox"/>
c. Job fairs?	<input type="checkbox"/>	<input type="checkbox"/>
d. Recruitment alliances?	<input type="checkbox"/>	<input type="checkbox"/>
e. District website(s)?	<input type="checkbox"/>	<input type="checkbox"/>
f. Project website(s)?	<input type="checkbox"/>	<input type="checkbox"/>
g. University placement offices/services ?	<input type="checkbox"/>	<input type="checkbox"/>
h. Development provider website?	<input type="checkbox"/>	<input type="checkbox"/>
i. Advertising?	<input type="checkbox"/>	<input type="checkbox"/>
j. Other _____	<input type="checkbox"/>	<input type="checkbox"/>

I-4. How important was each of the following in identifying the turnaround leader competencies your project seeks to develop?

	Not important	Somewhat Important	Important	Very Important
a. Research on effective school leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. National or state leadership standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Activities or strategies from SIG school turnaround models	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Specific district school turnaround programs or strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Leadership models of training providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. District leadership models	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I-5. To assess leadership candidates, did your project use:

	Yes	No
a. One-on-one interviews?	<input type="checkbox"/>	<input type="checkbox"/>
b. Panel interview?	<input type="checkbox"/>	<input type="checkbox"/>
c. Personality tests?	<input type="checkbox"/>	<input type="checkbox"/>
d. Situational judgment tests?	<input type="checkbox"/>	<input type="checkbox"/>
e. Resume reviews?	<input type="checkbox"/>	<input type="checkbox"/>
f. Role plays?	<input type="checkbox"/>	<input type="checkbox"/>
g. Written exercises or reflections?	<input type="checkbox"/>	<input type="checkbox"/>
h. Leadership ability questionnaires or surveys?	<input type="checkbox"/>	<input type="checkbox"/>
i. Observations or video clips of observable performance?	<input type="checkbox"/>	<input type="checkbox"/>
j. Review of written examples of work?	<input type="checkbox"/>	<input type="checkbox"/>
k. Other _____	<input type="checkbox"/>	<input type="checkbox"/>

Development

- I-6. Using the table below, enter the number of potential participants in your project **who were not leaders in turnaround schools before beginning the project**. If you did not begin a cohort for one of the time periods listed, place a check in the first column.

Cohort beginning	Not applicable	Applied	Accepted	Began program	Completed program	Was placed as a turnaround school leader within 1 year of project completion	Remained leader of a turnaround beyond the initial year of placement
Fall 2014	<input type="checkbox"/>						
Spring 2015	<input type="checkbox"/>						
Summer 2015	<input type="checkbox"/>						
Fall 2015	<input type="checkbox"/>						
Spring 2016	<input type="checkbox"/>						
Summer 2016	<input type="checkbox"/>						
Fall 2016	<input type="checkbox"/>						

- I-7. Using the table below, enter the number of potential participants in your project **who were leaders in turnaround schools before beginning the project**. If you did not begin a cohort for one of the time periods listed, place a check in the first column.

Cohort beginning	Not applicable	Applied	Accepted	Began program	Completed program	Was employed as a turnaround leader within 1 year after project completion	Remained leader of a turnaround beyond the initial year of placement
Fall 2014	<input type="checkbox"/>						
Spring 2015	<input type="checkbox"/>						
Summer 2015	<input type="checkbox"/>						
Fall 2015	<input type="checkbox"/>						
Spring 2016	<input type="checkbox"/>						
Summer 2016	<input type="checkbox"/>						
Fall 2016	<input type="checkbox"/>						

- I-8. What percentage of project completers are placed in turnaround schools within 1 year of completion? ____ %

- I-9. What is the expected duration of the training and development for:

A participant aspiring to be a turnaround school principal or assistant principal	____ months
A participant who entered as a school leader, but was not leading a turnaround school	____ months
A participant who entered as a leader of a turnaround school	____ months

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I-10. How much is the total tuition or fee for one candidate to complete the turnaround leader training? (If there is no tuition or fee, please enter "0").

\$ _____ <Skip to Question I-12 if value=0>

I-11. Who typically pays each participant's tuition? (Check all that apply)

- Federal grant funds
- Participant
- School district
- Other _____

I-12. About how much training time does your project allocate to each of the following topics when preparing TSLP participants?

Topic	Much less than most other topics	Somewhat less than most other topics	About the same as most other topics	Somewhat more than most other topics	Much more than most other topics
a. Developing/communicating a school vision or strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Developing a positive school culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teacher recruitment, selection, retention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Monitoring/evaluating instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Selecting instructional models or curricula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Culturally relevant/responsive pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Use of data for instructional and project decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Parent communication/engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Community engagement/partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Communication/interpersonal skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Student behavior/engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Resource allocation and budgeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Technology use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I-13. Is graduate coursework required as part of the leadership preparation training in your TSLP project (**NOT** including on-site internship/residency)?

- Yes
- No <Skip to Question I-15>

I-14. How often are the following learning practices/instructional strategies used as part of the coursework in your TSLP project's leadership training?

Practice/strategy	Not used	Used once	Used 2 or 3 times	Used 4 times or more
a. Field-based projects in which aspiring turnaround leaders apply ideas in the field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Analysis and discussion of field-based problems or problem-based- learning approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Action research or inquiry projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Analysis and discussion of case studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. A portfolio demonstrating aspiring turnaround leaders' learning and accomplishments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I-15. Do aspiring turnaround leaders participate in a supervised internship/residency (either in the job they held on entry or in a new position) as part of their leadership preparation training?

(Note: by "residency/internship" we mean the time that aspiring school leaders spend practicing leadership skills in a school setting as part of the requirements of the project. This could include activities added on to the participant's full time job as a teacher, instructional coach, assistant principal, or placement in a new setting for an extended period (often a full school year) as an apprentice leader.)

- Yes
- No <Skip to Question I-20>

I-16. How long is the supervised internship/residency?

- Less than half of a school year
- Half of a school year
- One school year
- More than one school year but less than two
- Two school years or more

I-17. Which of the following best describes how the internship/residency is structured?

- Participants remain in their current positions for the duration of the residency or internship
- Participants are placed at a different school for part of the residency or internship period
- Participants are placed at a different school for all of the residency or internship period
- Other (specify _____)

I-18. Does the supervised internship/residency experience include:

	Yes	No
a. Supervision and assistance by a mentor or coach knowledgeable about school turnaround?	<input type="checkbox"/>	<input type="checkbox"/>
b. Responsibilities for leading, facilitating, and making decisions typical of a turnaround leader?	<input type="checkbox"/>	<input type="checkbox"/>
c. Regular evaluation of performance by project staff?	<input type="checkbox"/>	<input type="checkbox"/>
d. Opportunities to network with other interns/residents?	<input type="checkbox"/>	<input type="checkbox"/>

I-19. If the internship or residency includes a mentor or coach, about how often do mentors or coaches:

Activity	Not expected	Weekly	Twice a month	Monthly	Several times per year	Once per year
a. Maintain regular contact with the participants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Provide social/emotional support?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Suggest resources, strategies, or techniques to improve performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Observe the leaders performing leadership activities (e.g., conducting staff meetings, parent meetings, teacher evaluations)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Advise/assist participants with work assignments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Model appropriate leadership behavior?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Provide input into a summative evaluation of the participants' performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Placement

I-20. When are aspiring turnaround leaders (those not currently leading a SIG, SIG-eligible, or turnaround school) matched with a leadership position in a turnaround school?

- a. Not applicable; our project includes only leaders who currently lead turnaround schools <Skip to question I-23>
- b. Before they apply to the project (e.g., applicant or sponsor designates school of placement)
- c. At the time they apply to or are accepted into the turnaround leader training
- d. During their training
- e. After the completion of their training
- f. Other (Please describe in text box below.)

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I-21. Are turnaround school staff involved in any of the following stages of the placement process?

	Yes	No
Initial review of candidate qualifications	<input type="checkbox"/>	<input type="checkbox"/>
Candidate interviews	<input type="checkbox"/>	<input type="checkbox"/>
Discussions about who should be hired or placed	<input type="checkbox"/>	<input type="checkbox"/>
Making the recommendation to the appointing authority about who should be hired or placed	<input type="checkbox"/>	<input type="checkbox"/>

I-22. In general, how important is each of the following when making placement decisions?

	Not important	Somewhat important	Important	Very important
a. Prior experience in the potential placement school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Prior experience in a similar school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Performance during the development project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Prior experience in the placement district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Experience/expertise with specific school improvement/turnaround strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Other forms of leadership experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluation of Turnaround Leaders

I-23. To evaluate participants, does your project use: (Select NA in the appropriate rows if your project has no participants to whom the column applies.)

	For participants who are currently school leaders			For participants who are not currently school leaders		
	Yes	No	NA	Yes	No	NA
a. Course grades?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Observation of practice by mentor, supervisor, or project staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Self-assessment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Review of artifacts such as school improvement plans, budgets, or meeting agendas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Student surveys?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Staff surveys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Parent surveys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Student achievement growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other student outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ongoing Support for Leaders

I-24. After completion of the turnaround leader training, does your project provide any of the following supports to the TSLP participants who are placed as turnaround school leaders?

	Yes	No
a. Periodic group meetings or seminars with other turnaround leaders	<input type="checkbox"/>	<input type="checkbox"/>
b. Assistance with work products like school improvement plans, budgets	<input type="checkbox"/>	<input type="checkbox"/>
c. Assistance with individual professional development planning	<input type="checkbox"/>	<input type="checkbox"/>
d. Individual mentoring or coaching	<input type="checkbox"/>	<input type="checkbox"/>

<If respondent selects “Yes” to I-24d, present questions I-25 and I-26; if respondent selects “No” to I-24d, skip to question I-27>

I-25. How long after completing the turnaround leader training is the mentor or coach available to work with the placed leaders?

- Less than 1 year
- 1 year
- 2 years
- More than 2 years
- As long as the leader remains in a turnaround school

I-26. About how often do mentors or coaches:

Activity	Not expected	Weekly	Twice a month	Monthly	Several times per year	Once per year
a. Maintain regular contact with the participants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Provide social/emotional support?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Suggest resources, strategies, or techniques to improve performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Observe the leaders performing leadership functions (e.g., conducting staff meetings, parent meetings, teacher evaluations)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Advise/assist participants with work assignments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Model appropriate leadership behavior?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Provide input into a summative evaluation of the participants' performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Incentives (Financial and Nonfinancial)

I-27. Are any financial incentives provided for:

	Yes	No
a. Participating in the program?	<input type="checkbox"/>	<input type="checkbox"/>
b. Being placed in a turnaround school on completion of the preparation?	<input type="checkbox"/>	<input type="checkbox"/>

<If the respondent says yes to I-27b, present I-27c>

<If the respondent says no to both I-27a and I-27b, skip to I-29>

I-27c. Does your project provide leaders placed in turnaround schools with:

	Yes	No
a. A one-time bonus upon being placed or hired as a leader?	<input type="checkbox"/>	<input type="checkbox"/>
b. A special salary increase for taking a job as a turnaround leader?	<input type="checkbox"/>	<input type="checkbox"/>
c. A retention bonus or stipend after each year of leading a turnaround school?	<input type="checkbox"/>	<input type="checkbox"/>
d. A performance-based bonus or stipend specifically for leaders of turnaround schools?	<input type="checkbox"/>	<input type="checkbox"/>
e. A performance-based bonus or stipend similar to that for which other school leaders in the district would be eligible?	<input type="checkbox"/>	<input type="checkbox"/>
f. Other (please describe)	<input type="checkbox"/>	<input type="checkbox"/>

I-28. If project participants receive financial incentives, who pays the cost? (Check all that apply)

- The project, through federal funds
- The project, through other grant funds
- The district
- The state
- A private foundation
- Other _____

I-29. Are any nonfinancial incentives provided or available for:

	Yes	No
a. Participating in the program?	<input type="checkbox"/>	<input type="checkbox"/>
b. Being placed in a turnaround school on completion of the preparation?	<input type="checkbox"/>	<input type="checkbox"/>

<If respondent selects yes to a or b above, show text box> **Please list the non-financial incentives.**

II. Partner Roles

II-1. Which of the following roles does your organization play in the project? (Please check one box in each row.)

Project function	Role					
	Not involved	Participate in discussions about this function	Assiste other partners with primary responsibility	Responsible for this function equally with other partners	Primarily responsible for function with help from others	Solely responsible for this function
Conceptualizing the overall project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying turnaround leadership skills or competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruiting leaders or aspiring leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing selection criteria for accepting applicants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making the decision to select an applicant into the turnaround leader training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing training content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delivering training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing coaching or mentoring to project participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing criteria for assessing participant performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluating participant performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deciding who will be graduated from the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing ongoing support for placed leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deciding how to measure the success of the TSLP project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluating the overall success of the TSLP project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II-2. Is there a memorandum of understanding (MOU) or other written agreement documenting the roles and responsibilities of each partner organization?

- Yes
- No
- Other _____

II-3. What were your two biggest successes in making your partnership work?

Text box for open-ended response

II-4. What were your two biggest challenges in making your partnership work?

Text box for open-ended response

III. Project Changes and Sustainability

III-1. Has your TSLP project changed in any of the following areas since you received the grant?

a. Recruitment of current or potential leaders

- Yes
- No
- Don't know

If yes, how important were the following?

Potential reason	Not a factor	Contributing factor	Main factor
a.1 Developed better methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a.2 Change in state or district policies or priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a.3 Changes in capacity or commitment of other partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a.4 Input from project participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a.5 Financial constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a.6 Change in the demand for turnaround leaders (e.g., more or fewer vacancies than expected)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a.7 Other (please describe) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Methods of selecting project participants

- Yes
- No
- Don't know

If yes, how important were the following?

Potential reason	Not a factor	Contributing factor	Main factor
b.1 Developed better methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.2 Change in state or district policies or priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.3 Changes in capacity or commitment of other partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.4 Input from project participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.5 Financial constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.6 Change in the demand for turnaround leaders (e.g., more or fewer vacancies than expected)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.7 Other (please describe) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. Content of turnaround leadership professional development

- Yes
- No
- Don't know

If yes, how important were the following?

Potential reason	Not a factor	Contributing factor	Main factor
c.1 Developed better methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.2 Change in state or district policies or priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.3 Changes in capacity or commitment of other partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.4 Input from project participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.5 Financial constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.6 Change in the demand for turnaround leaders (e.g., more or fewer vacancies than expected)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.7 Other (please describe) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. Mentoring or coaching provided to current or potential leaders

- Yes
- No
- Don't know

If yes, how important were the following?

Potential reason	Not a factor	Contributing factor	Main factor
d.1 Developed better methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.2 Change in state or district policies or priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.3 Changes in capacity or commitment of other partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.4 Input from project participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.5 Financial constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.6 Change in the demand for turnaround leaders (e.g., more or fewer vacancies than expected)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.7 Other (please describe) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

e. Incentives for current or potential leaders to participate

- Yes
- No
- Don't know

If yes, how important were the following?

Potential reason	Not a factor	Contributing factor	Main factor
e.1 Developed better methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.2 Change in state or district policies or priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.3 Changes in capacity or commitment of other partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.4 Input from project participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.5 Financial constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.6 Change in the demand for turnaround leaders (e.g., more or fewer vacancies than expected)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.7 Other (please describe) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

f. Change in the districts or schools being served

- Yes
- No
- Don't know

If yes, how important were the following?

Potential reason	Not a factor	Contributing factor	Main factor
f.1 Developed better methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.2 Change in state or district policies or priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.3 Changes in capacity or commitment of other partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.4 Input from project participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.5 Financial constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.6 Change in the demand for turnaround leaders (e.g., more or fewer vacancies than expected)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.7 Other (please describe) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

g. Changing professional development or support providers

- Yes
- No
- Don't know

If yes, how important were the following?

Potential reason	Not a factor	Contributing factor	Main factor
g.1 Developed better methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.2 Change in state or district policies or priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.3 Changes in capacity or commitment of other partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.4 Input from project participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.5 Financial constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.6 Change in the demand for turnaround leaders (e.g., more or fewer vacancies than expected)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.7 Other (please describe) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- h. Use the text box below to describe any other major changes not covered above and the reasons the changes were made

Text box for open-ended response

- III-2. Do you expect to the partners to continue to work together in any of the following ways after the end of the grant? *(Please check all that apply.)*

- To identify or recruit potential turnaround leaders
- To provide input on the training/preparation needs of turnaround school leaders
- To select or place leaders for turnaround schools
- To provide training or development opportunities specifically targeted to turnaround school leaders
- To provide coaching or mentoring support to turnaround school leaders
- To help districts assess the training/development needs or performance of turnaround school leaders
- Other (Please describe) _____

- III-3. What aspects of your project do you expect to continue after the end of the grant? *(Check all that apply.)*

- The methods of recruiting turnaround leaders
- The methods of selecting potential or current leaders for training
- The training content
- Mentoring or coaching of aspiring or placed leaders
- The methods of evaluating the performance of aspiring or placed leaders
- Incentives for recruiting or retaining placed leaders used by the project

Measuring the Success of Your TSLP Project

IV-1. In addition to your project's *GPRA* indicators, are you using any locally developed metrics to measure your project's performance?

- Yes
- No (skip to Question IV-3)

IV-2. Which of the following are included in your locally developed metrics?

	Yes	No
a. Percentage of participants receiving license, certification, endorsement, or degree	<input type="checkbox"/>	<input type="checkbox"/>
b. Performance of leaders on competency assessments or performance evaluation instruments designed for the project	<input type="checkbox"/>	<input type="checkbox"/>
c. Performance of placed leaders as evaluated by state/district school administrator evaluation process (i.e., ratings of performance or effectiveness)	<input type="checkbox"/>	<input type="checkbox"/>
d. Participants' perceptions of the project	<input type="checkbox"/>	<input type="checkbox"/>
e. Supervisors' perceptions of participants	<input type="checkbox"/>	<input type="checkbox"/>
f. School climate/culture in leaders' schools	<input type="checkbox"/>	<input type="checkbox"/>
g. Achievement gaps in leaders' schools	<input type="checkbox"/>	<input type="checkbox"/>
h. Retention of participants remaining as a leader of a high-need or SIG school after training or placement	<input type="checkbox"/>	<input type="checkbox"/>
i. Other _____	<input type="checkbox"/>	<input type="checkbox"/>
j. Other _____	<input type="checkbox"/>	<input type="checkbox"/>

IV-3. Who is responsible for analyzing and summarizing data measuring the performance of your project? (*Check all that apply.*)

- Project staff
- Development providers
- Partner districts
- An external evaluator
- Other _____