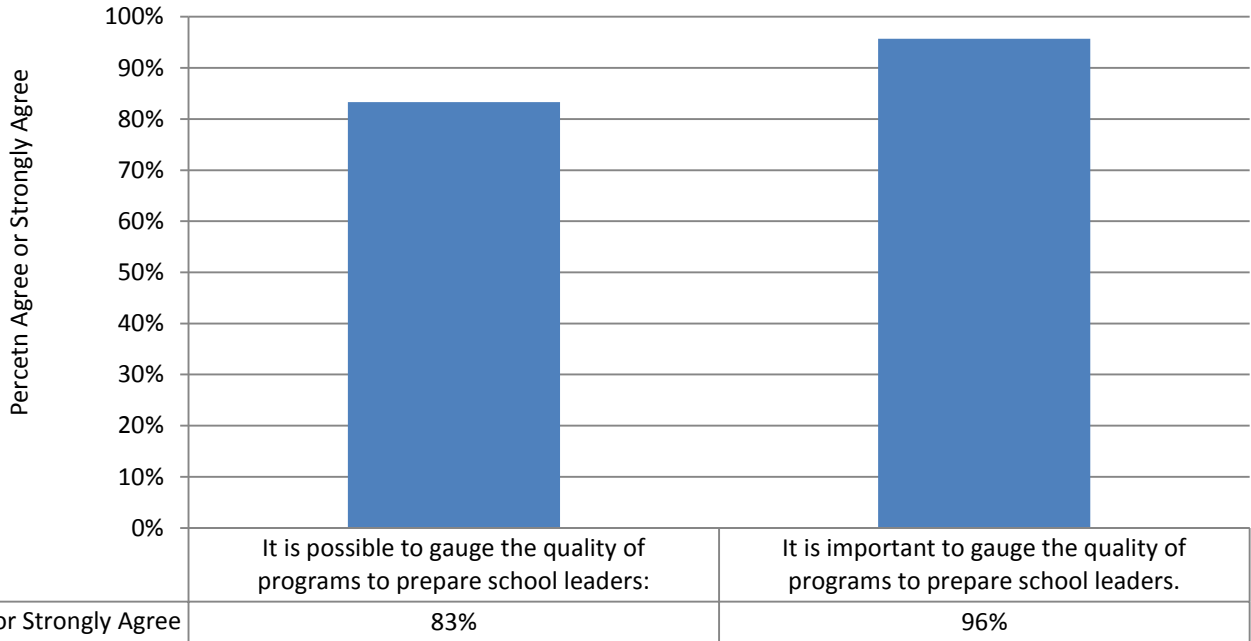
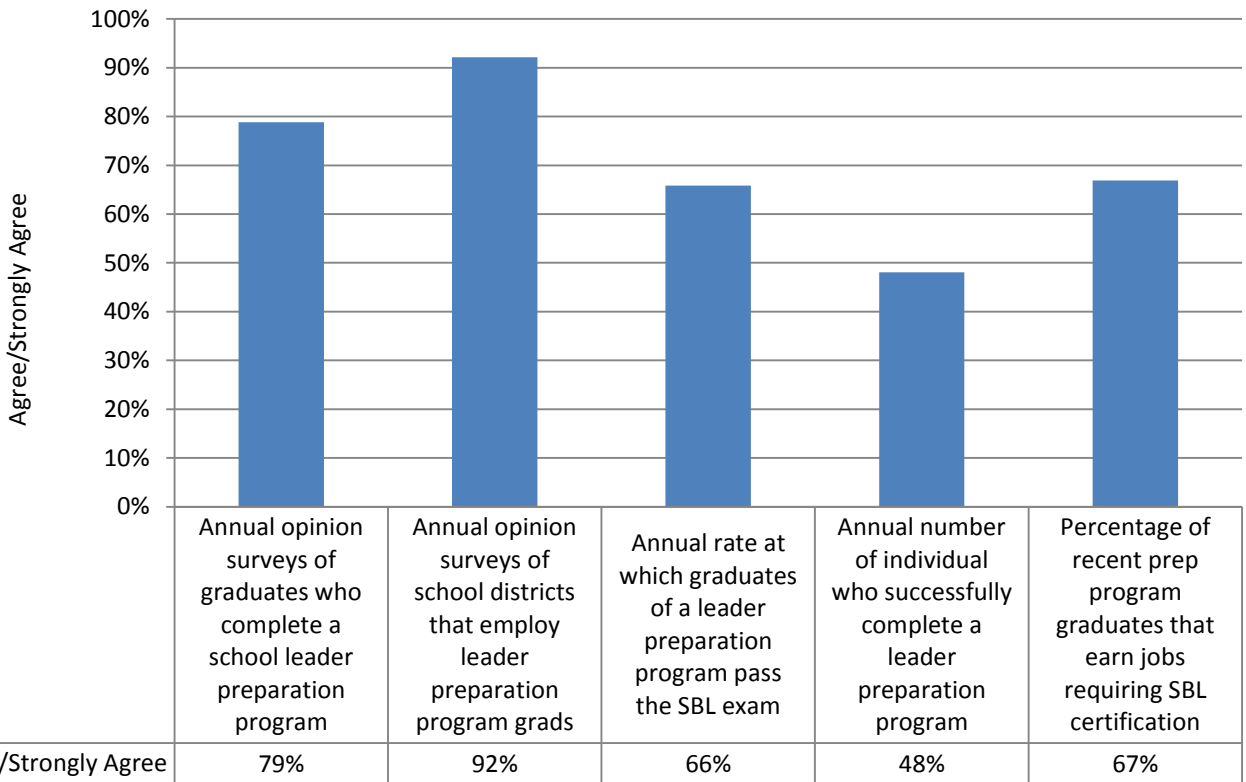


RESULTS FROM AN ONLINE SURVEY DESIGNED TO INFORM THE PRINCIPAL PREPARATION PROJECT (NOVEMBER 8, 2016)

Question 1: Concerning how important it is (and whether it is possible) to gauge the quality of programs to prepare school leaders (n= 676):

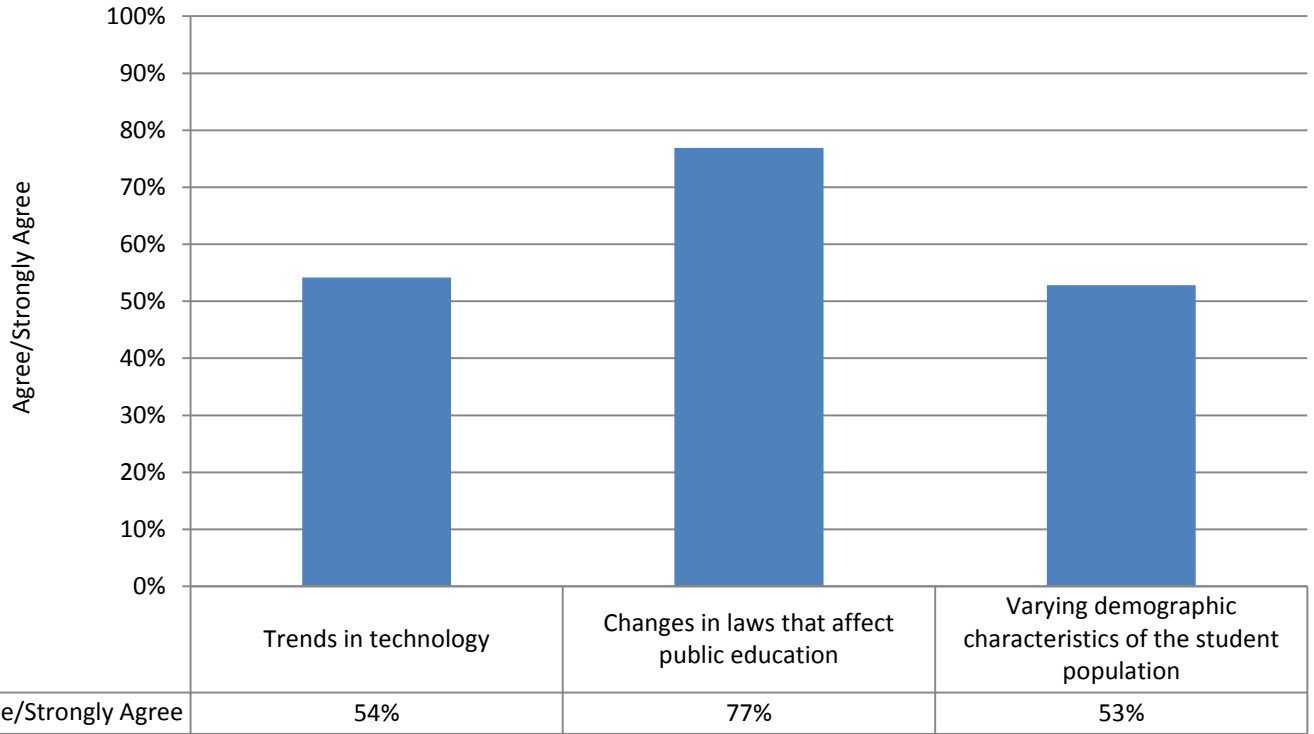


Question 2: Which can help gauge the quality of a state-approved school leader development programs (n=675):

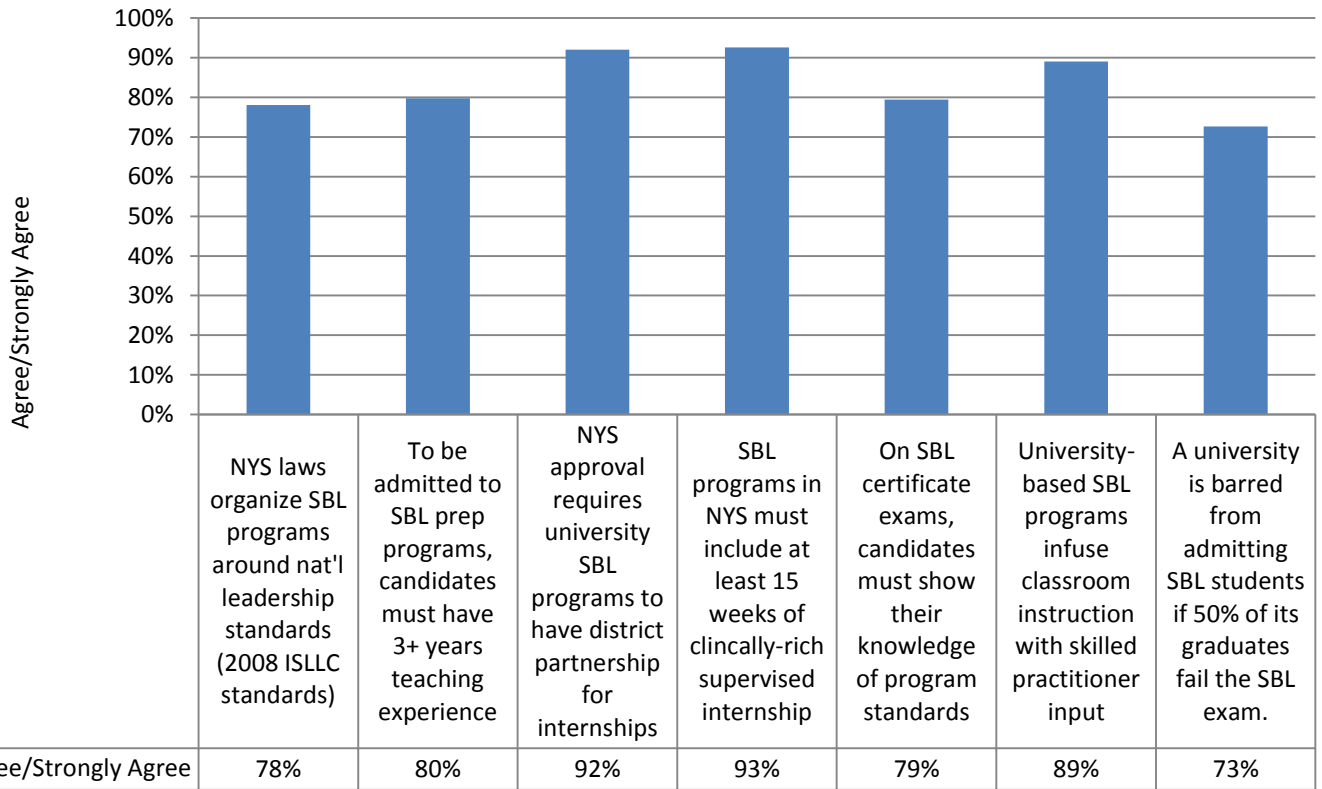


Display of responses from an online survey conducted in NYS from Oct. 11 – Nov. 2, 2016. Respondents included local school board members, P12 educators, and deans and faculty members in schools of education at institutions of higher education. A total of 676 responded to the survey.

Question 3: Leader-preparation programs in NYS are sufficiently responsive to (n=676):

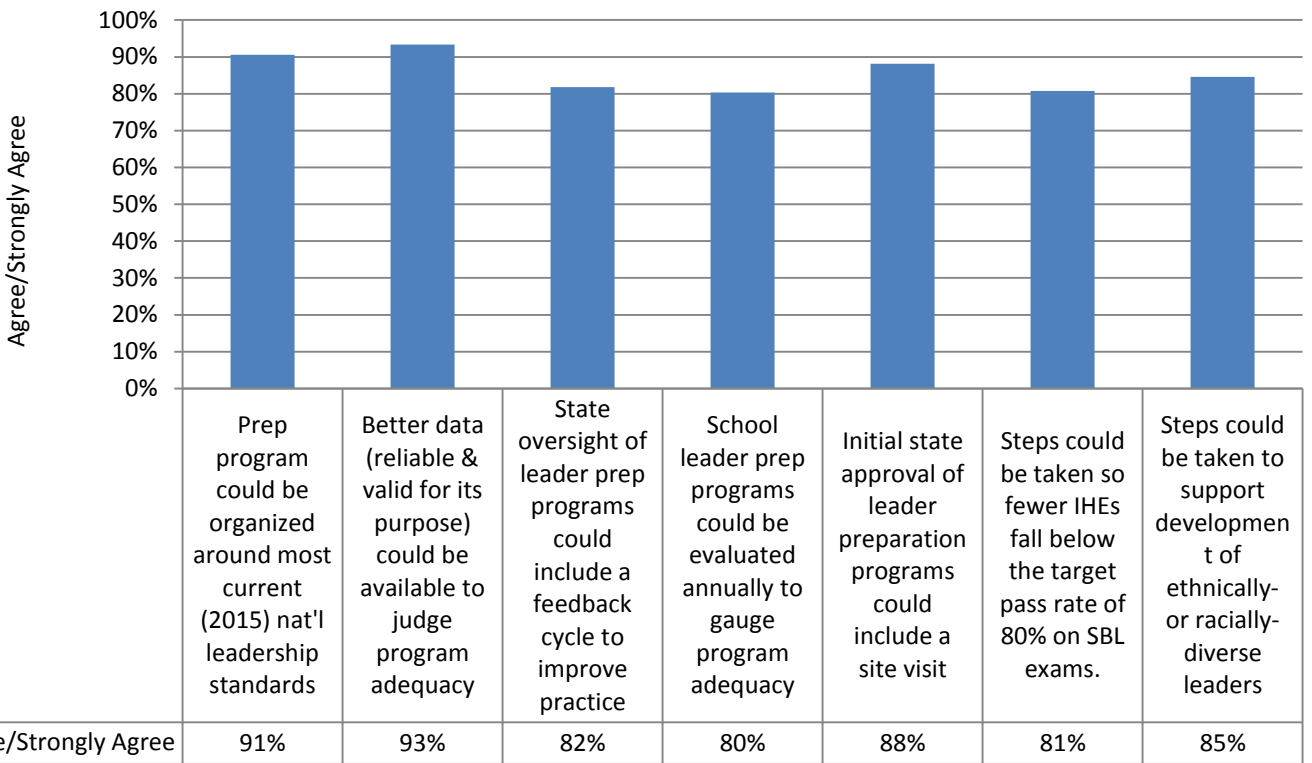


Question 4: In my experience, the greatest strengths of NYS school building leader preparation programs are (n=676):

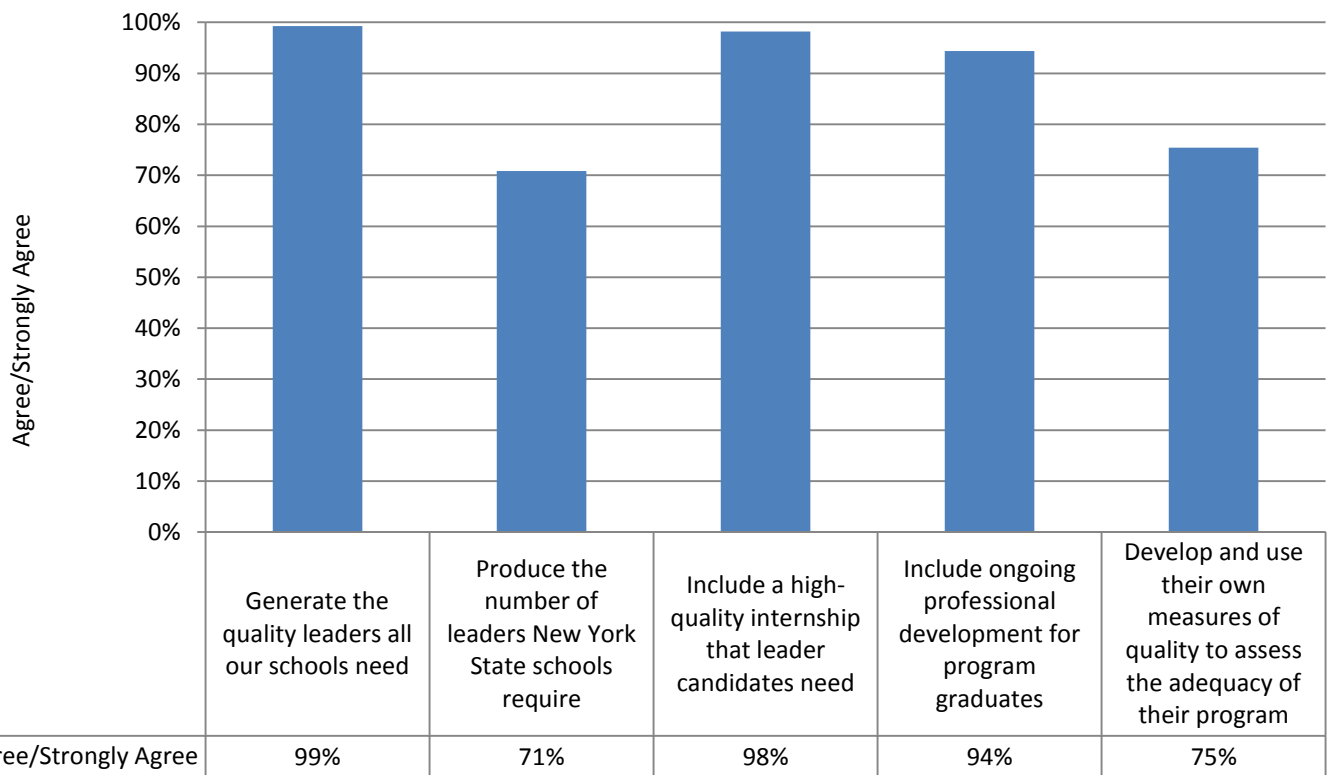


Display of responses from an online survey conducted in NYS from Oct. 11 – Nov. 2, 2016. Respondents included local school board members, P12 educators, and deans and faculty members in schools of education at institutions of higher education. A total of 676 responded to the survey.

Question 5: Within available resource, areas of possible improvements in leader prep programs include (n=676):

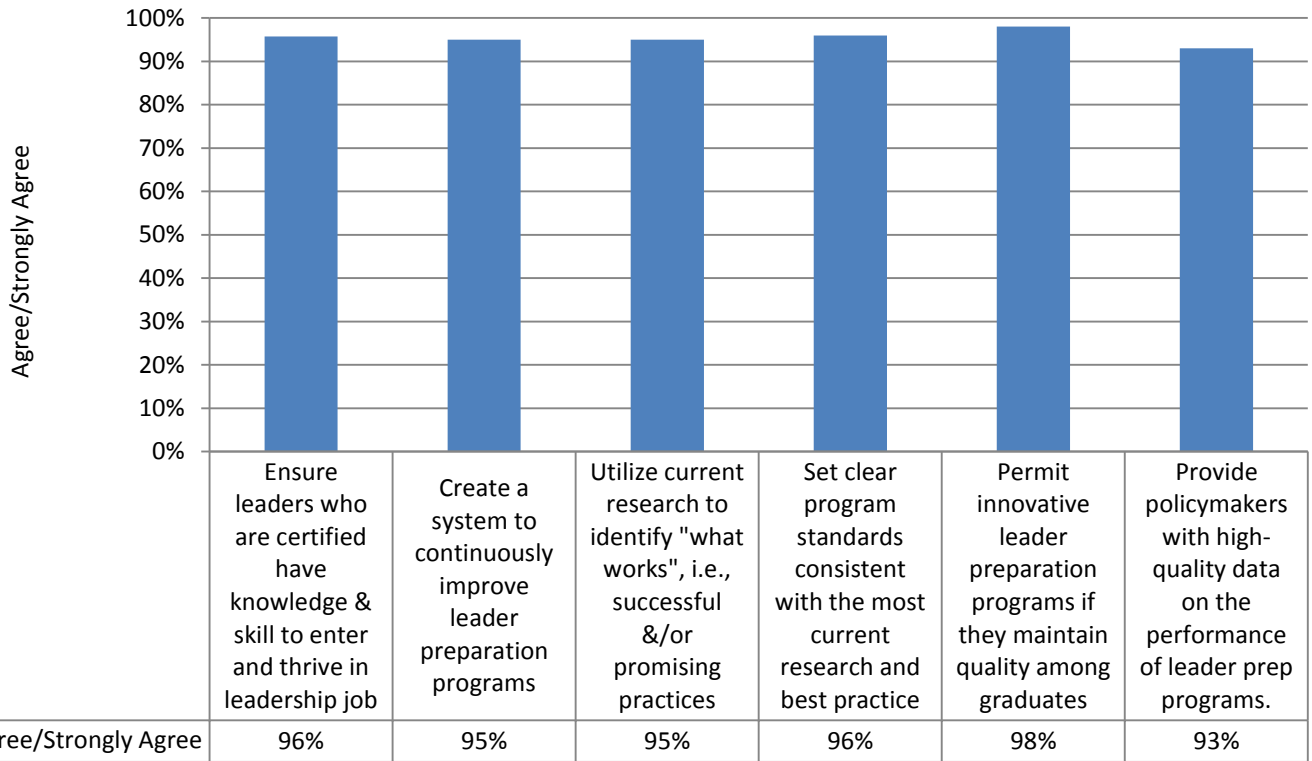


Question 6: The aim of NYS programs to prepare school leaders should be to (n=676):

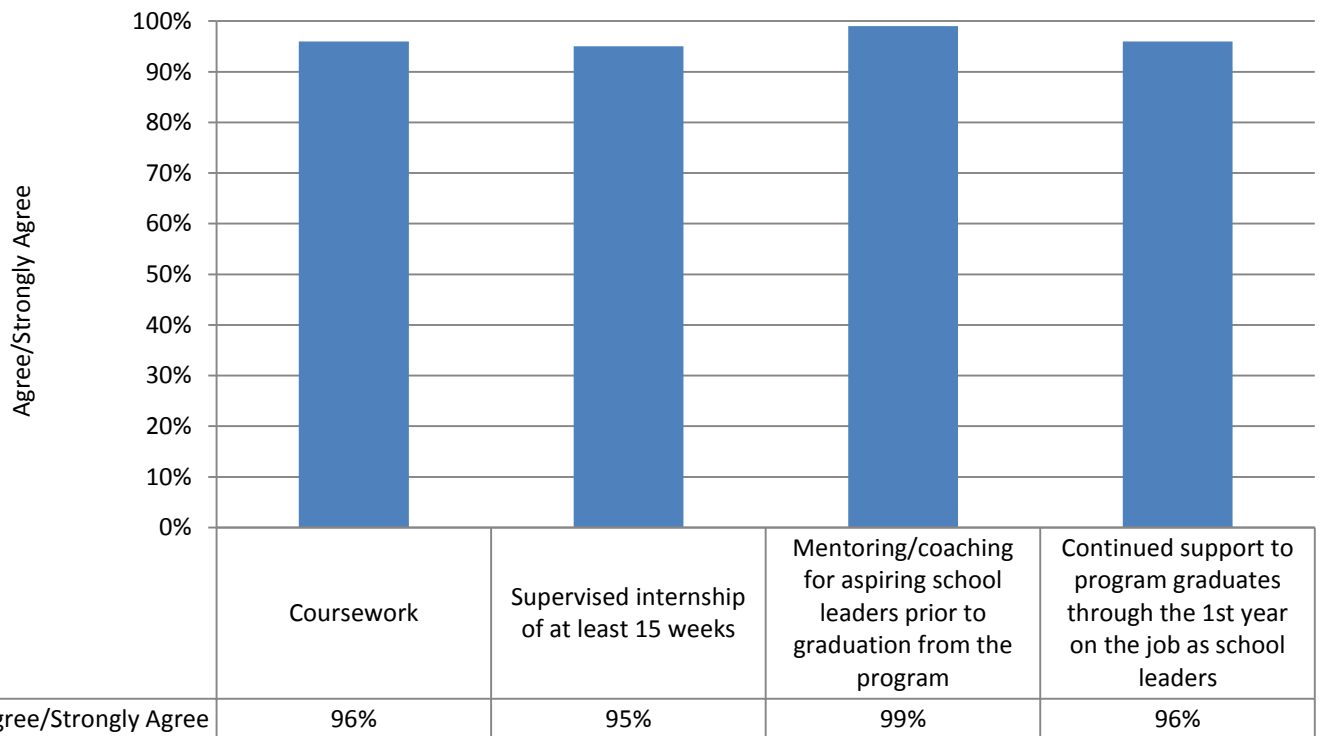


Display of responses from an online survey conducted in NYS from Oct. 11 – Nov. 2, 2016. Respondents included local school board members, P12 educators, and deans and faculty members in schools of education at institutions of higher education. A total of 676 responded to the survey.

Question 7: The New York State Education Department role in leader preparation programs should be to (n=676):

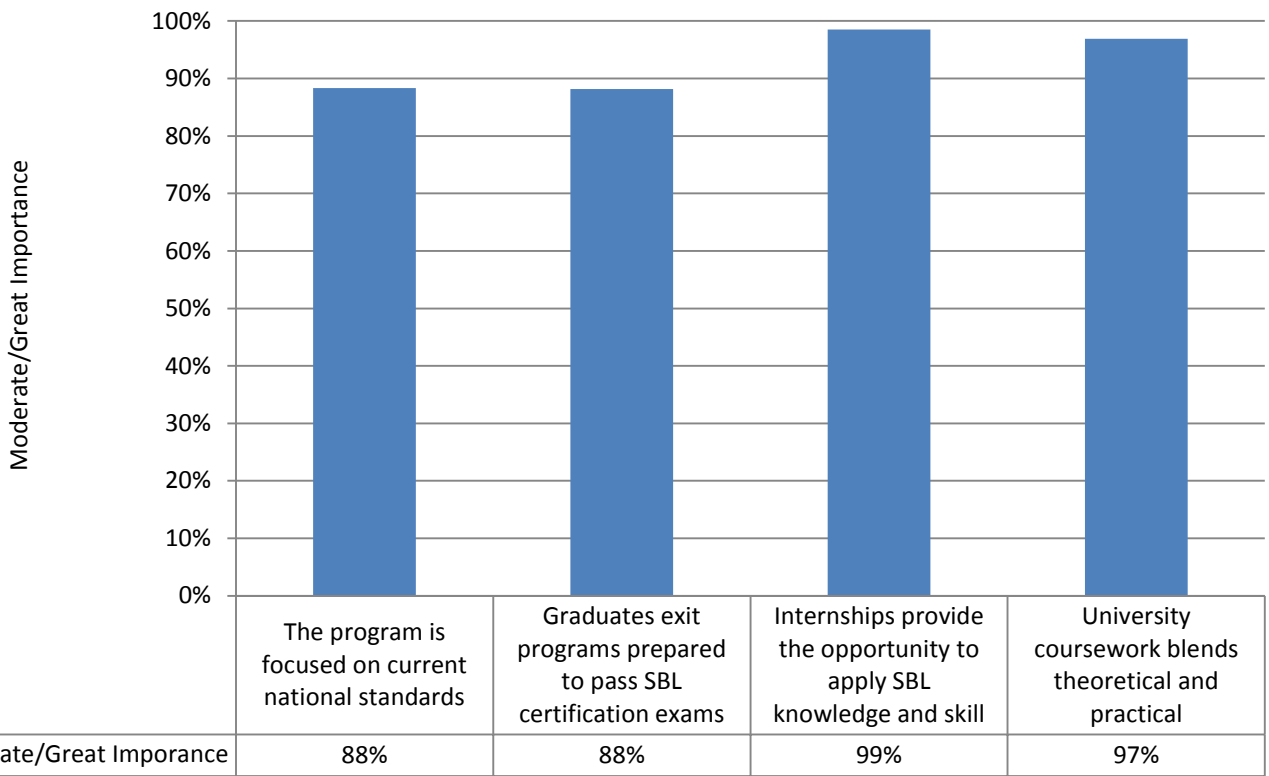


Question 8: Essential elements that are vital to any high-quality leader prep program in NYS include (n=676):



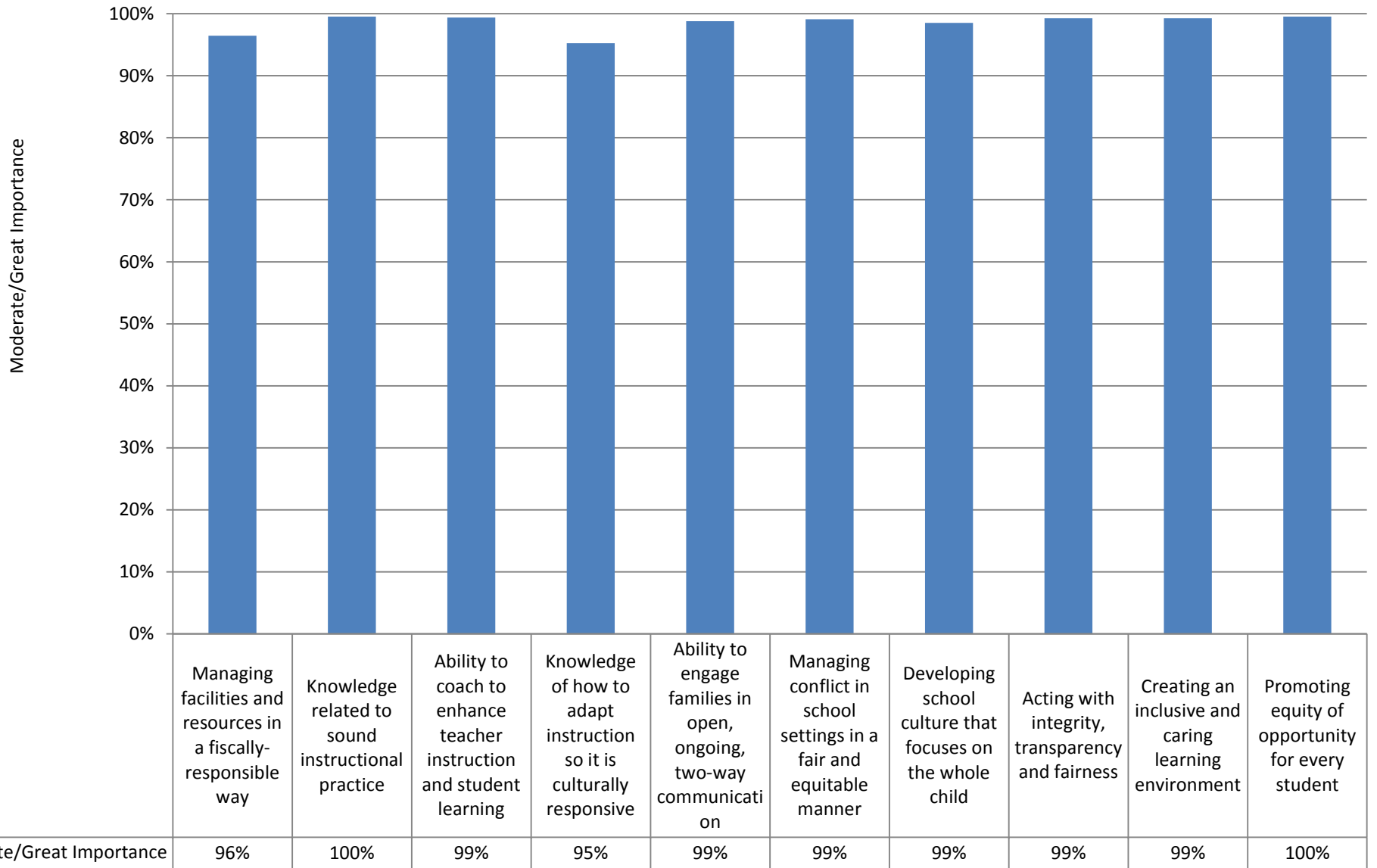
Display of responses from an online survey conducted in NYS from Oct. 11 – Nov. 2, 2016. Respondents included local school board members, P12 educators, and deans and faculty members in schools of education at institutions of higher education. A total of 676 responded to the survey.

Question 9: How important are the following to leader preparation programs (n=676)?



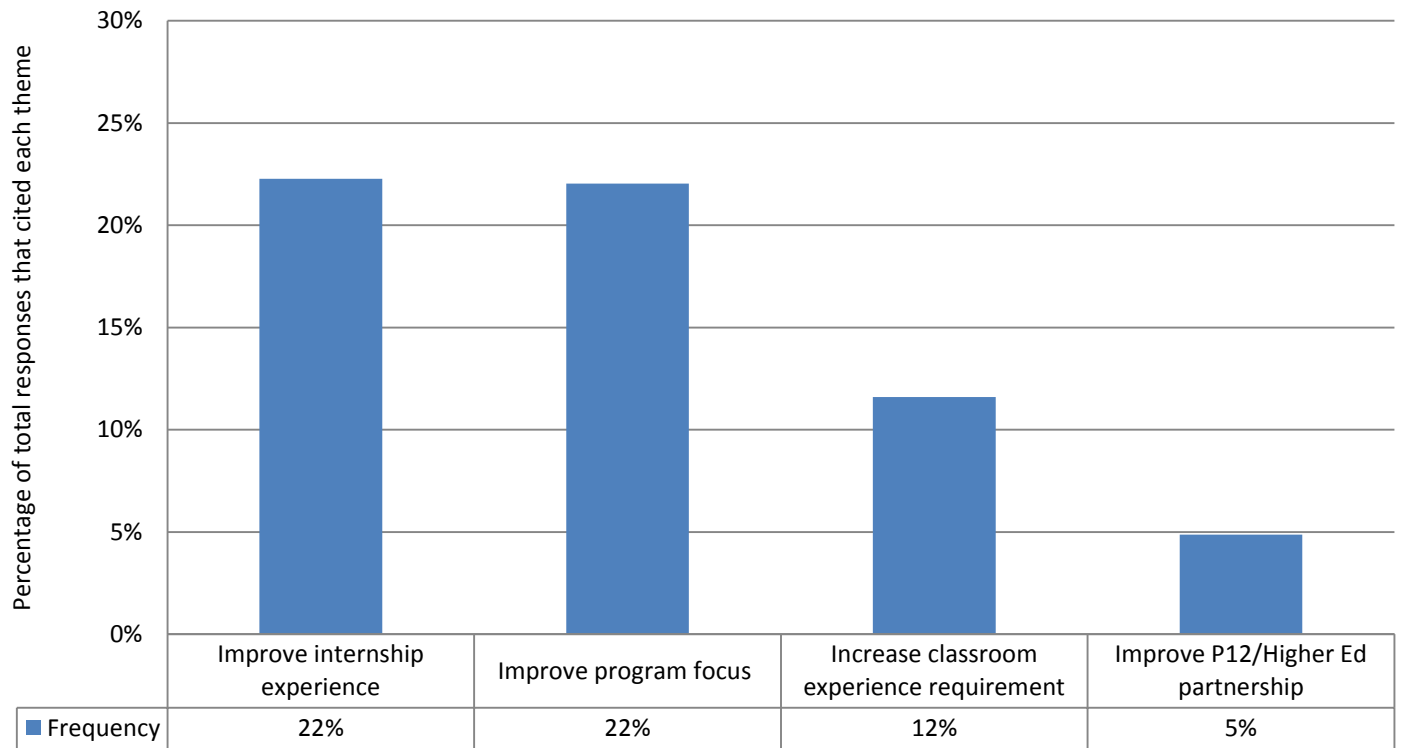
Display of responses from an online survey conducted in NYS from Oct. 11 – Nov. 2, 2016. Respondents included local school board members, P12 educators, and deans and faculty members in schools of education at institutions of higher education. A total of 676 responded to the survey.

Question 10: How important are the following to leader preparation programs (n=676):



Display of responses from an online survey conducted in NYS from Oct. 11 – Nov. 2, 2016. Respondents included local school board members, P12 educators, and deans and faculty members in schools of education at institutions of higher education. A total of 676 responded to the survey.

Question 11: To improve the quality of school leader development programs in NYS, what one change would make the greatest difference (n=431)?



Display of responses from an online survey conducted in NYS from Oct. 11 – Nov. 2, 2016. Respondents included local school board members, P12 educators, and deans and faculty members in schools of education at institutions of higher education. While a total of 676 responded to the survey, 431 responded to this final open-ended question.

Note. In this context, themes that are cited here mean the following (i.e., citations exemplify respondents remarks).

Improve internship experience

- “High-quality internship experiences [are needed].”
- “Full-year or two half-year internships [are needed].”
- “A quality internship is the key to success. It is essential for it to be done in collaboration with most skilled principals.”

Improve program focus

- “Ensure programs are connected with the realities of the Principal-ship.”
- “[What is needed is] standards-driven, research-based practice [and] application of skills with University feedback.”
- “[Future leaders need] to learn to balance management of minute-to-minute issues with executing the bigger vision.”

Increase classroom experience requirement

- “[Aspiring principals] need at least 6 years of classroom experience.”
- “Must have more years in the classroom than now required.”
- “Require candidates to teach for at least 5-7 years [and] requiring a broader background.”

Improve P12/Higher Ed partnership

- “Partner with a local public school district for supervised internships, mentoring, and PD [professional development].”
- “A strong partnership [is needed] with a school district to provide candidates with a quality internship.”
- “Higher ed & districts should engage more in dialogue about appropriate internship tasks and leadership in general.”