NISL Professional Development Sessions
Post-Professional Development Interview with Principals (Participants)

Record on all notes or tapes:
Date of Interview _____
Researcher _____
Respondent's pseudonym and roles _____

Document and collect informed consent

> **Research Question**: How does participation in the NISL leadership development program influence the *knowledge* and *practice* of school principals who participate in the program?

> **Rationale**: Our framework posits that school principals can acquire new knowledge and skills by participating in principal preparation and professional development programs. What school principals learn in such programs, however, depends on at least two factors. First, it depends on the knowledge and expertise they bring to these programs and their motivation to learn (leader background in Figure 1). Second, it depends on the content and pedagogy of the programs. We hope to not only learn about the impact of NISL on leadership practice, but more generally, about which characteristics of professional development for principals are more effective in promoting conceptual shifts in the way principals approach their practice, as well as changes in their actual practice. To do this work, we will examine how NISL's goals are put into practice by interviewing NISL developers, studying NISL curricular materials and key texts, observing principals' participation in NISL and interviewing principals as well as facilitators during their institute participation.

INTRODUCTION—briefly describe the study and interview. Ask for signatures on the informed consent form--for research and audio-taping. Summarize confidentiality issues as described in consent form

Assessing The Impact of Principals' Professional Development:
An Evaluation of The National Institute For School Leadership (NISL)

NISL Professional Development Sessions
Post-Professional Development Interview with Principals (Participants)

Point 1:   June Interview and observation, Units 1 and 2
9 –10 questions: 20 MINUTES ($25) x 20 respondents
2 people 3 days; 1 person -6 days

(Prior experience, competency and practice as education/instructional leader)

1) Can you tell me what you do in your current role? (*Probe for "practice" description, rather than simply title—what do you do in a "typical" day, e.g.)*

How long have you have been in current role? What did you do prior to this?

How long have you been working in this district/ this school?

(NISL learning experience as practitioner leader; enacted NISL instructional formats)

How do the tasks, content and instruction during the NISL program compare to other professional development you've experienced?

What kind of instruction, task or content has helped you learn during the NISL program so far?

2) What do you consider the most important, most useful ideas you have learned so far during the NISL training?

3) What specifically helped you learn those ideas?

(Norms of cohort 1 "learning community"; Learning experience from perspective of practitioners; Enacted NISL instructional formats)

Have you taken a leadership role in any of your group tasks during the NISL training? Would you tell me about that experience? (if not, why not?)

4) What do you consider the most helpful or useful ideas the other participants in your cohort might have learned from you?
What did you do to help them understand those ideas? Who specifically?

5) What do you consider the most helpful or useful ideas you have learned from other students/participants in the NISL training?
What specifically helped you learn those ideas? Who specifically?

Do you stay in touch with the NISL participants or facilitators between institutes?

NISL Professional Development Sessions
Post-Professional Development Interview with Principals (Participants)

What do you discuss or do?

(Learning experience from perspective of future coach)

6) What have you learned from the NISL program so far that you think will be most useful when you are coaching or working with teacher leaders or teachers at your school? Why?

(Knowledge and strategy use/Application of new content to practice)

1. If not elaborated thus far:
Have you had an opportunity to try out or use any of the important ideas you are learning--in your practice as an education leader?

> **If yes**: would you tell me about that experience? What was most challenging or problematic about the experience? What helped you address those problems?
> **If no**: why not? What actions do you want to take in your school or practice because of NISL?

(*interviewer probe for more detailed information if subject has mentioned but not elaborated on knowledge use in practice, in questions prior to this set*)

(Knowledge use strategies /Change in leadership practice)
This prompt will allow us to derive information about knowledge use from reported change due to NISL at this point in the program)

7) What would you say is your current approach to leadership for improving teaching and student learning?

Have you changed anything about that approach because of what you are learning in NISL? (Other than what you talked about earlier.) If not, why not?

If yes: Can you explain [or clarify and elaborate] the differences between the approach you use now and the approach you were using before you entered the NISL training program?
> *Probes:*
> * Before entering NISL, what practices or strategies did you use to improve teachers' instruction and student learning?
> * What practices or strategies do you rely on now to improve teachers' instruction and student learning?
> * Are there guiding principles, or strategies, you use more often, or less often now that you are participating in NISL?
> * What was most challenging about the changes you made?
> * What helped you address those challenges?

Assessing The Impact of Principals' Professional Development:
An Evaluation of The National Institute For School Leadership (NISL)

NISL Professional Development Sessions
Post-Professional Development Interview with Principals (Participants)

[*If not mentioned*] In particular, did you make any changes in a) the way you organize your school for instruction, b) the way you organize teachers; professional learning opportunities, c) the texts or curriculum you choose to use, d) the way you or teachers assess student learning, or diagnose students' needs?

[possibly replace the question and probes just above with the questions about a specific assignment in Unit 5, 6 or 7 as described in cognitive interview part C.]

(Motivation—expectancy, efficacy, and value—related to NISL learning experience and application to practice.)

Are you able to do all of the work, required by the NISL program-- reading, assigned projects and on-line work? Why or why not?
Prompts if needed:
- Do you have enough time for it?
- Do you feel prepared for it? Why or why not?
- Do you feel you have the materials you need?

Do you feel capable of making the kinds of changes called for by the NISL program (in your school, or in this district)?

In your opinion, will the changes in instructional leadership, teaching and learning called for by the NISL program help improve your students' achievement?

In your opinion, are those changes called for by NISL a valuable asset for your school (or in this district)? Why?

 [Formal and Informal Learning experience other than NISL]

8) Have you attended any professional development other than NISL recently?
    If yes:
- What were their subjects or topics?
- Who sponsored them?
- What did you consider the most useful and important things you learned?

9) Who are the people in your school that you count on most for leadership help and/or feedback **when you are doing or learning something new.**

[Perceived leader for instructional practice—triangulate with TQ, PQ]
10) Who are the people in your school that teachers can turn to for help and/or feedback on their instruction and/or improvement work?

NISL Professional Development Sessions
Post-Professional Development Interview with Principals (Participants)

11) In closing, is there anything else you'd like to tell us about the NISL training program and your involvement with it?