

**The University of North Carolina
Center for School Leadership Development
Principals' Executive Program (PEP)**

**Response to the North Carolina General Assembly
Session Law 2007-323, Section 9.10**

Presented to
The Joint Legislative Education Oversight Committee
And
The General Assembly Fiscal Research Division

April 1, 2008

**The University of North Carolina
Center for School Leadership Development
Principals' Executive Program (PEP)**

**Response to North Carolina General Assembly Session Law 2007-323, Section 9.10
April 1, 2008**

Table of Contents

Table of Contents	1
Executive Summary	2
Introduction	4
Section 1. PEP Impact on Conditions for Teaching and Learning	
PEP Evaluation Using Existing Data	5
PEP Survey	8
Priority High School Data	9
PEP and Teacher Working Conditions Survey	9
Section 2. Formalized Admissions Policy	
High Need Schools	10
Geographic Diversity	10
Waiting Lists	10
Section 3. A Plan to Provide Input on Priorities and Feedback on Performance	
Input on PEP Priorities	11
Feedback on PEP Performance	12
Section 4. Amendments to Laws Governing PEP	13
Conclusion. Request to Return PEP to Recurring State Funding	13
Appendix A. Justification Review of the Principals' Executive Program	
Appendix B. Student Performance and Participation in PEP Programs	
Appendix C. Results of PEP 2008 Client Survey	
Appendix D. List of 2008-09 High Need Schools and School Districts	
Appendix E. North Carolina Education Regions	

**The University of North Carolina
Center for School Leadership Development
Principals' Executive Program**

**Response to North Carolina General Assembly Session Law 2007-323, Section 9.10
April 1, 2008**

Executive Summary

North Carolina General Assembly Session Law 2007-323, Section 9.10, appropriated the operating budget for the Principals' Executive Program (PEP) on a nonrecurring basis for the 2007-09 biennium. The act created three conditions for the return of the PEP operating budget to a recurring basis for 2009-11. This document is PEP's response to the three conditions.

Provide data showing PEP has a positive, measurable impact on conditions for teaching and learning in schools. Data from six cohorts of PEP's most recent long-term residential training programs for principals show a steady increase in ABC Performance Composite scores from year before participation to year after participation. These data also show that schools are likely to show improvement in ABC Growth and AYP results during and after a participant's work with PEP. Overall, there seems to be a positive correlation between schools whose leaders participate in PEP and increases in student achievement indicators. Data from a survey of PEP participants show 95% or more of respondents acquired information and skills to improve the conditions for teaching and learning in their schools, utilized this information and skills, and believe student learning improved as a result of their participation in PEP programs. Data from PEP's work with leaders of priority high schools indicate that 94% of these schools raised their performance composite scores during the year of training by an average of 10.4 percentage points. However, researchers caution it is impossible to attribute positive or negative effects of one program on student performance data and suggest sustained collection of data to test the relationship between participation in PEP programs and student achievement.

Develop a formalized admissions policy that gives priority to school administrators working in high-need schools, takes into account geographic diversity, offers priority admission to those on a waiting list, and uses waiting lists to assess demand and determine how best to allocate resources. For residential professional development programs beginning 2008-09, PEP will give priority to leaders of schools that are Tier 5 schools or are schools in a LEA serving >60% or 10+ Tier 4 or Tier 5 schools, track and promote balance in participation among the eight educational regions in the state, continue to give priority to those on program waiting lists, and utilize waiting lists as information in determining priorities for future programs.

Recommend to the Joint Legislative Education Oversight Committee a plan to provide input on the Principals' Executive Program's priorities and feedback on its performance. PEP will continue to establish priorities for resource allocation and program development based

upon waiting lists, surveys of school leaders and needs articulated by leaders in the General Assembly, UNC System, and Department of Public Instruction. In addition, PEP will continue to follow the statutory protocols provided in G.S. 115C-12(26) and G.S. 116-11(12a) to determine priority requests from both the UNC Board of Governors and, particularly, the NC State Board of Education. In addition, beginning 2008-09, PEP will institute a comprehensive evaluation system to provide feedback on the effectiveness of its professional development programs in five areas: (1) participant satisfaction, (2) participant acquisition of knowledge and skills, (3) organizational support for change in participants' schools and LEAs, (4) participant workplace application of acquired knowledge and skills, (5a) participant impact on conditions for teaching and learning in their schools, and (5b) the correlation between PEP training and changes in student performance. This evaluation plan will provide, for the first time, comprehensive longitudinal data regarding PEP's impact on the conditions for teaching and learning in schools and the correlation between PEP professional development and changes in student performance.

In addition to responding to the three conditions associated with nonrecurring funding, PEP makes two requests of the North Carolina General Assembly.

Amend Laws Governing PEP The Principals' Executive Program requests that Session Law 1983-1034, Section 54, be amended to permit PEP to (1) balance participation by education region as opposed to congressional district, and (2) in addition to principals and assistant principals, serve other school leaders who support school level success.

Return PEP to Recurring Funding in 2008-09 PEP has provided data showing a positive correlation between PEP professional development and increases in student learning. PEP has developed, and will implement next year, a formal admissions policy that addresses high need schools, geographic diversity, and waiting lists. PEP has presented a plan to continue receiving input on priorities, especially from the State Board of Education and UNC Board of Governors. PEP has developed, and will implement next year, a comprehensive plan for securing feedback on its performance as it relates to improving conditions for teaching and learning and correlating PEP training with changes in student performance. To continue nonrecurring funding into 2008-09 will have severe negative consequences for PEP and the professional development it can offer in 2008-09 and, especially, in 2009-10. Consequently, PEP requests that the General Assembly return PEP to recurring funding in 2008-09.

**The University of North Carolina
Center for School Leadership Development
Principals' Executive Program**

**Response to North Carolina General Assembly Session Law 2007-323, Section 9.10
April 1, 2008**

Introduction

North Carolina General Assembly Session Law 2007-323, Section 9.10, appropriated the operating budget for the Principals' Executive Program (PEP) on a nonrecurring basis for the 2007-2009 biennium. The act also created three conditions for the return of the PEP operating budget to a recurring basis for 2009-2011. These conditions are that PEP:

Section 9.10 (a) Provide "data showing the program has a positive, measurable impact on conditions for teaching and learning in schools".

Section 9.10 (b) "Develop a formalized admissions policy that ...gives priority to school administrators working in high-need schools..., takes into account geographic diversity, offer(s) priority admission to those on (a) waiting list...and use(s)...waiting lists to assess demand and determine how best to allocate resources..."

Section 9.10 (c) "Recommends to the Joint Legislative Education Oversight Committee a plan to provide input on the Principals' Executive Program's priorities and feedback on its performance".

Also, the Fiscal Research Division of the North Carolina General Assembly in its February 19, 2007 Justification Review to the Joint Education Appropriations Committee (See ***Appendix A***) included a recommendation for "revisiting and amending as needed the laws governing PEP to better ensure that they conform with the General Assembly's current vision for the program."

This document is the response from PEP and The University of North Carolina Center for School Leadership Development. The response is organized in four sections to address the three conditions in North Carolina Session Law 2007-323, Section 9.10, and the recommendation of the Fiscal Research Division regarding amended laws governing PEP.

SECTION 1. PEP IMPACT ON CONDITIONS FOR TEACHING AND LEARNING

Since the enactment of Session Law 2007-323, PEP has undertaken four steps to gather data showing the measurable impact of PEP professional development on the conditions for teaching and learning in schools. First, PEP participated in a study of the student achievement in schools where the principal has completed one of PEP's recent long-term residential programs. Second, PEP surveyed program completers who are still in administrative positions. Third, PEP studied data from the schools of 2006-07 completers of training for leaders of priority high schools. Finally, an attempt was made to extract informative data from the 2004 and 2006 Teacher Working Conditions Survey.

PEP Evaluation Using Existing Data

Historically PEP has not evaluated its professional development program in a manner that tracks participants over time and measures the overall impact of the PEP program. In the fall of 2007, at PEP's request, researchers Dr. Misti Williams and Dr. Carl Lashley from the School of Education at the University of North Carolina at Greensboro (UNC-G) examined the relationship between participation in PEP programs and school outcomes as measured by student achievement on state accountability tests (ABCs) and federal standards for adequate yearly progress (AYP). Definitions of these two terms, from a listing of education acronyms provided by the Public Schools of North Carolina, follow:

- **ABCs** - The ABCs' of Public Education is North Carolina's comprehensive plan to improve public schools. It is based on three goals: (1) strong accountability (2) mastery of basic skills, and (3) localized control. The model focuses on (1) schools meeting growth expectations for student achievement, and (2) the overall percentage of students who score at or above grade level. The model uses end-of-grade tests in grades 3-8 in reading and mathematics to measure growth and achievement in elementary and middle schools and end-of-course tests to measure growth and achievement in high school and at the middle school level where appropriate.
- **AYP** - Adequate Yearly Progress. All public schools, in North Carolina and throughout the country, must measure and report AYP as outlined in the federal No Child Left Behind legislation. AYP measures the yearly progress of different groups of students at the school, district, and state levels against yearly targets in reading and mathematics. Target goals are set for attendance and graduation rates as well. If a school misses one target, it does not make AYP.

The full report from Drs. Williams and Lashley can be found in **Appendix B**. The following are a summary of the report and significant findings from the report.

Summary

The schools selected for the UNC-G study were those whose principals had participated in one of two PEP programs:

- Four cohorts of Leadership Program for New Principals (LPNP) from 2002 until 2006. This program helps principals who have fewer than three years on the job create and sustain a shared leadership vision and a positive school climate; improve teaching and learning; and manage buildings and staff efficiently. It consists of four 2 ½ day residential sessions at the UNC Center for School Leadership Development and PEP covers all expenses, including lodging.
- Two cohorts of Leadership Program for Experienced Principals (LPXP) from 2005 until 2007. This program helps principals who have three or more years on the job become better instructional leaders, better resource managers, and better able to retain good teachers. It consists of four 2 ½ -day residential sessions also at the Center and PEP covers all expenses, including lodging.

In Williams and Lashley's study, data were assembled from a three-year period for each cohort:

- the year BFORE PEP participation
- the year OF PEP participation, and
- the year AFTER PEP participation.

The three student learning outcomes examined at the school level were:

- success in meeting expected or high ABC Growth benchmarks,
- success in making Adequate Yearly Progress (AYP), and
- changes in the Performance Composite.

Significant Findings

TABLE 1. ABC GROWTH AND AYP SUMMARY
PEP LEADERSHIP PROGRAM FOR NEW PRINCIPALS (LPNP)

Leadership Program for New Principals 2002-06	Difference State Comparison Year BEFORE Participation	Difference State Comparison Year OF Participation	Difference State Comparison Year AFTER Participation
ABC GROWTH	-4.98	2.33	24.72
AYP	-33.35	-12.78	-10.22

“Participation in LPNP appears to make a difference in ABC Growth and AYP. Comparing the year BEFORE, year OF, and year AFTER data indicates that schools are likely to show improvement during and after a participant's work with PEP.”

TABLE 2. ABC GROWTH AND AYP SUMMARY
PEP LEADERSHIP PROGRAM FOR EXPERIENCED PRINCIPALS (LPXP)

Leadership Program for Experienced Principals 2005-07	Difference State Comparison Year BEFORE Participation	Difference State Comparison Year OF Participation
ABC GROWTH	-22.17	3.38
AYP	-4.36	11.34

“Participation in LPXP appears to make a difference in ABC Growth and AYP. The data show a significant positive trend from the year BEFORE to the year OF participation. Year AFTER data is still incomplete as LPXP year AFTER data is 2007-2008 and is not available yet.”

TABLE 3. PERFORMANCE COMPOSITE COMPARISONS
PEP LEADERSHIP PROGRAM FOR NEW PRINCIPALS (LPNP)

Leadership Program for New Principals	Year BEFORE Participation Average Performance Composite	Year OF Participation Average Performance Composite	Year AFTER Participation Average Performance Composite
LPNP 05 (2002-03)	82.49	83.87	84.22
LPNP 06 (2003-04)	78.82	82.84	83.72
LPNP 07 (2004-05)	82.18	81.43	
LPNP 08 (2005-06)	82.33		

LPNP 05 and LPNP 06 show a steady increase in Performance Composites from year BEFORE to year AFTER participation in PEP. Complete, comparable LPNP 07 and LPNP 08 results are not available as the Performance Composite formula was changed in 2005-06.

TABLE 4. PERFORMANCE COMPOSITE COMPARISONS
PEP LEADERSHIP PROGRAM FOR EXPERIENCED PRINCIPALS (LPXP)

Leadership Program for Experienced Principals	Year BEFORE Participation Average Performance Composite	Year OF Participation Average Performance Composite	Year AFTER Participation Average Performance Composite
LPXP 01 (2005-06)	84		
LPXP 02 (2006-07)	70.73	73.24	

“For LPXP 02 year BEFORE and year OF there was an increase in the Performance Composite.”

Complete, comparable LPXP 01 results are not available as the Performance Composite Formula was changed in 2005-06. It is important to note that the Performance Composites are mean composites from each set of participant schools. Overall, there seems to be a positive correlation between schools that participate in PEP (LPNP and LPXP) and student achievements indicators (ABC Growth and AYP).”

In the University of North Carolina at Greensboro report, the researchers stated cautions with regard to limitations of this kind of study. “It is impossible to attribute positive or negative effects of one program on student performance data. This study looks primarily at trends in achievement data and suggests sustained collection of data with future participants in PEP programs to show a stronger relationship between participation in PEP programs and student achievement.”

PEP 2008 Survey

In January 2008, PEP conducted a survey of principals, assistant principals, and other executives in North Carolina to assess PEP’s impact on past participants and garner information on the current training needs of school leaders. In the response, all regions of the state were represented and 81% of the respondents had attended a PEP program. Respondents indicated significant impact resulted from participation in PEP programs:

- 99% indicated at PEP they acquired information and skills to improve the conditions for teaching and learning in their schools
- 98 % stated that they utilized information and skills acquired at PEP to improve the conditions for teaching and learning
- 95.5% believed that student learning had improved because of participation in PEP programs.

Continuing interest was expressed in all of PEP’s year-long leadership programs. For every program, the number of potential enrollees was more than double current PEP capacity. There was also demand for shorter-term institutes dealing with targeted topics. Over half of the executives stated that they had moderate to a difficult time in finding ongoing, professional development aimed specifically at school leaders. At the end of the survey, respondents were given an opportunity to offer comments about any PEP services and other professional development needs. The responses were overwhelmingly appreciative of PEP services and a few remarks identified improvements already made as we prepare for 2008-09.

The following are representative quotes:

- “I cannot express how important PEP has been in my development as a school leader. The information I have gained has prepared me as much as any on-the-job training. PEP allows deep reflection while time for networking and collaboration at a level not duplicated anywhere else. I really can’t imagine being successful without PEP. Participation in PEP should be a mandatory criteria for consideration for any school leadership position”.

- “As a graduate of experienced principals (LPXP) in 2007, I cannot tell you how rich and resourceful the training was. I was given strategies to help my school. We have made positive changes that impact student learning”.
- “Just finished program for experienced principals and believe it to be a life-changing experience”.
- “I attended the fall 2008 SAIL Program and it was a great experience. I immediately began using things I learned in my building and feel that this is making a positive impact on instruction. I feel I now have the tools I need to effectively evaluate instruction”.
- “The program for assistant principals I attended this summer was the most valuable experience I have been a part of in my professional life, including by Master’s program for educational leadership. It changed my entire mindset. I strongly encourage anyone interested in advancing their career as a principal to attend”.
- “PEP professional development is always top-notch. I can count on time well spent”.

The full report is in *Appendix C*.

Priority High School Data

During school year 2006-07, the Principals’ Executive Program partnered with the Department of Public Instruction (DPI) and the Kenan-Flagler Business School to provide training for leaders of 35 low-performing high schools across the state. These high schools were designated Priority High Schools by DPI. In addition to an evaluation of these training programs by Southeast Region Vision for Education (SERVE) at UNC-Greensboro, DPI collected data regarding the ABC Performance Composite scores of these schools the year before the training, 2005-06, and the year of the training, 2006-07. These data reveal that 33 of the 35 schools had higher performance composite scores the year of the training as compared to the year before the training, with adjustments for the change in standards between 2005-06 and 2006-07. The increases in performance composite scores ranged from .4% to 34.4%. On average, the 33 schools showing increases raised their performance composite scores by 10.4 percentage points.

PEP and Teacher Working Conditions Survey

The University of North Carolina at Greensboro researchers also examined outcomes reported in Teacher Working Conditions are Student Learning Conditions: A Report on the 2004 & 2006 North Carolina Teacher Working Conditions Survey by The Center for Teaching Quality for the schools of PEP participants. The study was to use the 2004 Teacher Working Conditions Survey as the year BEFORE participation, school year 2004-05 as the year OF participation, and the 2006 survey as the year AFTER participation. The data set for that timeframe was not sufficient to draw conclusions regarding PEP programs.

SECTION 2. PEP FORMALIZED ADMISSIONS POLICY

High Need Schools

The North Carolina Department of Public Instruction's (DPI 2008) "Redesign Project: Building a Framework for Comprehensive Support of Districts and Schools" calls for greater specificity in defining schools in need and a new approach in providing assistance to them. PEP will utilize DPI's identification of high-need schools and target schools that are either (1) a Tier 5 school, or (2) a school in an LEA that has > 60% or 10+ Tier 4 or Tier 5 schools and low capacity. The Department has developed a list of the qualifying districts and schools based on 2007-08 data (*Appendix D*). Priority in registration for PEP programs in 2008-09 will be given to identified schools. PEP will contact the schools in these categories, offer early registration to their school leaders, and reserve up to half of the slots available in each class for leaders of these schools who take advantage of the early registration.

Geographic Diversity

As stated in the Justification Review report, though PEP has not served an equal number of principals in each Congressional district each year, "PEP has had an informal policy to seek geographic balance to each of its classes and to give priority to low performing schools." During school year 2006-07, executives from 108 out of 115 school districts participated in PEP programs. The Justification Review indicated that "the use of Congressional districts is outdated and could benefit urban counties." Beginning 2008-09, PEP will increase its focus on statewide participation with an emphasis on balance among the eight educational regions as drawn by the General Assembly (*Appendix E*). This focus on balance will be coupled with targeted recruiting in districts that have had limited participation in PEP programs. The recruiting will include direct communication with the superintendent and individual school leaders in these targeted districts.

Waiting Lists

In 2008-09 PEP will continue to maintain a waiting list for each program. Individuals whose names are on a waiting list will be offered priority seating through an early registration period for the next program. Waiting lists will also continue to be considered in allocating resources for future programs.

SECTION 3. A PLAN TO PROVIDE INPUT ON PEP PRIORITIES AND FEEDBACK ON PERFORMANCE

Input on PEP Priorities

In addition to information garnered from waiting lists, surveys of school administrators, and needs articulated by leaders in the General Assembly, UNC System, and Department of Public Instruction, there is a statutory protocol that the UNC Center for School Leadership Development and PEP follow in determining priority requests from the UNC Board of Governors and the NC State Board of Education (SBE).

Since 2001 the Board of Governors of the University of North Carolina has compiled and presented an annual report of the professional development activities of the programs comprising the UNC Center for School Leadership Development, as required by G.S. 115C-12(26) and G. S. 116-11(12a). Included among these programs is the Principals' Executive Program. These statutes, as amended in August 2005 require that, "The Board of Governors of The University of North Carolina shall implement, administer, and revise programs for meaningful professional development for professional public school employees based upon the evaluations and recommendations made by the State Board of Education under G.S. 115C-12(26). The programs shall be aligned with State education goals and directed toward improving student academic achievement. The Board of Governors shall submit to the State Board of Education an annual report evaluating the professional development programs administered by the Board of Governors." Further, "The State Board of Education, in collaboration with the Board of Governors of The University of North Carolina, shall identify and make recommendations regarding meaningful professional development programs for professional public school employees. The programs shall be aligned with State education goals and directed toward improving student academic achievement. The State Board shall annually evaluate and, after consultation with the Board of Governors, make recommendations regarding professional development programs based upon reports submitted by the Board of Governors under G.S. 116-11(12a)."

Annually the Principals' Executive Program takes into account the recommendations from the State Board of Education in developing its program offerings for the following year. The Fiscal Research Division's Justification Review indicates that this "... system of collaboration appears to be working satisfactorily at this time, (however) it is vulnerable long-term to failure as the personalities involved change. A stronger system would institutionalize a formal means by which the SBE could influence the priorities set for PEP." PEP has institutionalized this statutory approach to securing priorities from both the Board of Governors and the SBE and responding to these priorities in developing its programs. PEP remains receptive to initiatives that will strengthen this process.

Feedback on PEP Performance

Building on the work of Donald Kirkpatrick, Thomas Guskey developed a process for evaluating the professional development of teachers. Beginning 2008-09 PEP will apply this model to professional development for school executives and implement a comprehensive plan to evaluate the impact of its work at the five levels identified by Guskey.

Level 1 Participants' Satisfaction

PEP will continue to use same-day evaluations and K-12 Insight, an online survey tool, to gather data on participants' perception of the training they receive during each segment of each program. As the UNC-G report states, "these data may be considered 'happiness quotients' but they are valuable to improving the design and delivery." The Fiscal Research Division Justification Review cites data from past programs that indicate "most program participants are pleased with content and quality of PEP services."

Level 2. Participant's Knowledge and Skills

PEP will gather data regarding participants knowledge and skill level at the beginning and at the conclusion of each professional development event. These pre- and post-assessments will measure the knowledge and skills acquired during the professional development training.

Level 3. Organizational Support for Change

In accordance with the UNC-G recommendations, PEP will collect data from program participants and other sources to determine what variables in the participants' work environments "facilitate the implementation of program-derived innovations and which act as obstacles to implementation."

Level 4. Participants' Behavior Change

PEP will gather data regarding the participants' use of the knowledge and skills acquired during professional development. Such data may include implementation of projects developed during training, participants' self assessment, and assessments by workplace observers to evaluate the extent to which participants apply acquired knowledge and skills upon return to their schools

Level 5A. Participants' Impact on Conditions for Teaching and Learning

PEP is reviewing research to identify conditions over which principals exercise significant control that have a direct impact on student academic performance. When these conditions have been identified, then data will be collected on the conditions that can be measured. These data will then be used to evaluate the impact of professional development on these conditions.

Level 5B Impact on Student Performance

PEP will assemble data that measure student academic performance in schools led by PEP graduates. These data will include, but are not limited to, results of tests administered as part of North Carolina's accountability program, AYP reports, and the SAS's Education Value-Added Assessment System (EVAAS). These data will be analyzed to assess trends in student academic performance at schools where school executives are graduates of PEP programs.

The implementation of this evaluation model is not without cost. To the extent that PEP can secure additional resources, and reallocate existing resources without diminishing services, the model presented here will be implemented beginning the summer of 2008.

SECTION 4. AMENDMENTS TO LAWS GOVERNING PEP

North Carolina Session Law 1983-1034, Section 54, Principals' Management Program states,

“Of the funds appropriated to The University of North Carolina at Chapel Hill in Section 2 of Chapter 971 of the 1983 Session Laws, three hundred seventy-four thousand dollars (\$374,000) shall be used to establish a Principals' Management Program, which is designed to be a short-term, intense, in-resident management training program for principals to improve their leadership and management skills. This program shall serve an equal number of principals in each congressional district each year. If funds are available within the budget of the Department of Public Instruction, or The University of North Carolina at Chapel Hill, the University may expand the program to serve assistant principals.”

Based on the Justification Review report to the General Assembly, the UNC-G PEP study, the new North Carolina Standards for School Executives, and current research on school leadership practices that impact student achievement, PEP recommends the following revisions for North Carolina Session Law 1983-1034:

1. Measure participation based on the eight educational regions designated by the General Assembly (Section Law 115C-65) rather than Congressional districts.
2. In addition to principals and assistant principals, allow other educational leaders that support school-level success to attend PEP programs.

CONCLUSION: REQUEST TO RETURN PEP TO RECURRING STATE FUNDING

The Principals' Executive Program, the UNC Center for School Leadership Development, and the University of North Carolina are grateful for the wisdom exhibited by the North Carolina General Assembly a quarter century ago in creating PEP and providing continuous funding to the University to support its operation. For the past twenty-five years, PEP has responded by providing outstanding professional development for North Carolina's principals and assistant principals. These years have been filled change, exciting growth opportunities for our school leaders, and hundreds of testimonials to the valuable role PEP has played in our public education system.

PEP is also excited about the challenges presented by the future. The General Assembly's action last summer in enacting Session Law 2007-323, Section 9.10, has afforded PEP another

opportunity to step forward and meet a set of challenges few other professional development providers have addressed. As first steps, PEP and researchers from the University of North Carolina at Greensboro have examined data from several sources to examine the connection between PEP professional development and the conditions that impact student learning, and student learning itself, in our public schools. PEP has also revised its admissions policy to meet the requirements of the General Assembly and developed a plan to continue gathering input on PEP priorities from multiple sources. Perhaps more far-reaching than any of these actions is PEP's development of an evaluation and feedback plan that will subject PEP to a level of self-examination and accountability second to none in the field of professional development for North Carolina school leaders.

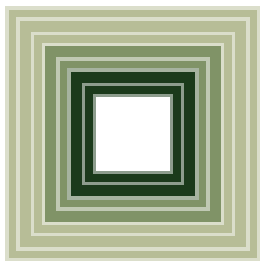
Section 1 of this report addresses PEP's impact on conditions for teaching and learning in the schools whose leaders have participated in professional development provided by PEP. In this section, PEP has offered data showing a positive correlation between PEP professional development and increases in student learning.

Section 2 addresses the General Assembly's desire that PEP have a formalized admissions policy that meets four criteria. In response, PEP has developed, and will implement in 2008-09, a formal admissions policy that gives priority to high need schools, tracks and assures geographic diversity, and offers priority to those on waiting lists.

Section 3 addresses the request for a plan to provide input on PEP priorities and feedback on PEP performance. PEP has presented a plan to continue receiving input on priorities, especially from the State Board of Education and UNC Board of Governors. PEP has developed, and will implement in 2008-09, a comprehensive plan for securing feedback on its performance as it relates to improving conditions for teaching and learning and correlating PEP training with changes in student performance. This plan for evaluation and feedback is as rigorous as any, and more rigorous than most, North Carolina public school professional development evaluations.

Along with responding to the challenges presented by this legislation, PEP has also identified serious concerns associated with a second year of nonrecurring funding. To continue nonrecurring funding into 2008-09 will have severe negative consequences for PEP and the professional development it can offer in 2008-09 and, to an even greater degree, in 2009-10. This spring (2008) PEP is conducting registration for 2008-09 professional development offerings and developing a budget and staffing plan to support these offerings. This process includes filling key vacancies on the PEP staff. The uncertainty associated with nonrecurring funding will make it difficult to recruit high-quality personnel to PEP positions. Next winter (2008-09, the second year of scheduled nonrecurring funding) PEP will be developing program offerings for the 2009-10 school year. If PEP is still operating under nonrecurring funding that cannot be changed to recurring funding until the 2009-10 biennial session of the General Assembly, then it will be virtually impossible for PEP to employ personnel and make fiscal obligations to support a 2009-10 program of professional development offerings.

Consequently, PEP requests that the General Assembly return PEP to recurring funding for the 2008-09 fiscal year.



Justification Review of the Principals' Executive Program (PEP)

Justification Review

February 19, 2007

To justify continued State funding, PEP must demonstrate a measurable impact on conditions for teaching and learning in schools.

Executive Summary

Adequate evidence does not exist to document that the Principals' Executive Program (PEP), a "short-term, in-residence management training" program for North Carolina's public school leaders,¹ has a measurable impact on conditions for teaching and learning in schools and school districts. Given this lack of evidence, the General Assembly (GA) cannot justify expenditure of State funds on this program. PEP must produce evidence that it is having a measurable impact in order to continue receiving State funds. Alternatively, PEP could move to a receipt-supported model.

If PEP remains a State-funded entity, the GA should consider taking the following actions to refine the program: 1) revisiting and amending as needed the laws governing PEP to better ensure that they conform with the GA's current vision for the program, 2) formalizing admissions policies to ensure geographic diversity and that priority is given to high-need schools, and 3) establishing a formal mechanism through which the State Board of Education can influence PEP's priorities. Additionally, the GA should consider studying whether or not graduate school programs in North Carolina are adequately preparing the State's principals for their position.

Scope

This report reviews the justification for and performance of the Principals' Executive Program (PEP), a unit of the University of North Carolina's Center for School Leadership Development (CSLD). The review is one of six "justification reviews" of State government programs being published by the Fiscal Research Division during fiscal year 2006-07. The justification review program is a pilot effort designed to satisfy the zero base budgeting requirement set out in Sections 6.34(a-c) of Session Law 2005-276.

Specifically, this report addresses the following questions:

1. Is PEP fulfilling the letter and/or intent of its legislative mandate?
2. Is that mandate still justified, either in its original form or some modified form?
3. Does the program's curriculum follow identified best practices to address its mandate?
4. Is the program duplicative of other services provided by the public or private sectors?
5. Is the program effective?
6. Is the program efficient?
7. Are there any other obstacles that might limit the program's ability to accomplish its mission?

The report culminates by identifying policy options that the General Assembly should consider when determining whether to continue and/or modify the General Fund appropriation for this program in the future.

Background

Mission

The mission of the Principals' Executive Program (PEP) is to “strengthen and renew the knowledge, skills, and beliefs of public school leaders so that they might help improve the conditions for teaching and learning in schools and school districts.”² To achieve this mission, PEP provides a number of professional development opportunities for North Carolina’s nearly 5,000 principals and assistant principals, including intensive executive training programs—which constitute its core service—topical seminars, and a statewide leadership conference. In FY 2005-06, PEP served 1,125 school administrators, 270 of which participated in one of PEP’s core, residential programs.

Origin

The program began in 1984 after the General Assembly appropriated funds to establish a management training program for public school principals. C. D. Spangler, the State Board of Education Chairman at that time, had expressed concerns about school management and was interested in a program for principals similar to the training provided to other executives at Harvard University. In response, the University of North Carolina at Chapel Hill (UNC-CH) Chancellor Christopher Fordham organized an internal planning committee that issued a report proposing such a program. Based on the recommendations of that report, the General Assembly appropriated funding to establish a principals’ management program. The program was initially administered by the Institute of Government at UNC-CH. PEP remained under UNC-CH until 2000, when it was transferred to

the UNC Board of Governors per S.L. 2000-67 and became part of the UNC CSLD.

Core Service

PEP’s executive training programs provide “short-term, intense, in-residence management training,” as required by the original legislation (S.L. 1983-1034). These programs provide a formalized curriculum. Participants complete outside assignments, engage in small and large group discussions, take part in practical exercises, and reflect on what they have learned. The training is research-based and designed to be sequential so that program elements build upon each other. PEP also differentiates its offerings based on the grade span (elementary, middle, high school) and experience level (aspiring, new, and experienced) of school administrators. This approach is designed to be more relevant and applicable than generic, one-size-fits-all programs.

To encourage the exchange of new ideas and different perspectives, PEP programs bring together in Chapel Hill school administrators from disparate geographical areas of the State. Each program typically consists of multiple sessions, which last 2-3 days each. Sessions are scheduled several weeks apart so that school administrators will have opportunities to apply the strategies they have learned and report back about their experiences in subsequent sessions.

Resources

As Exhibit A demonstrates, PEP’s total annual spending has remained relatively constant at around \$2.5 million for the past four years, but its State appropriations have increased during this same time period. Annual increases were relatively modest until FY 2006-07, when the GA appropriated an additional \$250,000 in non-recurring funds to support a new initiative focused on improving the management and leadership skills of principals in high-need schools.

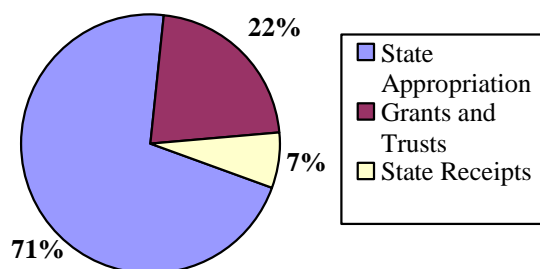
Exhibit A: PEP Expenditures and FTE by Source

Fiscal Year	State Appropriation		State Receipts		Grants and Trusts		Total	
	FTE	Spending	FTE	Spending	FTE	Spending	FTE	Spending
FY 2003-04 (<i>Actual</i>)	17.00	\$1,345,587	3.38	\$189,535	4.00	\$964,380	24.38	\$2,499,502
FY 2004-05 (<i>Actual</i>)	16.00	\$1,386,999	3.38	\$177,112	4.00	\$886,391	23.38	\$2,450,502
FY 2005-06 (<i>Actual</i>)	16.50	\$1,492,099	3.00	\$159,850	4.00	\$1,135,123	23.50	\$2,787,072
FY 2006-07 (<i>Budget</i>)	18.40	\$1,734,217	2.25	\$170,144	3.10	\$552,323	23.75	\$2,456,684

Source: UNC CSLD Services Office

In FY 2006-07, State appropriations constituted 71 percent of PEP's total budget (see Exhibit B). Receipt collections, which are generated by participant registration fees, support a small portion of PEP's operating budget and have declined slightly over this time period. PEP also supports some of its activities with other grant or institutional trust funds. This source of revenue has varied widely over the last few years and decreased significantly in FY 2006-07 due to expiring grants.

Exhibit B: PEP Expenditures by Fund Source: FY 2006-07



Source: UNC CSLD Services Office

The participant costs vary from program to program, and range from \$3,194 to \$5,522. The table below summarizes the average participant costs of PEP's core services.

Exhibit C: Participant Costs for PEP's Core Programs

Program	Duration of Program	Cost per Participant
Leadership Program for New Principals (LPNP)	10 days	\$4,347
Leadership Program for Experienced Principals (LPXP)	10 days	\$3,583
Leadership Program for Aspiring Principals (LPAP)	12 days	\$3,194
Leadership Program for Future Superintendents (LPFS)	24 days	\$5,522*

Note: Participants pay a registration fee of \$500; Source: UNC CLSD Services Office

Findings

Finding # 1: PEP is meeting the intent of its legislative mandate, but is not complying with some of the specific requirements of the session laws.

Core Programs Meet Mandate

North Carolina Session Laws 1983-1034 and 1991-689 established PEP to provide a "short-term, intense, in-residence management training program" for principals and assistant principals. PEP fulfills this mandate through its core Leadership Programs for Aspiring Principals, New Principals, Experienced Principals, Future Superintendents, and Priority High Schools.³

Additional Programs Exceed Mandate

PEP has gone beyond its legislative mandate to provide additional services to principals and assistant principals by offering topical seminars, conferences, and education law publications. PEP has also exceeded its original mandate by extending its services to superintendents and by publishing a study of principal supply and demand.⁴



Representation by Congressional District Not Ensured

PEP has not followed the S.L. 1983-1034 directive to “serve an equal number of principals in each Congressional district each year.” However, PEP has an informal policy to seek geographic balance in each of its classes and to give priority to low performing schools. In FY 2005-06, only 5 Local Education Agencies (LEAs) were not served by a PEP program (Camden, Caswell, Clay, Hertford and Jones).⁵

The use of Congressional districts is outdated given that district maps have been revised twice since 1983. Current North Carolina Congressional districts are not as compact as in the 1980s with many counties represented by more than 1 district. Strict adherence to the legislative mandate could benefit urban counties such as Wake, Guilford and Mecklenburg that are in three districts, or Forsyth that is in two districts.

Core Programs Not Offered at Additional Sites Throughout State

PEP has made some attempts to comply with the S.L. 1991-689 mandate to “provide the program at additional sites throughout the state.” According to PEP staff, an attempt was made to take sections of semester-long courses to Wilmington, Boone, and Asheville, but some participants disliked the additional travel time required. There were also troubles with the technical and program support in the rented facilities.⁶ PEP has offered topical seminars in Wilmington and Asheville, and conducted a summer program in 2006 at Western Carolina University.

Finding # 2: Executive training for principals and assistant principals remains a needed service.

Principals Impact Student Achievement

Recent research on K-12 education finds that principals’ management practices have an effect, albeit an indirect one, on student achievement. A

national study by Leithwood and Riehl found that principals can 1) help set a vision for the future that can inspire others; 2) encourage cooperation among staff to work together toward common goals; and 3) help provide direction through their actions.⁷

The 2004 NC Teacher Working Conditions Survey confirmed the importance of effective school leadership.⁸ An evaluation of the survey results found that schools with the lowest teacher turnover rates reported that positive working conditions were in place, particularly in the areas of leadership and empowerment.⁹ The 2004 NC Teacher Working Conditions Survey also showed that schools where teachers agreed that critical working conditions were in place were more likely to receive a top designation on the state’s ABC student performance measure and make Adequate Yearly Progress as defined by the federal No Child Left Behind accountability program.

Demands on Principals are Increasing

A decade ago, the State Board of Education stated that principals and school administrators “must be prepared to motivate, inspire, lead and manage.”¹⁰ This need continues to exist. The role of the principal has also broadened such that in addition to being an administrator and manager, the principal is now also a school’s instructional leader. Today’s principal faces a complex array of issues such as:

- state and federal accountability standards,
- a more diverse student body,
- high teacher turnover and increasing difficulties in hiring,
- job performance based on the academic achievement of their students,
- unfunded mandates, and
- increased time commitments.¹¹

Principal Preparation Programs Are Outdated

Many school leaders believe that principal preparation programs have not kept pace with the rapidly changing demands of their profession. In a

2003 national survey of public school principals, only 4 percent responded that graduate school studies were the “most valuable” preparation for their position.¹² A review of course syllabi from selected school administrator preparation programs from across the nation concluded that “preparation has not kept pace with changes in the larger world of schooling, leaving graduates of principal preparation programs ill-equipped for the challenges and opportunities posed by an era of accountability.”¹³ Another study found that principals say their graduate programs are lacking in conflict resolution, cultural sensitivity, problem diagnosis and solving, organizational theory, and business and financial management.¹⁴ Comparable survey data specific to North Carolina principal preparation programs is not available.

Professional Development Is Needed

Even the best principal preparation program cannot fully prepare principals for the demands of school leadership. Professional development is needed by new principals to strengthen their skills once on the job and by experienced principals to keep those skills current. A Wallace Foundation report found that principals welcomed the opportunity to participate in developmental activities throughout their careers.¹⁵ Harvard Professor Richard Elmore agrees that “instructional improvement requires continuous learning” and that school leaders “must be able to model the learning they expect of others”.¹⁶ Research suggests that effective professional development needs to be on-going, embedded in practice, linked to school reform initiatives and problem-based.¹⁷

Elements of Leadership Can Be Taught

Recent research indicates that leadership can, in fact, be taught, but certain elements of leadership are more likely to be teachable than others. Research at Eastern Michigan University found that changing a person’s core personality or values can prove difficult, but specific behaviors and skills can be taught through leadership development efforts.¹⁸ A survey of leading management scholars confirms these findings.

Scholars participating in the survey agreed that explicit components of leadership, such as understanding the steps necessary to develop a strategy, are relatively easy to teach. On the other hand, tacit components of leadership, such as relationship building, might be conveyed through experiential teaching, but are ultimately more difficult to convey.¹⁹

PEP Services Are in Demand

PEP’s executive training programs are consistently fully enrolled. Indeed, demand often exceeds capacity. As of November 2006, PEP had waiting lists for the following programs:²⁰

Exhibit D: Waiting List for PEP Programs, November 2006

Program	Est. 2006-07 Enrollment	Waiting List
Leadership Program for New Principals (LPNP)	72	18
Leadership Program for Experienced Principals (LPXP)	65	15
Leadership Program for Aspiring Principals (LPAP)	75	30
School Administrators as Instructional Leaders (SAIL)	150	60
Leadership Program for Future Superintendents (LPFS)	22	7

Those on the waiting list are put at the top of the queue for the next course. The wait time varies from a year for an annual course like LPFS to a semester for the LPNP, LPXP, and LPAP courses that are offered every semester. The SAIL course is offered several times a year, thus school administrators on the waiting list can usually be accommodated in a timely manner.

Finding # 3: PEP’s curriculum is aligned with national and State standards.

A review of PEP’s curriculum and observation of PEP sessions confirm that PEP’s curriculum is aligned with national and state standards for improving school leadership.

National Standards

PEP's curriculum is aligned with national standards. The Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders were adopted in 1996. The standards state that a school administrator is an educational leader who promotes the success of all students by:

1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;
2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
3. Ensuring management of the organization, operation and resources for a safe, efficient, and effective environment;
4. Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;
5. Acting with integrity, with fairness, and in an ethical manner; and
6. Understanding, responding to, and influencing the larger political, social economic, legal, and cultural contexts.²¹

North Carolina Standards

PEP's curriculum is also aligned with state standards. The North Carolina School Executive Standards were developed as tools for principals and assistant principals to use to lead their schools. The seven standards in the North Carolina plan are borrowed from the Wallace Foundation study entitled *Making Sense of Leading Schools: A Study of the School Principals*.²² The standards focus on seven types of leadership: strategic, instructional, cultural, human resource, managerial, external development, and micropolitical. The NC Standards also present a set of competencies principals need to handle their jobs such as organizational ability, creative thinking, environmental awareness, time management, etc.²³

Finding #4: PEP does not duplicate services provided by any other program in North Carolina.

PEP's Training is Unique

Currently PEP is the sole provider of "short-term, in-residence management training" for public school administrators and does not duplicate services provided elsewhere by the private or public sectors. Several other entities—such as local education agencies, Regional Education Service Alliances, and professional associations—provide various forms of professional development for school administrators that vary in quality, coherence, and focus. However, no entity besides PEP provides a program that includes all of the following elements:

- A formalized, sequential, and differentiated curriculum focused on management;
- Multiple sessions that reinforce and support the application of key principles; and
- An in-residence format that brings together participants from across the state.

Could the Market Provide Executive Training?

Supported by State appropriations and grant funds, PEP charges participants only nominal fees for some programs and offers most at no cost to participants beyond travel expenses. It appears that this state subsidy has discouraged the development of a comparable principal executive training program in the private sector. High participant satisfaction and strong demand for PEP programs suggest that principal executive training – in some form – could survive in the absence of state funding. The State appropriates significant funding annually to LEAs that can be used for professional development. It is not clear, however, that a fee-based PEP or executive training offered by a private vendor would provide the same level of quality and access to services as PEP provides currently.



Finding #5: PEP lacks formalized performance measures that are required to determine effectiveness.

PEP Lacks Needs Assessment and Measurement of Outcomes

PEP does not have formal processes in place for:

- Assessment of participant knowledge or skill at “intake;”
- On-going or “exit” assessment of participant knowledge or skill; or
- Measurement of program outcomes, such as participant behavior change or impact on student performance.

PEP indicates that it is developing more formalized processes for measuring program outcomes, but it is not clear when these processes will be in place. Without the data that these formalized measures would produce, it is not possible to determine with any precision or reliability whether PEP has any measurable effect on conditions for teaching and learning in schools and school districts.

Participant Satisfaction is Measured

While PEP does not have any formalized measures of program outcomes, the program collects data on participant satisfaction through paper surveys filled out while participants are still in Chapel Hill, and through anonymous online surveys filled out by participants once they return to their schools. PEP staff members have used survey results to refine content, select presenters, and improve logistics. The feedback provided in recent surveys indicates that most program participants are pleased with the content and quality of PEP services. For example, 97 percent of the 32 participants in the recent “Survival School for New Principals” rated the material presented during the training as highly effective (22 percent) or excellent (75 percent).

Finding #6: Although PEP has attempted to streamline its operations, available data is not sufficient to determine whether the program is operating efficiently.

Recent Actions Have Streamlined Operations

PEP has modified its business model from one in which full-time, permanent program staff conducted most of the training to one that relies more heavily on contract trainers. This new model allows PEP greater flexibility in responding to participant feedback regarding program content and effectiveness of PEP presenters. The contract model also allows PEP to reprogram funding previously expended on permanent staff to hire presenters with greater specialization and expertise in a given content area. To the extent that total expenditures for these contractors are less than the cost of maintaining the foregone permanent staff positions, the new business model could also facilitate expansion of program offerings.

Through a recent “rationalization” process undertaken in concert with the UNC President’s Advisory Committee on Efficiency and Effectiveness, PEP has decided to reduce and eliminate some program offerings in order to focus resources on core services. Beginning in FY 2007-08, PEP will no longer offer a statewide leadership conference or program in school law. Consequently, PEP staff attorney positions will be eliminated as of June 30, 2007. In previous years, PEP has reduced and/or eliminated services which seemed duplicative of services offered elsewhere, were not rated highly by participants, or were not economical. Funding formerly supporting these reduced or eliminated services was reprogrammed to expand and/or strengthen core services.

Lack of Benchmarks Prevents Meaningful Comparison

While PEP has made efforts to streamline its services, a lack of industry benchmarks for service costs makes it practically impossible to determine if PEP is operating efficiently. In FY 2005-06, costs per participant for PEP’s core services ranged from \$3,194 to \$5,522. While other intensive executive training programs for school administrators exist in various forms in other states, none are sufficiently similar in structure to PEP to facilitate meaningful cost comparison.



Finding #7: PEP's governance structure does not provide a formal mechanism through which the NC State Board of Education can influence PEP's priorities.

Per S.L. 2000-67, PEP has been governed since 2000 by the UNC Board of Governors as part of UNC's Center for School Leadership Development. The major advantages of PEP continuing as a University program reflect the reasons why it was originally administered by the Institute of Government at UNC-CH. The University offers:

- Experience in organizing and teaching extended management development programs to public officials,
- Ability to marshal other University resources, and
- A reputation for high standards.²⁴

The disadvantage of this governance structure is that the State Board of Education (SBE), the primary decision-making authority for public education in North Carolina, has no formal mechanism through which to influence PEP's priorities.

The SBE and the UNC Board of Governors are statutorily required by G.S. 116-11(12a) and G.S. 115C-12(26) to work together to ensure that "meaningful professional development" that is "aligned with State education goals and directed toward improving student academic achievement" is provided for professional public school employees. In practice, this collaboration depends primarily on informal relationships. While this informal system of collaboration appears to be working satisfactorily at this time, it is vulnerable long-term to failure as the personalities involved change. A stronger system would institutionalize a formal means by which the SBE could influence the priorities set for PEP.

Policy and Budget Options

Funding

The GA should consider making State funding for PEP contingent on the existence of evidence that the program is having a quantifiable positive impact on conditions for teaching and learning in schools. Absent this evidence, the GA cannot justify expenditure of State funds on this program. As a result, the GA should consider directing PEP to either produce, by the end of the current biennium, evidence of program impact, or demonstrate that the program could exist as a receipt-supported entity.

Admissions Policy

The GA should also consider directing PEP to formalize its admissions policy. While participation in the program should continue to be primarily voluntary, a first-come-first-served admissions process does not guarantee that services are provided equitably and to those that would most benefit. A formalized admissions policy should take into account geographic diversity to ensure that school administrators statewide are served. Priority should also be given to school administrators working in high-need schools so that State resources are targeted to those who most need support. If more school administrators seek admission than available slots, PEP should retain those names and offer priority admission to those on the waiting list for the next class. PEP should also use these waiting lists to assess demand and determine how best to allocate resources among the various executive training courses.

Governance

The GA should consider revisiting PEP's governance structure. To ensure that PEP's services remain aligned with State priorities, a formal mechanism is needed by which the SBE, the UNC Board of Governors, and other relevant stakeholders collaborate. The original planning committee report recommended having a board of advisors made up of both business and educational leaders to aid in PEP's development.²⁵ The GA should consider



establishing such an advisory group to provide input on PEP's priorities and feedback on its performance.

Technical Considerations

The GA should amend session law to address three technical violations of existing law. First, PEP is currently offering additional programs that exceed its original mandate. The GA should revisit this mandate to determine if expanding the scope of PEP's services is appropriate. Additionally, the GA should remove the directive to "serve an equal number of principals in each Congressional district each year." The existing language favors large school districts that span multiple Congressional districts. PEP's informal policy, which has not adhered literally to the legislative directive, but has addressed the law's intent, has successfully achieved geographically

diverse participation. Finally, the GA should remove the mandate to "provide the program at additional sites throughout the state." PEP's programs at alternate sites have suffered from technical troubles, and have proven unpopular with program participants.

Further study of MSA Programs

National studies indicate that principal preparation programs inadequately equip principals for their position, and have failed to keep pace with the new challenges and opportunities faced by today's principals. It is unclear, however, whether or not such findings apply specifically to principal preparation programs in North Carolina. The GA should consider studying whether or not graduate school programs in North Carolina are adequately preparing the State's principals for their position.

For more information, please contact:

Adam Levinson: adam1@ncleg.net

Richard Bostic: richardb@ncleg.net

Jennifer Haygood: jenniferha@ncleg.net

Kristopher Nordstrom: kristophern@ncleg.net

NC General Assembly

300 N. Salisbury St. Room 619

Raleigh, North Carolina 27603-5925

(919) 733-4910

¹ S.L. 1983-1034, Sec. 54.

² <http://www.ncpep.org/content.php/pepmission.htm> Adopted by the PEP Faculty and Staff on January 7, 2002.

³ www.ncpep.org and list of PEP services provided by Brad Sneed to the Fiscal Research Division (October 23, 2006).

⁴ PEP has been assigned this report that is required by S.L. 1993-199, Sec. 1(c) to be published annually by the UNC Board of Governors.

⁵ UNC Board of Governors, *Fifth Annual Report of the UNC Center for School Leadership Development on Professional Development*, presented to the UNC Board of Governors at October 2006 Board Meeting.

⁶ PEP email on November 28, 2006 from Debbie Goldbeck to Brad Sneed.

⁷ Leithwood, Kenneth A. and Carolyn Riehl. *What Do We Already Know About Successful School Leadership?* A special report prepared for the AERA Division A Task Force on Developing Research in Educational Leadership (March 2003).

⁸ Hirsch, Eric, Scott Emerick with Keri Church and Ed Fuller, *North Carolina Teacher Working Conditions Survey Interim Report*, a report submitted to Governor Mike Easley by the Center for Teaching Quality (October 18, 2006).

⁹ Ibid. More specifically, when asked which aspect of your work environment most affects your willingness to keep teaching at your school, 27% said school leadership. The top answer at 34%, collegial atmosphere, could be indirectly affected by school leadership. When asked which aspect of working conditions is most important to you in promoting student learning, 15% said school leadership. The top answers, time during the day (27%) and teacher empowerment (26%), are also directly affected by the principal.

¹⁰ NC Board of Education, *Plan to Examine and Upgrade Education Programs For Principals and School administrators in North Carolina*, a report submitted to the NC General Assembly (March 1, 1992).

¹¹ Best, Jane R., *Developing Leaders for Successful Schools*, National Conference of State Legislatures (June 2006), 2-4.

¹² Farkas, Steve, Jean Johnson, and Ann Duffett, *Rolling Up Their Sleeves: Superintendents and Principals Talk About What's Needed to Fix Public Schools*. Public Agenda (2003), 39-40. 52% said the most valuable preparation for the principal job came from the mentoring and guidance of people they worked with and 44% said their most valuable preparation came from previous on-the-job experiences. According to "Reality Check 2006; The Insiders: How Principals and Superintendents See Public Education Today" (Public Agenda, page 22), 66% of surveyed principals agreed that "typical leadership programs in graduate schools of education are out of touch with the realities of what it takes to run today's school district".

¹³ Hess, Frederick M. and Andrew Kelly, *Learning to Lead? What Gets Taught in Principal Preparation Programs*, American Enterprise Institute (2005).

¹⁴ Portin, Bradley, Paul Schneider, Michael DeArmond, and Lauren Gundlach, *Making Sense of Leading Schools: A Study of the School Principalship*, Center on Reinventing Public Education.

¹⁵ Ibid.

¹⁶ Elmore, Richard F., *Building a New Structure For School Leadership*, The Albert Shanker Institute (Winter 2000), 20-21.

¹⁷ Best, *Developing Leaders for Successful Schools*, 15.

¹⁸ Tubbs, Stewart L. and Eric Shulz. *Leadership Competencies: Can They Be Learned?* Eastern Michigan University.

¹⁹ Doh, Jonathan P. "Can Leadership Be Taught? Perspectives From Management Educators" *Academy of Management Learning and Education* (2003), Vol. 2, No. 1, 54-57.

²⁰ PEP emails from Brad Sneed to the Education Team of the Fiscal Research Division submitted on October 23, 2006 and November 30, 2006.

²¹ Interstate School Leaders Licensure Consortium (ISLLC), *Standards for School Leaders*, Council of Chief State School Officers (1996).

²² Hess, et. al., *Learning to Lead? What Gets Taught in Principal Preparation Programs*,

²³ North Carolina Standards for School Executives.

²⁴ Chancellor's Planning Committee for the Principals' Management Program, *Management Training for North Carolina's Public School Principals*, a report to the Chancellor of the University of North Carolina at Chapel Hill (March 1, 1984), 12.

²⁵ Ibid, page. 12.



Appendix A

Principals' Executive Program Response

The Fiscal Research Division solicited input from the Principals' Executive Program on a draft of this justification review. The following document is PEP's response. It has not been edited in any way by the Fiscal Research Division.

Response to the Fiscal Research Division's Justification Review of the Principals' Executive Program

Brad Sneed, Director of the Principals' Executive Program (PEP)

January 26, 2007

Clearly the focus of this report is identified in the opening sentence, which suggests that there is not adequate evidence that the professional development programs have a measurable impact on conditions for teaching and learning in schools and school districts. I strongly believe there is "adequate evidence" that PEP's professional development does have an impact on teaching and learning. However, I agree that PEP does not have adequate measurements that "directly" connect the professional development activities with teacher or student learning. In fact, I am not aware of any research that can directly connect leadership professional development with teacher or student learning. The most recognized research on the impact of leadership professional development is the Mid-continent Research on Education and Learning (McRel) called, *Balanced Leadership*. McRel is a federal laboratory that is based in Denver. Their work, *Balanced Leadership*, on the responsibilities and practices of principals is being used for the establishment of newly revised standards for school leaders. McRel's "Balanced Leadership" is based on 35 years of research that uses a meta-analysis model to illustrate the correlation between identified leadership practices and student learning. PEP has a formal agreement with McRel and we use this research in the development and deployment of our professional development. PEP also uses other data and best practices, including the data from the Governor's Teacher Working Conditions Survey.

Understanding that professional development needs to connect with student learning outcomes, PEP has developed a more extensive assessment process. PEP presently is using this model with its Leadership for Priority High Schools (LPHS). This program was designed for the 17 lowest-performing high schools. The assessment model provides for the collection of more relevant data. PEP will be using a variation of this model for all core programs for 2007-08. I have attached this assessment model. *[See note below.]*

I agree totally that PEP, Department of Public Instruction and the State Board of Education need to be working together in the alignment of leadership professional development. The report accurately identifies the present relationship and I agree it needs to be more "formalized". We have worked well on providing leadership training that aligns with State Board of Education's priorities, however, we need to make sure that this relationship continues to be one that stays current and reaches into the future. Even though there are meetings at various times, I recommend that PEP and the Department of Public Instruction meet at a minimum, biannually to identify areas of needs and the assessment of services. I would also recommend that PEP have representatives on the Principal and Superintendent Advisory Committees. These committees meet quarterly to discuss leadership issues with the DPI staff and SBE staff.

Another very important area identified in this report is the need to meet the challenges of "high need" schools. PEP has recruited "high need" school leadership for a variety of programs, but that is not always successful. I believe it is time to make attendance to PEP

mandatory for “high need school” leadership, especially those in low-performing status for 2 or more years. PEP and the Department of Public Instruction could customize a program especially for these school leaders.

As identified in this report, PEP has served the public school’s leadership for over 20 years. Programs continue to be challenging and pertinent for school leaders, as exemplified by the full status of all PEP programs. School leaders do not want to be away from school, especially with the high stakes accountability and the demands of school safety.....however, PEP continues to draw from every region of North Carolina and completely fills every professional development session. It is clear, as stated in this report, “PEP provides valuable services” and the demands of school leaders today need the most current professional development possible. The Principals’ Executive Program has been a major service to over 25,000 school leaders since 1984. Given the principal shortage that looms ahead, PEP will be even more valuable for new leaders, the retention of seasoned leaders and for our future leaders.

[Note: Due to space constraints, the assessment model that PEP attached to their response is not included in Appendix A. However, the document is available and can be obtained by contacting one of the Education Team analysts listed on page 9.]

Student Performance and Participation in PEP Programs for Experienced and New Principals: A Program Evaluation

Conducted by

Misti Williams, Ed.D.
Clinical Assistant Professor
Educational Leadership and Cultural
Foundations
University of North Carolina at
Greensboro
103-A Curry Building
Greensboro, NC 27402
Telephone: 336-334-3491
EMail: mwsoutha@uncg.edu

Carl Lashley, Ed.D.
Associate Professor
Educational Leadership and Cultural
Foundations
University of North Carolina at
Greensboro
245 Curry Building
Greensboro, NC 27402
Telephone: 336-334-3745
EMail: carl.lashley@gmail.com

December 17, 2007

The Principals' Executive Program (PEP) was established in 1984 to provide a challenging, residential leadership development opportunity for principals in North Carolina. After several years of serving only principals, funds were granted from the state legislature to begin a program for assistant principals. PEP is now a part of the University of North Carolina's Center for School Leadership Development and provides professional development for North Carolina school leaders. In its mission statement, PEP states: "The mission of the Principals' Executive Program is to strengthen and renew the knowledge, skills, beliefs of public school leaders so that they might help improve the conditions for teaching and learning in schools and school districts" (Principals' Executive Program [PEP], 2007).

The goals of PEP are:

1. to provide high quality professional development activities to school leaders so that they might use what they learn to advance the processes for student success in all schools.
2. to provide special services to North Carolina's school leaders so that they might expand their capacity to define and solve complex problems in their schools and school districts.
3. to provide leadership to help the state create and sustain comprehensive school improvement so that all students are well served academically, socially, and emotionally.

In order to make a connection between the services offered by PEP and school level outcomes, it is important to examine the mission and goals of the program and define the variables that will be used to examine those connections. For the definitions school level outcomes that are used in this report (***Performance Composite***, ***ABC growth*** and ***AYP status***), please see the attached report titled, The ABCs of Public Education: 2006-07 Growth and Performance of North Carolina Public Schools retrieved from <http://www.ncpublicschools.org/docs/accountability/reporting/abc/2006-07/execsumm.pdf>.

PEP's goals and evidence used in this study are listed below:

<i>Goal</i>	<i>Evidenced by:</i>
To provide high quality professional development activities to school leaders so that they might use what they learn to advance the processes for student success in all schools.	<i>Student Achievement Data</i> <ul style="list-style-type: none">• <i>Performance Composite scores</i>• <i>ABC growth</i>• <i>AYP status</i>
To provide special services to North Carolina's school leaders so that they might expand their capacity to define and solve complex problems in their schools and school districts.	<i>Student Achievement Data</i> <ul style="list-style-type: none">• <i>Performance Composite scores</i>• <i>ABC growth</i>• <i>AYP status</i>

To provide leadership to help the state create and sustain comprehensive school improvement so that all students are well served academically, socially, and emotionally.	<i>Student Achievement Data</i> <ul style="list-style-type: none">• <i>Performance Composite scores</i>• <i>ABC growth</i>• <i>AYP status</i>
--	---

Introduction

This study was conducted to examine the link between school outcomes (defined in the study as student achievement as measured on state-required standardized tests) and participation in PEP programs. PEP has not conducted such an evaluation for its programs in the past, and participants in the program have not been tracked over time to determine the long-term effectiveness of their participation in PEP. This report will outline the study protocol, a theoretical framework derived from Guskey (2002), a presentation of data, data analysis, and recommendations for future evaluations. The final section of the report will link the mission and goals of PEP to measurable outcomes that should be collected in the future, including year to year tracking of participants and their schools.

Study Protocol

Original participant data were provided to the researchers by PEP. The original data included participant name, school, district and program in which they participated. When the evaluators received the data tables, data were de-identified so that participant names and other personally identifiable information were removed.

Using school names and districts, researchers then collected ABC data, AYP data, and Performance Composites for the year before participation, the year of participation, and the year after participation in a PEP program. These data were collected from publicly available data via the North Carolina Department of Public Instruction's website. Once analyzed the data were checked for accuracy by two researchers. Duplicated participations were excluded. Charter schools and non-public schools were excluded as were non-traditional schools (e.g., K-8 schools). This exclusion provided the most meaningful comparisons, recognizing that the schools were not analyzed to establish demographic similarities or similar average daily memberships. ABC and AYP data were compared to state averages for the year of comparison. Performance Composites are average Performance Composites for the schools in that group.

The two programs used for this analysis were Leadership for New Principals (LPNP) and Leadership for Experienced Principals (LPXP). These programs were chosen because they have a residential component which means that they are more comprehensive than other programs offered. PEP chose the programs that were to be evaluated.

Study Framework

“Good evaluations don’t have to be complicated. They simply require thoughtful planning, the ability to ask good questions, and a basic understanding of how to find valid

answers” (Guskey, 2002, p. 46). Evaluation determines the worth or merit of a program (Worthen & Sanders, 1987). Guskey (2002) suggests that evaluation also addresses whether a program achieves its intended purposes. Guskey (2002) argues the five critical levels of professional development evaluation are: Participants’ Reactions, Participants’ Learning, Organization Support and Change, Participants’ Use of New Knowledge and Skills, and Student Learning Outcomes.

Participants’ Reactions

The first and most common form of professional development evaluation looks at participants’ reactions to the experience (Guskey, 2002). This is the type of evaluation already conducted by PEP with regard to LPNP and LPXP. Data were gathered from questions included in paper surveys completed at the conclusion of each session and from an anonymous online survey. This level measures how participants feel about the program or activity. This level of evaluation may be the most common for professional development activities, but it most often only impacts delivery and environment, not content or participant learning. This report does not address data on *Participants’ Reactions*.

Participants’ Learning

The second level identified by Guskey (2002) is measuring knowledge and skills gained by participants. These data can be immediately gathered at the conclusion of the professional development activity through simple recall assessment or simulations that require participants to apply what they have learned (Guskey, 2002). This level requires that the program have clear indicators of learning established prior to its delivery. This area will be addressed in the recommendations section of this report.

Organization Support and Change

Many times professional development is not successful because of policies or regulations that impede implementation of new learning by participants (Guskey, 2002). Guskey suggests that characteristics about school districts be gathered to determine what participants will need to be successful once they return to their schools.

Participants’ Use of New Knowledge and Skills

Guskey asks, “Did the new knowledge and skills that participants learned make a difference in their professional practice?” (2002, p. 47). At this level, information must be gathered after participants return to their own settings and have time to implement what they have learned. While PEP participants have completed follow-up surveys, Guskey offers options to collect this data, including interviews with participants and supervisors, reflections and portfolios. This will be addressed in the recommendations section of this report.

Student Learning Outcomes

For the purposes of this report, student learning outcomes have been defined as meeting ABC Expected or High Growth, making AYP, and Performance Composite improvement for schools with a PEP LPNP or LPXP participant. Understanding that isolating the effects of a single program is impossible, we have gathered evidence about student achievement in the schools of PEP participants. We do not have information to indicate whether the PEP participants were employed in the school during the year before or the year after their PEP participation. Therefore, the changes indicated do not necessarily reflect results that can be attributed to the participants' PEP participation. In addition no information was gathered about other improvement efforts simultaneously taking place in these schools. Any improvement or decline cannot be specifically linked to PEP programs.

Presentation of Data

Data were provided by PEP. Original LPNP data included 155 participant schools. Of the 155 original data 122 participant schools were actually used for this study. Original LPXP data included 92 participant schools. Of the 92 original data, 67 participant schools were actually used for this study. Data were eliminated from the data set if they represented charter schools, district level employee participation, or Department of Public Instruction participation. Schools were also eliminated from the data set if incomplete data was provided or if achievement data could not be located.

Following are the data for LPNP 05, LPNP 06, LPNP 07, LPNP 08, LPXP 01 and LPXP 02. The charts represent ABC and AYP data for the participant schools in three years, the year BEFORE participation, the year OF participation and the year AFTER participation. Example: LPNP 05 dates of delivery were 9/18/02 – 3/7/03 therefore the year BEFORE participation was 2001-2002, the year OF participation was 2002-2003 and the year AFTER participation was 2003-2004. The other programs follow the same pattern of data representation.

The final chart compares performance composites for the group of participant schools in the year BEFORE participation, the year OF participation and the year AFTER participation. The performance composite is the number of test scores in a school at or above Achievement Level III (North Carolina Department of Public Instruction [NCDPI], 2007). There is no state performance composite; therefore, no state comparison is available. It is also important to note that the participant schools are elementary, middle and high schools, so the computing of performance composites may be slightly different. All schools regardless of level were included in the average performance composite.

**PEP LPNP
GROWTH
Year BEFORE Participation**

<i>Program Dates</i>	<i>Total Schools Participating</i>	<i>Total Making Expected or High Growth</i>	<i>% Making Growth</i>	<i>State % Making Growth</i>	<i>Difference</i>
LPNP 05 9/18/2002 - 3/7/2003	18	15	83.33%	74.8% (01-02)	+8.53%
LPNP 06 9/17/2003 – 3/5/2004	17	15	88.23%	94.3% (02-03)	-6.07%
LPNP 07 9/8/2004 – 3/16/2005	52	37	71.15%	75.10% (03-04)	-3.95%
LPNP 08 10/18/2005 - 2/10/2006	35	23	65.71%	69.2% (04-05)	-3.49%

Overall difference compared to State % across years =*-4.98

The above chart represents data for LPNP participant schools in the year prior to their participation. The total number of schools participating is reported along with the number making high or expected growth that year. A percentage of participant schools making high or expected growth was then calculated and compared to the state percentage of schools making high or expected growth for that year. The final column shows the difference in percentages for schools participating in PEP and the state percent. The overall growth compared to state averages for these schools is -4.98%.

**PEP LPNP
GROWTH
Year OF Participation**

<i>Program Dates</i>	<i>Total Schools Participating</i>	<i>Total Making Expected or High Growth</i>	<i>% Making Growth</i>	<i>State % Making Growth</i>	<i>Difference</i>
LPNP 05 9/18/2002 - 3/7/2003	18	17	94.44%	94.3% (02-03)	+1.14%
LPNP 06 9/17/2003 – 3/5/2004	17	13	76.47%	75.10% (03-04)	+1.37%
LPNP 07 9/8/2004 – 3/16/2005	52	34	65.38%	69.2% (04-04)	-3.82%
LPNP 08 10/18/2005 - 2/10/2006	35	19	54.28%	54.3% (05-06)	-.02%

Overall difference compared to State % across years =*-2.33

The above chart represents data for LPNP participant schools in the year of their participation. The total number of schools participating is reported along with the number making high or expected growth that year. A percentage of participant schools making high or expected growth was then calculated and compared to the state percentage of schools making high or expected growth for that year. The final column shows the difference in percentages for schools participating in PEP and the state percent. The overall growth compared to state averages for these schools is -2.33%.

**PEP LPNP
GROWTH
Year AFTER Participation**

<i>Program Dates</i>	<i>Total Schools Participating</i>	<i>Total Making Expected or High Growth</i>	<i>% Making Growth</i>	<i>State % Making Growth</i>	<i>Difference</i>
LPNP 05 9/18/2002 - 3/7/2003	18	14	77.77%	75.10% (03-04)	+2.67
LPNP 06 9/17/2003 – 3/5/2004	17	15	88.23%	69.2% (04-05)	+19.03
LPNP 07 9/8/2004 – 3/16/2005	52	30	57.69%	54.30% (05-06)	+3.39
LPNP 08 10/18/2005 - 2/10/2006	35	25	71.43%	71.8% (06-07)	-.37

Overall difference compared to State % across years =*+24.72

The above chart represents data for LPNP participant schools in the year after their participation. The total number of schools participating is reported along with the number making high or expected growth that year. A percentage of participant schools making high or expected growth was then calculated and compared to the state percentage of schools making high or expected growth for that year. The final column shows the difference in percentages for schools participating in PEP and the state percent. The overall growth compared to state averages for these schools is +24.72%.

**PEP LPNP
AYP
Year BEFORE Participation**

<i>Program Dates</i>	<i>Total Schools Participating</i>	<i>Total Making AYP</i>	<i>% Making AYP</i>	<i>State % Making AYP</i>	<i>Difference</i>
LPNP 05 9/18/2002 - 3/7/2003	18	No AYP Data is available for 2001-2002. First year of reporting is 2002-2003.			
LPNP 06 9/17/2003 – 3/5/2004	17	4	23.52%	47.2% (02-03)	-23.68%
LPNP 07 9/8/2004 – 3/16/2005	52	34	64.15%	70.8% (03-04)	-6.65%
LPNP 08 10/18/2005 – 2/10/2006	35	19	54.28%	57.3% (04-05)	-3.02%

Overall difference compared to State % across years =*-33.35 (3 years only)

The above chart represents data for LPNP participant schools in the year before their participation. The total number of schools participating is reported along with the number making AYP that year. A percentage of participant schools making AYP was then calculated and compared to the state percentage of schools making AYP for that year. The final column shows the difference in percentages for schools participating in PEP and the state percent. For LPNP-05 there is no comparative data due to the fact that AYP was first reported in 2002-2003.

**PEP LPNP
AYP
Year OF Participation**

<i>Program Dates</i>	<i>Total Schools Participating</i>	<i>Total Making AYP</i>	<i>% Making AYP</i>	<i>State % Making AYP</i>	<i>Difference</i>
LPNP 05 9/18/2002 - 3/7/2003	18	9	50%	47.2% (02-03)	+2.8%
LPNP 06 9/17/2003 – 3/5/2004	17	12	70.58%	70.8% (03-04)	-.22%
LPNP 07 9/8/2004 – 3/16/2005	52	26	50%	57.3% (04-05)	-7.3%
LPNP 08 10/18/2005 - 2/10/2006	35	13	37.14%	45.2% (05-06)	-8.06%

Overall difference compared to State % across years =*-12.78

The above chart represents data for LPNP participant schools in the year of their participation. The total number of schools participating is reported along with the number making AYP that year. A percentage of participant schools making AYP was then calculated

and compared to the state percentage of schools making AYP for that year. The final column shows the difference in percentages for schools participating in PEP and the state percent.

**PEP LPNP
AYP
Year AFTER Participation**

<i>Program Dates</i>	<i>Total Schools Participating</i>	<i>Total Making AYP</i>	<i>% Making AYP</i>	<i>State % Making AYP</i>	<i>Difference</i>
LPNP 05 9/18/2002 - 3/7/2003	18	12	66.66%	70.8% (03-04)	-4.14%
LPNP 06 9/17/2003 – 3/5/2004	17	10	58.82%	57.3% (04-05)	+1.52%
LPNP 07 9/8/2004 – 3/16/2005	52	22	42.30%	45.20% (05-06)	-2.9%
LPNP 08 10/18/2005 - 2/10/2006	35	14	40%	44.7% (06-07)	-4.7%

Overall difference compared to State % across years = *-10.22

The above chart represents data for LPNP participant schools in the year after their participation. The total number of schools participating is reported along with the number making AYP that year. A percentage of participant schools making AYP was then calculated and compared to the state percentage of schools making AYP for that year. The final column shows the difference in percentages for schools participating in PEP and the state percent.

**PEP LPNP
PERFORMANCE COMPOSITE COMPARISONS**

<i>Program</i>	<i>Year BEFORE Participation Average Performance Composite</i>	<i>Year OF Participation Average Performance Composite</i>	<i>Year AFTER Participation Average Performance Composite</i>
LPNP 05 9/18/2002 - 3/7/2003	82.49 (01-02)	83.87 (02-03)	84.22 (03-04)
LPNP 06 9/17/2003 – 3/5/2004	78.82 (02-03)	82.84 (03-04)	83.72 (04-05)
LPNP 07 9/8/2004 – 3/16/2005	82.18 (03-04)	81.43 (04-05)	67.68 (05-06)
LPNP 08 10/18/2005 - 2/10/2006	82.33 (04-05)	68.65 (05-06)	68.01 (06-07)

The above chart represents average performance composites for LPNP participant schools in the year BEFORE participation, year OF participation and year AFTER participation. No state performance composite is available for comparison. It is important to note that in 2005-2006 the formula for calculating the Performance Composite changed. Because of this change, Performance Composites prior to 2005-2006 should **not** be compared with Performance Composites in 2005-2006 and after.

**PEP LPXP
GROWTH
Year BEFORE Participation**

<i>Program Dates</i>	<i>Total Schools Participating</i>	<i>Total Making Expected or High Growth</i>	<i>% Making Growth</i>	<i>State % Making Growth</i>	<i>Difference</i>
LPXP 01 1/18/06-5/5/06	34	19	55.88%	69.2%(04-05)	-13.32%
LPXP 02 9/19/06-11/15/06	33	15	45.45%	54.3% (05-06)	-8.85

Overall difference compared to State % across years =*-22.17

The above chart represents data for LPXP participant schools in the year prior to their participation. The total number of schools participating is reported along with the number making high or expected growth that year. A percentage of participant schools making high or expected growth was then calculated and compared to the state percentage of schools making high or expected growth for that year. The final column shows the difference in percentages for schools participating in PEP and the state percent. The overall growth compared to state averages for these schools is -22.17%.

**PEP LPXP
GROWTH
Year OF Participation**

<i>Program Dates</i>	<i>Total Schools Participating</i>	<i>Total Making Expected or High Growth</i>	<i>% Making Growth</i>	<i>State % Making Growth</i>	<i>Difference</i>
LPXP 01 1/18/06-5/5/06	34	17	50%	54.3% (05-06)	-4.3%
LPXP 02 9/19/06-11/15/06	33	24	72.72%	71.8% (06-07)	+92

Overall difference compared to State % across years =*-3.38

The above chart represents data for LPXP participant schools in the year of their participation. The total number of schools participating is reported along with the number making high or expected growth that year. A percentage of participant schools making high or expected growth was then calculated and compared to the state percentage of schools making high or expected growth for that year. The final column shows the difference in percentages for schools participating in PEP and the state percent. The overall growth compared to state averages for these schools is -3.38%.

**PEP LPXP
GROWTH
Year AFTER Participation**

<i>Program Dates</i>	<i>Total Schools Participating</i>	<i>Total Making Expected or High Growth</i>	<i>% Making Growth</i>	<i>State % Making Growth</i>	<i>Difference</i>
LPXP 01 1/18/06-5/5/06	34	22	64.7%	71.8% (06-07)	-7.1%
LPXP 02 9/19/06-11/15/06	The year after participation is 2007-2008. No results available yet.				

Overall difference compared to State % across years = * -7.1 (1 year only).

The above chart represents data for LPXP participant schools in the year after their participation. The total number of schools participating is reported along with the number making high or expected growth that year. A percentage of participant schools making high or expected growth was then calculated and compared to the state percentage of schools making high or expected growth for that year. The final column shows the difference in percentages for schools participating in PEP and the state percent. The overall growth compared to state averages for these schools is -7.1%. There is no data for LPXP 02 as results for 2007-2008 are not available at this time.

**PEP LPXP
AYP
Year BEFORE Participation**

<i>Program Dates</i>	<i>Total Schools Participating</i>	<i>Total Making AYP</i>	<i>% Making AYP</i>	<i>State % Making AYP</i>	<i>Difference</i>
LPXP 01 1/18/06-5/5/06	34	21	61.76%	57.3% (04-05)	+4.46%
LPXP 02 9/19/06-11/15/06	33	12	36.36%	45.2% (05-06)	-8.84

Overall difference compared to State % across years =*-4.36

The above chart represents data for LPXP participant schools in the year before their participation. The total number of schools participating is reported along with the number making AYP that year. A percentage of participant schools making AYP was then calculated and compared to the state percentage of schools making AYP for that year. The final column shows the difference in percentages for schools participating in PEP and the state percent.

**PEP LPXP
AYP
Year OF Participation**

<i>Program Dates</i>	<i>Total Schools Participating</i>	<i>Total Making AYP</i>	<i>% Making AYP</i>	<i>State % Making AYP</i>	<i>Difference</i>
LPXP 01 1/18/06-5/5/06	34	20	58.82%	45.2% (05-06)	+13.62%
LPXP 02 9/19/06-11/15/06	33	14	42.42%	44.7% (06-07)	-2.28

Overall difference compared to State % across years = $+11.34$

The above chart represents data for LPXP participant schools in the year of their participation. The total number of schools participating is reported along with the number making AYP that year. A percentage of participant schools making AYP was then calculated and compared to the state percentage of schools making AYP for that year. The final column shows the difference in percentages for schools participating in PEP and the state percent.

**PEP LPXP
AYP
Year AFTER Participation**

<i>Program Dates</i>	<i>Total Schools Participating</i>	<i>Total Making AYP</i>	<i>% Making AYP</i>	<i>State % Making AYP</i>	<i>Difference</i>
LPXP 01 1/18/06-5/5/06	34	13	38.23%	44.7% (06-07)	-6.47%
LPXP 02 9/19/06-11/15/06		The year after participation is 2007-2008. No results available yet.			

Overall difference compared to State % across years = -6.47 (1 year only)

The above chart represents data for LPXP participant schools in the year before their participation. The total number of schools participating is reported along with the number making AYP that year. A percentage of participant schools making AYP was then calculated and compared to the state percentage of schools making AYP for that year. The final column shows the difference in percentages for schools participating in PEP and the state percent. For LPXP 02 there is no AYP data available yet.

**PEP LPXP
PERFORMANCE COMPOSITE COMPARISONS**

<i>Program</i>	<i>Year BEFORE Participation Average Performance Composite</i>	<i>Year OF Participation Average Performance Composite</i>	<i>Year AFTER Participation Average Performance Composite</i>
LPXP 01 1/18/06-5/5/06 YOP 05-06	84 (04-05)	69.83 (05-06)	69.68 (06-07)
LPXP 02 9/19/06-11/15/06 YOP 06-07	70.73 (05-06)	73.24 (06-07)	Not available yet. (07-08)

The above chart represents average performance composites for LPXP participant schools in the year BEFORE participation, year OF participation and year AFTER participation. No state performance composite is available for comparison. It is important to note that in 2005-2006 the formula for calculating the Performance Composite changed. Because of this change, Performance Composites prior to 2005-2006 should **not** be compared with Performance Composites in 2005-2006 and after.

Data Analysis

Following are Summary Charts for LPNP and LPXP. As stated previously, it is impossible to attribute positive or negative effects of one program on student performance data. There are many other improvement efforts which may have been taking place in the participant schools simultaneously. Therefore, this analysis looks primarily at trends in achievement data and suggests sustained collection of data with future participants in PEP programs to show a stronger relationship between participation in PEP programs and student achievement.

PEP LPNP
GROWTH and AYP
Summary Table

<i>LPNP</i>	<i>Difference State Comparison Year BEFORE Participation</i>	<i>Difference State Comparison Year OF Participation</i>	<i>Difference State Comparison Year AFTER Participation</i>
ABC GROWTH	-4.98	-2.33	+24.72
AYP	-33.35 *No AYP data available for LPNP 05 year BEFORE	-12.78	-10.22

Participation in LPNP appears to make a difference in ABC Growth and AYP. Comparing the year BEFORE, year OF and year AFTER data indicates that schools are likely to show improvement during and after a participant's work with PEP. LPNP participant schools showed 19.74 points closer to State % of schools making expected or high growth. LPNP participant schools were 21.13 points closer to State percentages of schools making AYP than the year BEFORE participation.

PEP LPXP
GROWTH and AYP
Summary Table

<i>LPXP</i>	<i>Difference State Comparison Year BEFORE Participation</i>	<i>Difference State Comparison Year OF Participation</i>	<i>Difference State Comparison Year AFTER Participation</i>
ABC GROWTH	-22.17	-3.38	-7.1
AYP	-4.36	+11.34	-6.47 * No data available for LPXP 02 year AFTER is 2007-2008

Participation in LPXP appears to make a difference in ABC Growth and AYP. This data show a significant positive trend from the year BEFORE to the year OF participation but year

AFTER data is still incomplete as LPXP year AFTER data is 2007-2008 and is not available yet. This data will be collected to complete the analysis.

PEP LPNP PERFORMANCE COMPOSITE COMPARISONS

<i>Program</i>	<i>Year BEFORE Participation Average Performance Composite</i>	<i>Year OF Participation Average Performance Composite</i>	<i>Year AFTER Participation Average Performance Composite</i>
LPNP 05 9/18/2002 - 3/7/2003	82.49 (01-02)	83.87 (02-03)	84.22 (03-04)
LPNP 06 9/17/2003 – 3/5/2004	78.82 (02-03)	82.84 (03-04)	83.72 (04-05)
LPNP 07 9/8/2004 – 3/16/2005	82.18 (03-04)	81.43 (04-05)	67.68 (05-06)
LPNP 08 10/18/2005 - 2/10/2006	82.33 (04-05)	68.65 (05-06)	68.01 (06-07)

This table is the same table presented in Data Presentation and represents the Performance Composites for each set of participant schools for the year BEFORE, year OF, and year AFTER PEP participation. It is important to note the steady increase in Performance Composites for LPNP 05 and LPNP 06. LPNP 05 showed an increase of 1.73 from year BEFORE to year AFTER. LPNP 06 showed an increase of 4.9 from year BEFORE to year AFTER. LPNP 07 and LPNP 08 cannot be compared as the Performance Composite formula was changed in 2005-2006.

PEP LPXP PERFORMANCE COMPOSITE COMPARISONS

<i>Program</i>	<i>Year BEFORE Participation Average Performance Composite</i>	<i>Year OF Participation Average Performance Composite</i>	<i>Year AFTER Participation Average Performance Composite</i>
LPXP 01 1/18/06-5/5/06 YOP 05-06	84 (04-05)	69.83 (05-06)	69.68 (06-07)
LPXP 02 9/19/06-11/15/06 YOP 06-07	70.73 (05-06)	73.24 (06-07)	Not available yet. (07-08)

This table is the same table presented in Data Presentation and represents the Performance Composites for each set of participant schools for the year BEFORE, year OF, and year AFTER PEP participation. Since the Performance Composite formula changed in 2005-2006, it is important to only compare years prior to that change year or years after. Therefore, LPXP 01 year OF and year AFTER can be compared and show only a slight decline in Performance Composite. Only LPXP 02 year BEFORE and year OF can be compared as there is no data available yet for year AFTER. For LPXP year BEFORE and year OF there was an increase in Performance Composite of 2.51.

It is important to note that the Performance Composites are mean composites from each set of participant schools. Overall, there seems to be a positive impact on schools that participate in PEP LPNP and LPXP based on student achievement indicators, ABC Growth and AYP.

Recommendations

The North Carolina Standards for School Executives were adopted by the North Carolina State Board of Education in Spring 2007. Leadership preparation programs will be aligned to the Standards, and a new Principal and Assistant Principal evaluation process will be aligned with the Standards. The evaluation process is currently being field-tested. We recommend that all future PEP programs also be aligned with these Standards and that an evaluation system be designed to determine whether PEP participants are meeting these standards in their PEP participation. Such an evaluation system will require consistent follow-up and on-going contact with PEP participants. To assure that participants submit the evidence and artifacts, credit for participation should not be granted until the participant has satisfied the evaluation requirements. Figure 1 represents the relationship between PEP Programs and the Standards for School Executives. Figure 2 illustrates the performance evaluation system envisioned in these recommendations.

Participants' Reactions

Data concerning participant reactions to the sessions was not reviewed for this report. These data were collected and are available from PEP. While these data may be considered “happiness quotients,” (Guskey, 2002, p. 46), they are valuable to improving the design and delivery. PEP should analyze these data carefully to create program delivery models that satisfy participants' needs and concerns. We further suggest that reaction data include prompts that are aligned with PEP program purposes and objectives and the Standards for School Executives to determine whether PEP programs are successful in delivering standards-based content to participants.

Participants' Learning

For each of its programs, PEP should establish clear learning goals and assess those goals through pre- and post-assessments. The learning goals should be aligned with the North Carolina Standards for School Executives. A process for tracking the application of the learning goals for three years after participation should be established to determine long-term effects of PEP programs on participants and students in schools they lead. Pre- and post-assessments that occur at the time of program delivery will yield data about the effectiveness of program delivery. Further post-assessments could be delivered at pre-determined points in time after program delivery to determine whether program delivery was successful in changing participants' practice. Finally, student performance data should be compared with post-assessment data to determine the effects of program participation on student performance.

Organization Support and Change

Having a focused curriculum for LPNP and LPXP that is aligned with the North Carolina Standards for School Executives will assure that school districts are committed to supporting PEP participants in the implementation of their new learning. It may also provide opportunities to partner more closely with districts as they implement new evaluation tools for their administrators. Alignment with the standards will also assure continued focus on the learning by district leadership. Data should be collected from program participants to determine what district and state policies and procedures facilitate the implementation of program-derived innovations and which act as perceived barriers to implementation.

Participants' Use of New Knowledge and Skills

Alignment with the Standards for School Executives will provide a framework and suggested evidence and artifacts that can be provided to document that future PEP participants have acquired the knowledge and skills intended from their participation and that they can apply them in their practice in their schools and communities. An additional requirement of PEP participation could be that participants will develop projects at their schools, document their efforts, and submit a report of those efforts to PEP in order to receive credit for PEP participation. These projects would also yield evidence and artifacts that could be used to 1) evaluate participants' growth, 2) contribute to the districts' evaluation of principals and assistant principals, and 3) suggest other professional development opportunities that the participant should consider, and 4) indicate refinements to PEP programs. We recommend that a rubric be developed for assessing participants' artifacts, projects, and use of knowledge and skills.

PEP could consider forming partnerships with participants' school districts to track the effects that PEP participation has on the evaluation of school administrators and to provide ongoing on-site support, collaboration, and networking among PEP participants. In addition, PEP could, with the permission of participants, use a structured interview protocol to gather data on how participants are utilizing the knowledge and skills gained at PEP programs in their practice.

Student Learning Outcomes

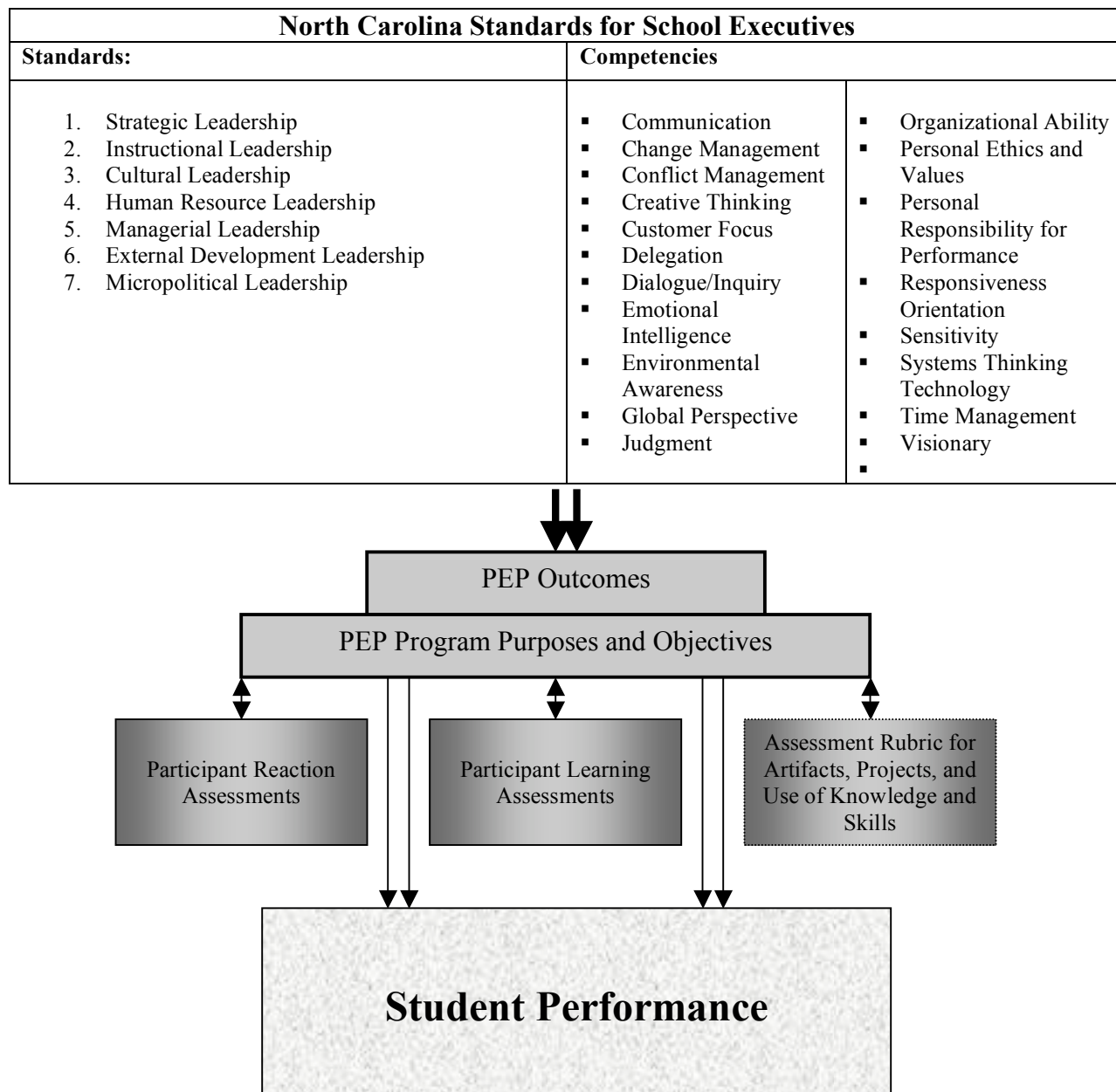
The availability of ABCs and AYP data from the North Carolina Department of Public Instruction facilitates the collection of student performance data. To assess whether PEP participation has an effect on student performance, PEP must carefully define school performance, and PEP programs must be aligned to that definition. Then, a system should be developed that collects data to indicate 1) whether student performance generally improves at the PEP participants' schools and 2) whether student performance improvements are connected to the objectives of the particular PEP program.

To accomplish this, PEP should develop a data collection system that tracks school data for PEP participants and that requires participants to gather school data, student performance artifacts, and other evidence of student performance. Special care must be taken to assure that the school data follow the participant. That is, if a participant should change positions, data from the

schools s/he has served will be collected and analyzed to determine the general effect of PEP participation on student performance.

Participants should be required to submit evidence and artifacts to PEP that indicate the status of student performance as it is related to the particular PEP program they have attended. These data should be analyzed using a rubric aligned to the Standards for School Executives. While the development of this system will require significant planning and consistent monitoring, the result will be that participants will create an archive of implementation and activities that will 1) document the effects of PEP participation on the improvement of administrator practice, 2) serve as support as the administrator is evaluated using the system that is currently under development, and 3) provide evidence of innovations that can be shared with other administrators as "best practices."

Figure 1: PEP Program Components and the Standards for School Executives





2008 Client Survey

1. How valuable to you is PEP as a source for professional development?

Responses	Count	Percentage
Not at all	13	1.45%
Marginally	33	3.69%
Some	132	14.77%
Very	345	38.59%
Extremely	371	41.50%
Total Responses	894	100.00%

2. Have you attended a PEP Program?

Responses	Count	Percentage
Yes	734	81.10%
No	171	18.90%
Total	905	100.00%

3. Please check all PEP Programs that you have attended.

Responses	Count	Percentage
Leadership Program for Aspiring Principals (LPAP)	213	29.42%
Leadership Program for New Principals (LPNP)	164	22.65%
Leadership Program for Experienced Principals (LPXP)	102	14.09%
Leadership Program for Future Superintendents (LPFS)	19	2.62%
School Administrators as Instructional Leaders (SAIL)	236	32.60%
Survival School for New Principals (SSNP)	22	3.04%
Other (please specify)	315	43.51%
Total*	1071	

**Multiple answers per participant possible.*

Percentages reflect total number of responses.

4. At PEP, Did you acquire information and skills that could help you improve conditions in your school that impact teaching and learning?

Responses	Count	Percentage
Yes	725	99.04%
No	7	0.96%
Total	732	100.00%

5. Did you utilize the information and skills you acquired at PEP to improve conditions in your school that impact teaching and learning?

Responses	Count	Percentage
Yes	717	98.35%
No	12	1.65%
Total	729	100.00%

6. As a result of your attendance at a PEP program, do you believe student learning has improved?

Responses	Count	Percentage
Yes	687	95.95%
No	29	4.05%
Total	716	100.00%

7. Are you interested in attending a 12-day PEP residential program? (Please check all that apply.)

Responses	Count	Percentage
Leadership Program for Aspiring Principals (LPAP)	175	29.91%
Leadership Program for New Principals (LPNP)	197	33.68%
Leadership Program for Experienced Principals (LPXP)	210	35.90%
Leadership Program for Future Superintendents (LPFS)	153	26.15%
Total*	735	

**Multiple answers per participant possible.*

Percentages reflect total number of responses.

8. Are you interested in attending a short-term (1-4 day) PEP institute dedicated to one or more of the following topics? (Please check all that apply.)

Responses	Count	Percentage
Cultural Diversity	286	32.87%
Data-Driven Decision Making using EVASS	557	64.02%
Instructional Leadership (e.g., PEP's SAIL program featuring classroom walkthroughs)	404	46.44%
Middle/High School Scheduling	260	29.89%
Professional Learning Communities	498	57.24%
School Finance (Resource Management)	335	38.51%
Serving Exceptional Children	312	35.86%
Teacher Recruitment and Retention	411	47.24%
Other (please specify)	56	6.44%
Total*	3119	

**Multiple answers per participant possible.*

Percentages reflect total number of responses.

9. Other than PEP, from what institutions/organizations do you receive professional development?

Responses	Count	Percentage
Department of Public Instruction/State Board of Education	504	56.06%
Local School District (LEA)	809	89.99%
Regional Education Service Agency (RESA)	295	32.81%
Private Sector Professional Development Provider (e.g. McREL)	192	21.36%
Your School	537	59.73%
National/State Professional Development Associations/Organizations (e.g., NCASA)	409	45.49%
Other (please specify)	94	10.46%
Total*	2840	

**Multiple answers per participant possible.*

Percentages reflect total number of responses.

10. Other than from PEP, how available is quality, ongoing professional development aimed specifically at school leaders.

Responses	Count	Percentage
1 - Easy to find	76	8.44%
2	165	18.33%
3	374	41.56%
4	224	24.89%
5 - Difficult	61	6.78%
Total*	900	100.00%

11. What is your position in your district?

Responses	Count	Percentage
Principal	466	52.07%
Assistant Principal	282	31.51%
Other (please specify)	147	16.42%
Total*	895	100.00%

12. How many years of experience do you have in this position? (Include your time at your current and other districts.)

Responses	Count	Percentage
0-3 years	356	39.38%
4-6 years	254	28.10%
7-14 years	191	21.13%
more than 15 years	103	11.39%
Total*	904	100.00%

13. In what region of the state are you located?

Responses	Count	Percentage
Central (Alamance-Burlington, Caswell County, Chatham County, Davidson County, Lexington City, Thomasville, City, Forsyth County, Guilford County, Orange County, Chapel-Hill Carrboro, Person County, Randolph County, Asheboro City, Rockingham County, Stokes County)	180	20.00%
Northeast (Beaufort County, Bertie County, Camden County, Edenton/Chowan, Currituck County, Dare County, Gates County, Hertford County, Hyde County, Martin County, Pasquotank County, Perquimans County, Pitt County, Tyrrell County, Washington County)	56	6.22%
North Central (Durham Public, Edgecomb County, Franklin County, Granville County, Halifax County, Roanoke Rapids City, Weldon City, Johnston County, Nash-Rocky Mount, Northampton County, Vance County, Wake County, Warren County, Wilson County)	147	16.33%
Northwest (Alexander County, Alleghany County, Ashe County, Avery County, Burke County, Caldwell County, Catawba County, Hickory City, Newton Conover City, Davie County, Iredell-Statesville, Mooresville City, Rowan-Salisbury, Surry County, Elkin City, Mount Airy City, Watauga County, Wilkes County, Yadkin County)	91	10.11%
South Central (Bladen County, Columbus County, Whiteville City, Cumberland County, Harnett County, Hoke County, Lee County, Montgomery County, Moore County, Richmond County, Robeson County, Scotland County)	95	10.56%
Southeast (Brunswick County, Carteret County, Craven County, Duplin County, Greene County, Jones County, Lenoir County, New Hanover County, Onslow County, Pamlico County, Pender County, Sampson County, Clinton City, Wayne County Public)	97	10.78%
Southwest (Anson County, Cabarrus County, Kannapolis City, Cleveland County, Kings Mt. District, Shelby City, Gaston County, Lincoln County, Charlotte-Mecklenburg, Stanly County, Union County)	181	20.11%
West (Buncombe County, Asheville City, Cherokee County, Clay County, Graham County, Haywood County, Henderson County, Jackson County, Macon County, Madison County, McDowell County, Mitchell County, Polk County, Rutherford County, Swain County, Transylvania County, Yancey County)	53	5.89%
Total	900	100.00%

14. Please share your comments about PEP services and/or your professional development needs.

255 Respondents commented in this section. Refer to the following pages for these unedited comments.

1. Love my experiences.

6. This needs to something we can attend at least every other year.

10. I always look forward to my time at PEP...all experiences have been positive.

15. I really look forward to the Future Principal's program. All of my colleagues who have attended the program express their satisfaction with the program.

16. PEP is a wonderful program offering great training for administrators. I would like to see more one or two day offerings that do not require as much overnight time.

17. I would like to see some SD aimed at administrators of charter schools. We operate as superintendents, principals, central office personnel, and sometimes janitor. It would be helpful to develop a beginning charter school leadership program.

20. Many Principals and AP's go back to the classroom to touch base with our foundations. There should be programs for us to stay current so when we return to the Leadership role, we are not behind on current events and efforts.

22. AT one time PEP offered professional development for central office staff, not just school leaders. I was very disappointed not having this opportunity.

23. Every minute spent at PEP has been beneficial to my days as an instructional leader. I am confident in what I do more because of what I have learend at PEP. The organizers and speakers at PEP have been first-class. I so look forward to my next return to any PEP experience.

24. I like the workshops but the diversity of topics is not enough. Being an experienced principal, unless I aspire to be a superintendent, there are no real options for me to attend. Please develop other options for experienced principals

29. With so many programs available, which ones will really impact student learning. How do I convince principals to "buy in" to these? How do I lead the system into the 21st Century?

35. Both PEP programs that I have taken part in have been EXCELLENT. Time spent at PEP is well worth the effort because of the learning opportunities. I highly recommend PEP programs to every school leader interested in becoming more effective in their work.

40. PEP has been the most informative and enlightening professional staff development opportunity I have attended in my professional educational experience.

42. I think that PEP is a valuable resource. Many of our administrators have participated in the PEP programs, and I think we have a strong administrative unit in our county.

44. How can I apply for PEP future super course? I have heard rumors that PEP will not continue or program will change as we know it. Is this true? fheath@ecpps.k12.nc.us

46. I have been working on my doctorate during my years as an assistant principal and because of this time commitment have not requested to attend PEP. However, those administrators I know who've attended PEP have benefitted greatly from the course. I do want to attend a PEP course in the near future.

47. Need for a training in recruitment of hearing impaired professionals to work within a public school system and a mean of barrier-free communication for the hearing impaired teachers/aides/support services.

52. Many of the "new" PEP programs are timely and appropriate for addressing curring education issues. As a past PEP faculty member I do, however, lament the dropping of several popular programs; Developing Future Leaders, especially. Certainly, my frequent involvement in DFL carries an obvious bias toward the program. In my opinion, PEP would better serve the State by focusing on developing potential leaders rather than on the superintendency. The number of teachers who will become assistant principals far exceeds the number of principals who will become superintendents.

53. I have fond memories of my PEP experience. (LPAP-32) I always encourage colleagues to take advantage of these opportunities. I only wish I had experienced this a little earlier in my career. I work in the fall at A.L. Brown HS in Kannapolis teaching full time or substituting as need. In the spring I work with the Department of Education, Office of Field Experience, as a Supervisor of graduate interns (lateral entry and bonafide student teachers) helping them to realize their licensure with the NCDPI. Live is very rewarding and fun. Gary Weart

70. I had an excellent experience at PEP and gained valuable information which I am using in my school. As someone from another state and coming to North Carolina, the knowledge I gained through PEP was exceptional. I believe that all new principals from another state should have PEP preparation prior or during their first year in North Carolina. Thank you for valuable and useful knowledge and an extraordinary experience with my colleagues from around the state.

71. I attended Growing future Leaders and have my principal licensure. After receiving the MADmin and taking the ISLLC, there are not many opportunities for beginning assistant principals to receive professional development.

74. PEP was a wonderful experience for me and my opportunities that it afforded me.

75. I have completed the Resource Academy and SAIL and found that both programs helped me grow in my profession. The opportunity to spend quality learning time with others in my position/role is extremely valuable to me.

80. I wish more was available to APs. I would love to be in SAIL, but my principal is not interested because she is retiring.

81. PEP is wonderful. It provides a rewarding experience for professional development.

83. I have been throughly impressed with everything provided by PEP. The only change I believe should be made is not to tie an assistan principal's growth to thier principal> I had to wait years to get inot SAIL because my former principal did not attend SAIL. She was the one who had suggested that I attend LPAP and SAIL but she didn't have time to attend SAIL. She had attended LPAP and PEP for experinced principals

90. I have heard very good things about PEP and will be attending SAIL this spring. I'm looking forward to this 4-day program.

91. Although I think the professional development I have received from PEP is outstanding, I have run into implementation roadblocks from the other members of my administrative team. There might be a need for a short (1-3 days) summer program on how to bring your best to the table and work together as an administrative team.

94. It is the most beneficial professional development that I have received. Also, the networking is great! Practical and non-threatening. I really love going to anything at PEP.

100. As a graduate of the Experience PEP 2007 class, I cannot tell you how rich and resourceful the training was. From each training session I could see areas that concerned me prior to my attending PEP. I was given strategies to help my school which was what I had hoped would be the outcome. We have made positive changes that impact student learning. The program presenters and the opportunity to network with so many other principals and discuss ideas as we received training was awesome. I encouraged a peer to attend who had not attended other PEP sessions because I knew it would be beneficial to her.

102. PEP is the best source of staff development for administrators. It not only provides valuable information on topics of interest, it also provides administrators in our state an opportunity to network and bounce ideas off of each other. We all share common issues in our schools and it is nice to hear how others are dealing with some of the same issues that we may be struggling with in our building.

110. PEP used to have inservice for Central Office staff. I'd be nice to have those offered again.

112. I have registered for the Leadership for New Principals program in the past and was unable to attend due to my wife delivering our 1st child later than expected. I had to cancel and was told I would get a later date to attend. I never did hear back, so I contacted PEP and was told that I had to go through the complete application process again. I had tried getting in for a couple of years prior and was never accepted. It seems to difficult to get registered.

116. I was sent to PEP by the central office and also elected to go to PEP Sail in the same year. I was written up by the superintendant for attending these conferences because I was "out of the building" too often. Therefore, even if I believe the programs are wonderful and would benefit from attending, I am restricted from doing so at this time.

121. Wish offered for central office admin and setting districtwide initiatives

123. PEP has been a hallmark of excellence for school-based administrators for over 20 years and it needs to have that eminence again. Superintendents once again have to know that their administrators who are PEP trained are bringing an enhanced leadership capacity to their teachers and students. Leadership and advocacy matters at all levels of public schooling, including those who influence and control PEP's future. PEP has been relevant, vibrant, and administrators all over the state show their PEP certificates with pride and a deep sense of accomplishment. It can and must be there again, but it will take passionate and committed leadership within PEP and its stakeholders to make that happen!

124. I have found that the courses and conferences run by PEP have been of a very high standard and definitely aimed at the right audiences. The support offered by staff upon completion of a program has also been very appreciated.

126. PEP has always helped me grow as a school leader. I've found the assignments challenging, but worthwhile. All seminars during my previous programs on legal issues have been beneficial. Keep up work on teacher evaluation and retention.

135. I feel that PEP has made me a better leader. I am excited that I have the opportunity to learn more from the great PEP instructors! I hope that PEP will continue for years to come to provide the necessary and needed staff development for our school leaders. I believe that everything rises and falls on leadership

138. As a current PEP, I have heard wonderful things about the PEP programs. I would love the opportunity to attend the LPAP program as well as any other PEP programs that are offered. If you have any questions, please contact me at candicerobinson@johnston.k12.nc.us. Thank you.

149. I think PEP is a wonderful inservice and a great way to network with principals from around the state. We shared ideas and exchanged information. It was so helpful to me even as an experienced principal.

150. All of the PEP sessions that I have attended have been very beneficial to me.

154. PEP is the reason I am the principal I am today. Finding time to do all that needs to be done as a building administrator and to also grow professionally is a challenge we all face. We have to find a way to grow and learn in this profession....PEP allows that to happen.

156. All PEP professional development sessions that I have been to have been high quality sessions that were definitely worth my time. Of course, as administrators, we need staff development that we can actually use toward license renewal. I find workshops that I would like to attend that I think would be worthwhile, but many of them are not in the areas that administrators have to have for CEU credit. PEP always offers those that are for use as administrative CEU credit and that is nice.

159. As a first year assistant principal, I think attending the professional development for administrators will be extremely helpful.

167. PEP is a tremendous resource for school administrators. I have been very impressed with the quality of professional development provided by PEP. With the current need for well-trained school leaders, I view PEP as being essential to the future of education in our state.

169. PEP is a wonderful asset for leaders in education. I have grown as a professional because of my experiences at PEP. I look forward to participating in other PEP opportunities in the future.

170. Since COEP ended, there has not been much for me personally at PEP. I still support PEP and its programs 100%. My experience in COEP was exhilarating. I do think the two things principals have the hardest time finding quality training for/in are Human Resource Management and Financial Management. While data-driven decision-making is a critical skill now, HR and Finance will always be critical skill needs for principals. Thanks for all you do! Kerry Crutchfield CFO Winston-Salem/Forsyth County Schools

171. For us that went through the old PEP Program, as the program lost some of the direction?

172. PEP provides excellent well researched and planned sessions to impact what is happening at the school level - in classrooms! Advance notice to Staff Development coordinators and ways to get involved may need more publicity and encouragement to attend. Perhaps coming to LEA's for groups may be something interesting to consider. The staff is very in tune with the needs of schools and are willing to help with challenges even after completion of a program. I know I can pick up the phone today and seek guidance and support if needed! Thanks for the opportunity to share my thoughts! Hope to be back soon!

177. The two PEP programs I attended while I was a principal were the most valuable PD experiences I had ever had. In some ways, I learned more in LPNP than I did at ECU as a Principal Fellow. In my current role, my PD needs include: - Learning ways to facilitate the use of PLCs at schools; learning how to sustain that initiative and support principals - Learning about the needs of adult learners and how to use that information in providing professional development for teachers, principals, etc. - Learning ways to sustain initiatives

180. very well orgnaized, helpful peope, professionally done

183. I am very interested in attending a PEP program in the near future.

184. I find PEP programs to be very comprehensive, and have encouraged my colleagues to attend. I am concerned about professional development in the area of alternative education for students. Some offerings are somewhat splintered, not offering a comprehensive package that deals with areas such as: discipline, motivation, parenting partnerships, testing, community resources and other relevant areas. These students are often apart of multiple subgroups that adversely influence a system's progress.

185. I have never been to PEP, but I have had friends to tell me how beneficial it has been to them

186. Central Office Adminsitators who are licensed and who aspire to become school adminsitators should be allowed to participate in your program. As 25% of the current Adminisitrators in North Carolina will be eligible to retire in 5 years, why prevent a group of select candidates from participating in the program, who may be highly qualified, great intructional leaders and who just happen to be able to manage too. Several licensed School Administrators who worked in central office positions have successfully become School Administrators.

189. PEP professional development is always top-notch. I can count on time well spent.

190. I have recommended PEP to all my fellow AP's in and out of the county to utilize the programs that are offered. Wonderful and extremely useful information/strategies.

194. Please offer more LPAP classes!!

201. The very best---outsanding staff devoloment aimed at the building level.

204. There are a number of "career assistant principals" who, for whatever reason, do not aspire to principalship but who provide great leadership at their schools. Unfortunately, this is an untapped resource, and there are few programs that provide further leadership training for this group. Members of this group can benefit from professional development that challenges them to assume a greater role in positive educational change. PLEASE bring back the Leadership Program for Career Administrators!

207. I have thoroughly enjoyed the PEP professional development sessions. The Principals' Summer Institute at Western Carolina was especially helpful. This is the second year since I attended and our school faculty and staff are still implementing strategies I acquired in July 2006. PEP staff are excellent!

209. I would like PEP to offer staff dev. sessions for Central Office staff.

211. I would like to see more programs designed for Central Office Administrators.

216. Having graduated from Appalachian with a degree in School Administration, I feel that I have a generally good background to move into a position as a principal. However, when I make that move I want to know more about best practices and current movements within the educational system. I want to be better prepared than most and I would like to participate in PEP because of its excellent reputation.

217. I cannot express how important PEP has been in my development as a school leader. The infomation I have gained has prepared me as much as any on the job training. PEP allows deep reflection while allowing for networking and collaboration at a level not duplicated anywhere else. As a school leader, there is no other forum or opportunity to engage in meaningful dialogue and support as critical as PEP. NCCAT for teachers provides stimulating and diverse experiences. PEP's mandate is different, but just as important for principals. I really can't imagine being successful at this job without PEP. Participation in PEP should be a mandatory criteria for consideration for any school leadership position.

219. Thank you for all you do to provide quality staff development!

220. I have truly benefited from the programs offered through PEP. I have been able to interact with my peers to discuss usage and implementation for my school. Many programs provide time to implement the program and then to return and improve upon the use within the system (PATL, SAIL, LPFS). THese are regularly the best professional development and I routinely search out new offerings that pertain to the needs of my school, staff, and/or students.

222. My experience at PEP has been informational, relaxing, and a renewal of my being treated as a professional. The directors of the sessions have formulated well thought out schedules that provide a wealth of practical information. The accommodations and food has been wonderful.

225. I have the up-most respect for PEP. 90% OF MY PROFESSIONAL development has come from PEP, and I hope for a lot more. Leadership is the key for on going success in good schools. Please give us more leadership training.

228. Moving/transitioning from a school level administrator into a central office instructional leader is an issue that is not addressed in many of the currently available professional development programs. I would like to see PEP structure programs tailored to the unique needs of system wide leadership.

232. I participated in PEP 11. It was by far one of the most valuable experiences I have ever had the privilege of participating in. For years I also attended the up-date sessions.

233. PEP is generally "as good as it gets!" I need to make time to participate in another program.

237. PEP provided me with a wealth of knowledge. Loved every minute of it.

239. I loved being a part of PEP both as a participant and as a discussion leader. Let me know if you need additional small group discussion leaders. I am interested in keeping in touch with the profession in retirement. Good luck, Nancy! Toni Hill 919-489-6108

243. I loved my time at PEP. I would recommend it to anyone and I am looking forward to returning for another session later on.

245. PEP ALWAYS offers a high quality of professional development. I first attended PEP as a new principal when Dr. Phay was over the program. North Carolina administrators are indeed fortunate to have access to such a quality program.

247. SAIL was one of the best professional development opportunities I have had in my short term as a principal. I am already looking forward to sending the rest of my administrative staff. I would ask for an increase in that type of staff development. I like to idea of creating sessions for scheduling and EC information

251. From each program I have attended I have always brought back with me new knowledge and inspiration to attempt to positively influence student learning and discipline.

257. I have found every PEP experience to be very helpful for my growth--in personal, instructional, and leadership terms. The coordinators have worked to find resource persons who provide programs of high quality and high usefulness. I also have enjoyed the opportunities to learn in a community of other school leaders. I am a charter-school administrator. I would like to see some PEP program designed particularly for charter-school administrators (not restricted to directors, necessarily). Thank you for PEP.

258. 1) It would be nice to have a resource directory. Person---Category and Category---Person. 2) It would be interesting to have a PEP Suggested Reading List, which might be updated twice a year. 3) I have often found "Craker Barrel" sessions valuable where questions could be asked and open group discussion would occur. 4) It might be worth considering developing expertise in Charter School needs and guidance.

259. As the Director of the Exceptional Children's Program for our school system, it is vitally important that I stay updated in the areas of school law, personnel, special education, discipline, etc. Some of the offerings this year and last year conflicted with required trainings that the EC Directors must attend. For example, the EC Directors are having their March Institute in Greensboro on March 10 - 12, thus conflicting with a special education session you are offering. I know scheduling can be difficult. Perhaps PEP can coordinate some of their special education offerings with DPI's Exceptional Children's Division so that professional development offerings do not conflict with one another.

269. I am interested in the SAIL program and Professional Learning Communities

273. I would love for aspiring principals or superintendents to be able to attend mini sessions for growth because its tough trying to get into a cohort. I want to learn all that is out there.

278. PEP is the most consistent provider of high-quality staff development that I have encountered in my career. Please keep up the good work.

282. Professional development for building-level administrators in the areas of teacher effectiveness, support, leadership, empowerment, and retention is difficult to find, except for PEP. This is especially difficult for assistant principals. Thank you for offering opportunities related to these areas to meet the 5 CEU requirement. We hope you will consider expanding such programs in the future.

286. Just finished PEP for Ex. principals and believe it to be a life-changing experience for my position

291. Because the EVAAS system has just been released for all districts, I would love to learn more about how to navigate and use this system to benefit my students.

292. I have never attended, but have heard marvelous things. I am really looking forward to (hopefully) attending the SAIL program next year!

293. The PEP program is a great assist to assistant principals wishing to be come principals. The programs give information and insight about the every day workings of a school that can be used to develop your vision when the opportunity presents itself to become the leader of a school.

294. PEP is nationally recognized as an outstanding opportunity for top grade professional development for school leaders. Principals in other states express envy. The recent downsizing and lack of support is troubling. I hope it is around to provide training for me when I am chosen to lead a school as principal. I would hate to see North Carolina lose such a star in its crown

295. PEP has provided me, as well as many others, with invaluable professional development opportunities. The information shared and studied is relevant and purposeful. I have grown exponentially as a leader thanks to PEP services (particularly LPAP). Regarding leadership development, there is no better support than PEP and our mentors. Thank you to all who work hard to make PEP what it is!

296. I have always felt that PEP services and programs are top-notch, and I believe I have benefitted tremendously from participating in PEP-sponsored activities over the years. As a "veteran" principal, I continue to be interested in furthering my knowledge and expanding my skills in many areas. Living in the West Region, however, makes it a bit more challenging to take advantage of some of the PEP offerings because of the travel, lodging, and other expenses involved. Being relatively comfortable with technology, I would certainly be open to participating in an "issues" blog for administrators, and I would consider participating in online professional development activities, as well.

298. As an independent school principal, I am ineligible for any further training by PEP. I would love to have some of the opportunities that you provide. Will PEP ever include non-public principals again?

301. There needs to be more programs available to assistant principals other LPAP and SAIL. The quality of the PEP programs are outstanding - the best staff development I have received.

303. I have found all PEP services that I have attended high quality and well worth my time. I have been able to put new knowledge gained from

312. I would like to receive professional development offerings in school finance, school law and scheduling. I believe this will help me advance in my career as an educational leader.

315. PEP is such high quality professional development. It moves at a fast pace, it embraces our world as school leaders as true professionals and yet truly engages you in the learning experience. I absolutely loved the program.

317. I was very fortunate to learn about the PEP program during my seminar. My colleague had attended and spoke highly of the program. I am very interested in learning more with data driven and PLC's. This would be a great opportunity for me.

318. All of my PEP interactions have been positive for me.

320. Any program or professional development that I have taken through PEP has always been of the highest standard. You know that your time is never wasted when you leave your school to participate in a PEP program.

322. I have had great experiences with all of the PEP Programs I have attended. I met other educational leaders that I have used as resources. The ideas I have used have helped to make good decisions for me and that has helped me become a better leader. I look forward to the opportunity to attend another PEP Program.

323. In most cases the development is well grounded in practical ideas that have been proven to work in most situations. The primary need, for my situation and others east of I-95, is how to work and make substantial gains in schools that are 75-90% free and reduced lunch, have a parent population of which 50% or more have little education beyond high school, unemployment in the district is at 7 to 10%, the district has minimal industry for tax base revenue, and is primarily agri-based. Should you have something that will address those issues and help the school meet the 70% proficiency level required by the State in terms of EOC testing, I would be HIGHLY interested as would my Superintendent. Thanks!

325. PEP has been very valuable to our principals, especially, by opening their minds to a more global way of thinking. Thank you

330. PEP has always delivered high quality professional development.

331. These programs fill up fast and are hard to get in to.

335. My only concern is the distance I have to travel to be able to attend PEP programs.

338. PEP is an excellent organization to receive professional staff development from. I have attended sessions since 1998, and highly recommend it to my colleagues. I have learned much from your programs and staff. In fact, Shirley Arrington, assisted me with the topic of my dissertation!! I hope to continue to utilize you as a resource. Dr. Mary Ann S. Karriker Granite Quarry Elementary School Rowan-Salisbury Schools

339. I've tried several times to sign up for LPAP and the classes are always filled. How does one get to register for a session???? Not enough sessions offered....

342. The PEP program was very valuable for me. It greatly enhanced my professionalism

343. I have not yet had an opportunity to participate but have heard great things about PEP.

344. I have attended two trainings with PEP: SAIL and SSNP. They were truly beneficial in my professional growth. Not only was I able to network with other administrators from across the state, I was able to do so in a safe environment. The trainers (presenters) were not only knowledgeable during the training sessions, they have even kept in touch and were willing to answer questions after the training.

345. I think that LPAP needs to be revised. There are speakers there that have been there forever. Some still use overheads, some use dated materials and some have been retired from public education for some time now.

347. Recruitment and retention offering are a must. Programs of just a few days--spread out over time are best. Being away from school is just difficult. I prefer SD in the summer.

348. It is difficult, I find, for assistant principals to find quality professional development aimed not only at their current position but future positions due to time and local funding resources. Assistant principals do not always have a support system in place nor are there many resources for the new certification requirements.

349. All PEP programs I have attended have been outstanding. I learned much and have greatly benefited from that new learning both personally and professionally, as has my school. I truly missed the PEP State Conference this past fall. The opportunity to network with other school leaders from around the state was another benefit of attending PEP programs. Thank you for past opportunities. This year I have been greatly disappointed with the lack of PEP offerings and the lack of communication. I always looked forward to the PEP Newsletters, email updates and online blogs and other resources, none of which have been available this year, or if so, have had no great significance to me as a school leader. It is my hope that PEP will become once again, what it once was. Sad, really sad.

352. Courses offered in the summer would be really helpful. During the school year it is difficult to be away and really focus. If the course was in the summer, I could certainly be more flexible about the number of days I was away.

355. I look forward to being a part of PEP after I complete the NCPF Program.

356. PEP programs have always been very high quality. Please continue to develop programs to serve the needs of school administrators!

358. PEP was an excellent experience for me as an instructional leader. The information was practical and real. It is too bad that graduate schools are so much about theory and not the reality of running a school. PEP prepares you for a world that is real and living. Graduate school material is not used in the daily running of a school. PEP is a great experience and should be required of all principals.

361. The opportunity to discuss and learn from administrators in other district was MOST valuable. A venue to converse with colleagues and have facilitators rather than instructors was very beneficial.

362. PEP provides outstanding, quality professional development for school administrators. The resources (books, materials, presenters, etc.) are phenomenal. Having opportunities to network and collaborate with professional leaders across the state has been an invaluable experience.

365. I do not know about PEP. People tell me you have a good program so I rated you on the high side. I became Supt this past July and would be interested in any training you have for Supt.

369. SEP was the most challenging and life-changing educational experience that I have ever had. Robert Phay and his colleagues profoundly influenced my thinking, boosted my confidence and helped me realize the seriousness of our work. I enrolled in and completed my doctorate as a result of Robert's encouragement. SEP was the epitome of rigor, relevance and life-long relationships.

371. PEP was a great help to me when I was a new principal. Our system was just starting a mentor program but I just missed it due to the transition. PEP was a great asset helping me have deep discussions with other new principals. I also benefited from the Technology program offered through PEP. I would love to see more SAIL programs offered. I think that frequent walk-throughs that focus on student levels of engagement and learning is much more valuable to staff than periodic formal evaluations based on the Hunter format. I am anxious to see if the new state evaluation tools is a more valuable tool.

372. PEP is a great form of professional development and I recommend it to all new and experienced teachers.

374. I believe that PEP provided me with the tools, resources, and contacts to be successful. My last 14 years in WCPSS was in building level administration. I owe much of my success to my experiences at PEP.

376. PEP Programs and presenters are excellent.

377. I participated in SAIL in 2007 and found it to be an outstanding experience in all regards. The readings and discussions were beneficial and the training in use of the Palm was useful. The structure of PEP professional development is extremely valuable to busy professionals - the subsequent days of training allow us to really focus on the topic and concentrate our thinking on the relevant issues. The quality of the resources, food, preparation, and facilities is always top notch!

378. Would like to see greater availability for existing programs. Maybe PEP could stagger it so that sessions of existing programs begin every 6-8 weeks? This would avoid lengthy waiting lists or having to wait 6 months before the next session begins.

379. I attended the fall 2008 session of PEP - SAIL and it was a great experience. I immediately began using things I learned in my building and feel this is making a positive impact on instruction. I feel I now have the tools I need to effectively evaluate instruction.

381. PEP is undoubtedly the best staff development available in the state. I have never taken part in a program where everything done was usable immediately, but that is the case with PEP. I enjoy the content, instructors, networking, and facility.

382. PEP IS A VERY REWARDING OPPORTUNITY TO EXCEL IN MY OWN PERSONAL GROWTH AND EDUCATIONAL DEVELOPMENT.

390. I have thoroughly enjoyed both the camaraderie of PEP and the content of workshops. It is a long haul from Asheville, and wish that some programs could happen in Greensboro. It is far away enough to 'be away' and focussed, but close enough to travel without killing oneself. For myself, I would value some timely retention and recruitment training. Thanks for all you do. NB

393. The trainings that I have been through at PEP has been extremely rewarding. I have always brought back information that I have been able to use effectively and efficiently. I am always looking at the offerings that PEP has to offer so that I can go back.

397. AS an assistant principal I am constantly looking for support. It is difficult to find for our position. A lot of times I feel like a go between and left putting out fires. I want to make a difference and grow as an instructional leader, but feel much of time is spent on discipline and buses.

399. Great professional learning and networking. Organized and rigorous learning.

401. I am hoping to be named a principal this year. I find PEP invaluable. My biggest compliment to you is that the LPAP program is wonderful and PEP is great for fully funding this program for us APs. I understand that some programs must be self-funded so it is a

joy to not have to pay for LPAP

405 PEP was an inspirational experience with opportunities for networking.

409. PEP is awesome! I learned so much this Fall @ SAIL. The total experience was tremendous and I can hardly wait to enroll in a program for next school year. I feel that we as instructional leaders need more staff development on Professional Learning Communities and helping our teachers grow and develop into the true instructional leaders they can be... help them truly understand what it is going to take in the future to reach all students and help all students see success in the classroom, cultural, economic, technical, world savvy, etc. Our teachers need to understand that it takes more than just showing up to deliver content to make a change in our student's lives. I need help developing my leadership skills so I can confidently lead my school, it's students and our community into the next century. PEP is the most effective experience I have had as an administrator. Keep the classes coming! Thanks!

422.* Having completed PEP, APEP, Data Driven Decision-Making for Principals, and Technology Leaders (via the PEP program), I am quite familiar with the wonderful job PEP services provide. As an experienced principal of 8 years, I feel certain that continuing this program is vital to the success of sustaining the quality of leadership via K-12 education. Therman Flowers Principal-Pearsonstown Elementary Durham Public Schools

423. This is my fourth year as an assistant principal in my school. There are very limited opportunities for AP's in PEP. I attended LPAP during my second year and it was by far the best professional development I have been to as a school leader. My principal has not attended SAIL, therefore, I am not eligible for the program. It would be wonderful if more programs were made available for AP's.

424. PEP is a great channel to share ideas with professional colleagues.

427. PEP's programs were very professional and useful. I have implemented many strategies. I am going to use master school schedules this coming school year.

433. It was difficult to give honest answers to some of these questions because we have only attended one of four meetings. Most of the information has not been delivered yet.

434. PEP has outstanding programs with quality instructors. Please continue and expand this valuable service to administrators across our state. Thank you.

440. When schools are involved in major programs, the professional development for those is massive for all, including the principal, and leaves little room for other development topics. For this reason, many of the PEP programs are far too detailed to participate in. The availability of topics required for administrative certificate renewal (e.g. teacher retention, etc.) needs to be made more available to administrators and not just at a major conference.

441. PEP has provided the single most effective professional development I have received in my career.

442. PEP is, by far, the most outstanding source of professional development I have come across. The programs are specifically geared to administrators and their needs. The accommodations are comfortable and the presentations are dynamic. The things I have learned in this program directly impact my school's success.

445. PEP is an outstanding program committed to helping school administrators improve the quality of instruction.

446. The LPAP session that I attended was extremely beneficial to me as a new elementary school assistant principal and instructional leader. My documented successes with "at risk" elementary students has since lead to my reassignment from the elementary school setting to the county's 6th-12th alternative school. The learning experiences I encountered at LPAP helped me make a very successful transition to this new learning environment. I hope that I will soon have the opportunity to be the principal of an elementary school in my county so that I may implement the necessary teaching and learning environments, strategies, and structures that will prevent 95% of students from being placed at an alternative school because they have low self-esteem, are failing academically, or their behaviors at the traditional schools have finally been considered too unsafe to be in the traditional setting. Thanks PEP!

451. PEP has been an excellent resource, not only during the professional development, but for networking. I have used contacts gained to help out in some interesting situations. Keep up the good work!

453. The quality of PEP programs is outstanding; every time I attend, I receive invaluable information that can be used for improvement. I don't know if there are any staff development opportunities that would assist me in the quest for continued improvement for the secondary schools with which I work.

454. PEP is very beneficial. I hope all of the programs continue for the betterment of NC administrators.

456. I have enjoyed and learned from all the PEP programs I have attended. I would love to take the SAIL training, but my principal is not trained and is too close to retirement to be interested.

458. I recently finished a PEP session and just have not had time to implement the learning but the classes were wonderful

463. LPAP is an excellent program that allowed me to network with other assistant principals across the state. The knowledge presented helped me grow and be informed as a school leader.

464. Very high quality, it is also important that principals be away from their places of work so that they can be focused on the learning. Whenever I do local or school-based staff development I can never fully focus on the learning because I am continually called away. It is also important that your school district support these programs so that you can attend.

467. I'm am VERY interested in being included in the Fall 2008 LPAP!

469. My biggest complaint about PEP is that once you complete LPAP- there is nothing, really, of substance for Assistant Principals. I would love to attend more professional development opportunities but until I become a principal- that option is not open to me. I would like to attend SAIL to get trained on the walkthroughs- my principal was trained through the county but we won't be- not any time soon- so SAIL would be beneficial to me now and later if I move to another school or system. I would pay for it out of pocket if I knew I could attend. PEP needs more residential program available for Assistant Principals.

474. I think the PEP program is incredible. I appreciate the quality of the programs and opportunity to talk with peer professionals. Thanks for all you all do so well.

477. Experiences with PEP were very good and helpful. I was able to bring ideas back to my staff and as a result had a very successful year.

478. I find that using PEP's help to understand the strenght of a student. I use PEP's to understand were we need to focus more on to understand the development of that student. I keep them on file through out the 4 years so that I can go back and look at just in case something takes place and I need proof of the ability of that student through out the school years. I strongly use it for my level 1 and level 2 kids that seem to struggle from one class to another. When parents come and have difficulty understanding why there child is failing, PEP's sort of show them the weaknesses, and the strenght of there child during that class period. I love using PEP's in our school, I just feel we need workshops to keep us aware of the importance of keeping that file on our lower level students, and the positive expect of teacher involvement in using PEP's in the class for there students that qualify, and most importantly, the confidentiality of a PEP.

482. *The LPAP program I attended this summer was the most valuable experience I have ever been a part of in my professional life, including my Master's program for educational leadership. It changed my entire mindset. Calling us "Aspiring Principals" refocused my vision of the kind of leader I am as an Assistant Principal. I can inspire change in the areas I supervise. The vast and varied experienced speakers they bring in are truly the best in their field. I strongly encouage anyone interested in advancing their career as a principal attend.

485. I think that PEP is the best around for school leasders. The services match the needs of the profession

486. PEP's LPAP program was invaluable to me. I have put to use many of the things that I learned during those 12 days. I wish that the county I am currently in was able to provide the level of staff development that I received at PEP. PEP standards are high. I worked harder in LPAP than in some of my graduate level courses. When all was done, I walked away with a certificate that I hold as dear as my Master's. I know that I earned that certificate, and I walked away with a knowledge base that could immediately be put into action

487. Nice programs, but there needs to be more availability to administrators in their regions instead of having to travel to Chapel Hill.

490. Pep is Great! My experience made me a better administrator, and therfore made my school a better place for my students.

492. The Resource Management was EXTREMELY helpful!!! LPAP is fantastic. Course offerings are current to educational trends!

494. PEP professional development was very informational and helpful to me during my first year as a principal. Survival School for New Principals was a great session.

495. I have always enjoyed my time at PEP. I have participated as a presentor and a student. It has helped me beyond measure to go through the staff development and it has helped me develop a network of people that have enhanced my career.

502. PEP, and SAIL were the best professional development opportunities I have experienced in my career.

503***. I think that the PEP program can be invaluable in improving school level leadership acrosss NC. My only issue so far has been the format. The program itself doesn't use nor demonstrate the best practices that instructional leaders need to acquire to improve schools. Our time should be spent collaborating: sharing best practice, exchanging ideas, and reviewing artifacts. Our time should be spent on producing the products that will impact our individual schools. Our program facilitators should facilitate and promote discussion, not spend the day lecturing or focusing strictly on theory with no practice. You inspire practice by demonstrating it, establishing the norms and protocols necessary to conduct these types of meetings.

505. Because of my experience in the PFP, I have been exposed to the PEP program and feel that it has programs that are extremely valuable to me as an aspiring and/or new principal.

506. Reading materials have been excellent.

508. I thoroughly enjoyed attending PEP for Experienced Principal's. In my opinion, it was the best staff development that I have been involved in since becoming a school leader. Thanks P.E.P.!

509. I truly enjoyed my PEP experience. I made lasting friends that I still call on today for advice. I would like to see PEP offer more for principals and more sessions as it is very difficult to get into sessions. I still refer to articles, notes, and books I brought back from PEP. I really have used the information.

510. This is my 2nd year as an Assistant Principal. If I had to make known a professional development need (s) it would be in reference to forming a real, and not artificial link to the authority and power of the 2nd in command; assurance of processes for handling insubordinate and misguided staff members; articulating the role of the significance or LEGAL ramifications of teachers not enforcing their classroom management system and the unfair reliance on office discipline to remedy students with behavioral issues first that impede learning in the classroom; and the right way to organize an Administrative team giving clear guidelines and communicating to the staff. We need to change our thinking, enforce change and be radical about it in order to meet the accountability standards and improve student performance. PROCEDURES and ways to explain how to do certain things or handle

certain situations in schools are important.

514. Assessment and Instruction--analysis of data, walk throughs and instructional monitoring; the use of power standards
Evaluation--using performance evaluation to coach teachers and improve instruction

517. So much to learn and refine, so little time with the burden of paper work New evaluation instruments are a topic that needs to be covered.

522. ****While I value PEP and its mission to create and develop quality school leaders, those of us in the Western Region have difficulty traveling the distances to workshops. If you could work more closely with WRESA (and other areas) to provide regional trainings, there would be less expense and time involved for regional leaders--i.e., presenters travel but regional leaders do not--fewer folks on the road and less complication for site administrators with clogged calendars! Thank you for providing this opportunity for voice.

524. It is difficult to sign up for what PEP offers b/c sometimes you are automatically not eligible due to your criteria for enrollment.

527. I look forward to additional PEP programming (particularly institutes) in the future; I continue to send my assistant principals to PEP programming. PEP is the one area source I can depend on for consistent, high-quality professional development.

533**. Working in Jones County for the last 2 years has shown me that resources are valuable, both monetary and human. There is a lack of personnel available to offer quality staff development in our county. Being so small, there are few resources from the community to assist us as well. New ideas have a difficult time filtering down to us. When I attend PEP staff development, I keep myself informed and can network with other administrators in the state. This keeps me and my staff abreast of what is available and is a valuable resource for contact personnel. Also, I can meet personnel from DPI who can assist me with staff development needs or refer me to help. I NEED the resource that PEP provides!

534. The resources, both oral and written, that I received at LPAP have been extremely useful this year as we have tried to restructure our curriculum. I must commend the facilitators at PEP because they made the experience a memorable one.

535. I would like to see PEP offer more short duration staff development activities such as the law updates.

537. PEP was a professional experience that allowed me to network. I would appreciate more opportunities like the one I attended as an Assistant Principal directed to Central Office personnel.

543. PEP is very well-organized and professionally provided. The only suggestion I have is for there to be follow-up so that it can be sustained.

544. Tailored to the needs of your profession

552. I have been fortunate to attend many PEP seminars as well as being a member of APEP 21. I have NEVER been disappointed. I have always been challenged as an educator to strive for the my best professional performance....PEP helps me to reach this goal. The professionalism of the PEP staff, the programming, the materials and the encouragement are invaluable to me. Thank you for the many things you do for us.....

553. Classroom Management and Discipline The new Principal's Evaluation I enjoyed every session I attended.

556. The training I have received at PEP has been invaluable. I would like more training in the development of Professional Learning Communities, Formative Assessment, and Understanding by Design.

557. I've attended PATL, Data Driven Decision Making (Chris Hitch), Worldview - all very valuable. It is just so difficult to get away from school for 3 days when you don't have an assistant principal. All PEP programs I've heard about have been very beneficial to administrators. I'm very interested in the SAIL program. All presenters at PEP have been wonderful.

561. I am a retired principal of six years but attended PEP after seven years of principalship in 1989-90. PEP gave me the best foundation for principalship of any program I had previously attended or attended after PEP. I only regret that the rigor that was evident in the early years of PEP have not been continued in the latter years.

562. PEP provides professional learning opportunities unlike any that I have received. The quality of facilitators PEP provides are unmatched by any trainings I received in the past. Each time I attended a PEP training I was able to immediately implement strategies shared with my staff (no other training has afforded me this opportunity).

563. the information that I received at all of the PEP programs was very applicable and useable. The networking opportunities were great. I also enjoy the fact that we are still receiving information from PEP.

565. Leadership professional development opportunities can be found, but are generally so expensive principals cannot afford to attend. With PEP you are assured of an affordable, quality program.

567. Please email me of all upcoming seminars and programs. I am very interested in attending. It is with regret I did not know to register for the current programs. Thank you for your survey.

568. PEP services and professional development needs for Aspiring Principals should also include networking opportunities with superintendents that may be seeking Principals in their learning communities.

576. Each time I have attended sessions at PEP, I have learned valuable information that I used at my school. I also attended the leadership conferences and law conferences. It is also valuable for school administrators to meet and discuss hot issues with other administrators across the state.

578. I LOVE PEP and the sessions are full of information that I can take back to the school to improve student performance. I just finished the course for Experienced Principals and learned so much from DPI, guest speakers, and other principals. I tell all administrators they should sign up for the program! As a result of my last attendance I came back and worked on financial issues, scheduling, staff meetings, and data analysis.

579. I attended the SAIL program this past fall and highly recommend it to other administrators. We definitely need more sessions for more principals and APs to impact learning and teaching at the school level. It was one of the BEST programs in which I have participated!

581. PEP services are vital for school leaders. The research and professional development activities are needed to assist school leaders about how and what is convenient for student achievement. Professional Learning Communities, Data assessments through EVASS is essential for my future growth. It was a pleasure to complete this survey. Continue to ask for our comments.

583. I am ready to retire. My responses are targeted to the probable needs of my replacement. PEP residential was a great experience and a valuable program for impacting instruction in our schools. I would urge all aspiring, new, and experienced administrators to use it for professional growth.

586. PEP has definitely been a supplier of QUALITY staff development; in fact, one of the only ones. With new issues as well as new requirements for continued principal licensure, it is almost impossible to find SD that relates to specific topics as Teacher leadership and Empowerment. Additionally, principals need assistance with forming cultures of productivity and learning, and they need help with how to continue to use data correctly.

587. PEP programs are high quality, exceptional staff development initiatives. It would be great to attend shorter trainings specific to scheduling and using data. Thanks

591. I am from such a small system that it was wonderful to have an opportunity to network with others across the state.

594. The instruction, resources, and networking I have gleaned through PEP are by far the most beneficial for my professional development and my school. I have told many people that my time at PEP was better than any post-graduate class I took.

595. It is my personal experience that no other programs compare with PEP. Even my professional preparation through graduate school did not equal the practical information and insight provided by PEP.

597. The PEP offerings have interesting titles, but very few, if any are geared for program managers and program specialists. Since we are in leadership positions, it would be helpful if there was professional development for us as well.

602. Every time I have attended a training at PEP I have learned something to improve my school or who I am as a professional. Sometimes the sessions have so much information that I think my head is going to spin off, but then I come back to school, take a breath and look over what I can use in my building. Maybe a session on how to stay healthy and survive the principalship would be good.

603. PEP provides valuable professional learning not provided anywhere else. All the programs I have attended have been the best programs I have ever attended

604. PEP is challenging but very worthwhile. It was a great investment of my time. Keep it available!

609. I had a wonderful experience with the services of PEP. The staff was very organized and knowledgeable and exposed me to a variety of staff development opportunities. The topics chosen were very helpful and so were the presenters. They also helped me "network" with individuals who could help to promote opportunities for growth for me and my staff.

610. Attending PEP was one of the most valuable experiences of my professional career. I have been an educator for 36 years --with 29 years in the classroom. In that time I have attended hundreds of hours of staff development. The programs at PEP are informative, well-planned and provide a valuable opportunity for dialogue with professionals from other parts of the state. The staff is always helpful in answering questions about policies and management.

614. I have been attending programs at PEP since my first administrative position in 1994. My experiences at PEP have been extremely beneficial. I am now a principal and I continue to attend PEP programs and I am encouraging my ap's to attend as well. I do think that the change to shorter, more focused programs makes it easier to attend. I am currently participating in SAIL and, as usual, it is a high quality, relevant program.

615. PEP is one of the reasons I am continuing as an administrator. The staff development reassures you and builds your self confidence and self awareness as educators.

618. When I get an email from PEP, I know that the staff development sessions will be top-notch. Your instructors are very much in touch with the reality of our jobs today and what we are facing on a daily basis. I have never attended a session that didn't promote teaching and learning at my school and my confidence as a leader. You offer the best professional development opportunities hands down.

619. The quality of professional development provided by PEP is supported by the outstanding support staff they employ. Each session I have attended has provided me with useful tools and information to make a greater impact back at the school level while allowing personal growth as well

620. I would really like to have a session on professional learning communities.

623. I have greatly enjoyed all that I have attended.

626. My experience was unprecedented; however, from 1985 until now, I may not be qualified to comment as the staff is completely different and the offerings are different.

629. PEP has been very helpful in assisting me become more aware of skills, strategies and trends that helped me become a more effective leader in improving student learning. PEP provides PD on up-to-date topics and trends that can be readily used and an opportunity to network with peers in similar environments.

630. How to use data to improve instruction. Reverse Diversity. How an African American male principal leads a predominantly white suburban high school. What diversity issues should he be concerned with?

632. PEP services are very beneficial to my continuous growth and development as a new Principal. I'd like to see greater emphasis placed on professional development that is content specific. This would help me keep up with the constant changes that occur in a school district so that I can be better able to coach my teachers

633. My name is Ed Weiss and I would like to be considered for the LPXP cycle for the 08-09 school year. I am currently the principal of Wiley Middle School in Winsotn-Salem. Thanks and let me know my next steps!

634. I am presently enrolled in LPNP #10. The three most valuable aspects of PEP for me are: sound, applicable professional development; networking with professionals and peers; and an opportunity to be removed from our immediate circumstances for reflective study. I would greatly benefit from a short-term session regarding organization and delegation of duties.

635. I have thoroughly enjoyed participating in SAIL. One thought I have for improving CSLD and PEP overall is to hold evening classes that administrators could register for that provides them additional supports in all areas of school administration. Those schools that have been assigned to PEP for low EOC/EOG scores should be allowed to send those administrative team members that do not attend the daily PEP training sessions to evening training sessions. By doing so, the entire administrative team could be well abreast of the topics, philosophies, and best practice that is essential for administrative teams to advance their schools and increase student performance. I would love the opportunity to discuss this idea in greater detail. If you like, you may contact me via my personal cell phone. The telephone number is (804) 306-7767.

640. There is nothing to compare with the quality of the PEP programs

648. I have heard mention of PEP but never received information on how to attend and what its offerings are. After receiving the WEB site info I would be interested in attending a session

653. PEP provides some of the best staff development for principals that I know of in this state. Though I do not like to miss time at school, I feel like time spent at PEP workshops is worth the time away from school because I return to school with information and skills to make our school better for our students and staff.

654. Love PEP. I've never been to a bad session and look forward to doing a residential program when I get my head above water.....just not sure when that will be :)

656. Now that the Legal section/Law Updates under David Hostetler have been removed, I don't find PEP programs to be of much assistance in personnel management, central office involvement, or testing and accountability.

659. PEP professional development offerings have been excellent. I try to seize every opportunity to attend all that applies to my professional role. Instruction is top-notch with cutting edge information that keeps principals in the forefront of what is expected. I hope that these and other professional offerings will be planned for the future. I am especially interested in the session for aspiring superintendents. Other areas to be considered for the future might relate to instructional leadership for principals. These might be offered in addition to SAIL.

662. My experience at PEP was tremendous. It was a great learning experience. I would love to attend again.

668. PEP is an awesome organization that helps with the growth and development of preparing tomorrow's school executives to lead in the 21st century. It has a wealth of knowledge, resources, and, most importantly, commitment to serve in a "cutting edge" capacity.

675. PEP needs to offer refresher opportunities for groups who went through a cohort together. (i.e. future superintendents group.

683. I think PEP is great

686. PEP is wonderful !!!!!

691. PEP is wonderful. I learned so much about the principalship. What has been my only concern with PEP is the hardships I have with getting myself and my assistant principals in the programs. There is always a waiting list and there is far more need for the training than what is presently being offered. We desperately need this type of training

695. I would find it most helpful to attend PEP programs.

699. When I am able to attend PEP offers relevant PD that assists me in becoming a more effective school leader

707. I have tried several times to enroll in PEP classes, but by the time the class schedules are published the classes are already filled. How does one get in a class?

708. The training was exceptional. As a newcomer to the state it helped me to understand the laws of this state.

712. PEP is a highly professional organization which is dedicated to the support of administrators in the state. I appreciate the ongoing attention to development of programs and supports that are designed specifically for administrators. Thanks!

713. PEP provided me an opportunity to meet and network with principals from across the state. This gave me a different perspective on some problems and issues and a different way to look at confronting these concerns.

718. I am probably an aberration. I was in APEP1. I left public schools three years later to start a new private high school. Having accomplished what I set out to do, I have returned to the public schools. Thus, while an assistant principal, I have more principal experience than many principals. As such, finding meaningful staff development is quite difficult. Thanks for the opportunity to share my input.

719. PEP services have provided the major methods of obtaining staff development designed to assist the school administrator. Please return to providing that service for administrators who are not necessarily enrolled in LPAP, LPNP, LPXP, LPFS. Administrators need to be provided information on laws that affect their licensure processes and need to provide staff development for renewing their licenses. In the past, administrators have depended on PEP to provide services designed to improve their skills and knowledge about educators, laws, strategies, and other facets of their professional life.

724. PEP is a wonderful professional development opportunity for administrators. It is not often that we get a chance to get away from our buildings to engage in professional dialogue with our fellow colleagues and gain valuable information to take back to our schools.

726. Excellent programs are offered. I need staff development in teacher recruitment and retention.

728. I appreciate the excellence in all PEP programs. It would be nice to have more/immediate access to the programs. Wait listing is not a happy thing!

729. I attended PEP as a principal. I attended a total of 4 sessions while I was a principal. The information was extremely valuable. I was able to apply what I learned in class. The PEP sessions gave me different perspectives. The connection and collaboration with my colleagues across the state helped me to become more reflective and focused. The sharing of ideas assisted my decision-making. I learned what to do and in many cases what not to do. The sessions on reform helped me to bring my school out of school improvement. I was able to take the material and ideas that were given during PEP and modify them to meet the needs of my school. I thought that my experience as a Principal Fellow was incredible, but PEP was even more practical and effective.

733. I have always enjoyed attending PEP offerings. It has become difficult in the last couple of years because of my growing family (5 kids!), but if the offering is something that I can use to greatly impact my school I would make the time (ex. middle/high school scheduling).

735. I would prefer professional development activities to not include overnight stays or to limit them to one night.

738. Each of the PEP professional development sessions I have attended has improved my professional skills. I have found PEP seminars/workshops always presented by highly skilled and knowledgeable staff and guest staff. It has always been well worth my attendance.

739. I find it is sometimes difficult to find workshops for administrators that do not take me away from school for several days, which is difficult for me to do. I would like to see some summer opportunities to take in depth leadership training, especially in teacher recruitment and retention, school finances, etc. It is much easier for me to go to training in June, July, or early August. I hope enjoyed the staff development I have had with PEP in previous years. The Law Academy in particular was very informative.

754. I was in the first cohort of my group. The quality of the professional development was excellent. I do wish that there had been some follow up. I will continue to recommend PEP for quality staff development to staff in our system.

757. It was through a PEP program that I got to hear Harry Wong! What an experience.

761. I really enjoyed the PEP experience and have referred back to it many times. I am not an administrator but I feel more capable should I choose that path because of my professional development through PEP.

762. PEP is a really good service for educators. It provides learning opportunities and strengthens my leadership ability. PEP has provided me with valuable information that I can use on a daily basis. The professional staff that makes up PEP are reliable, confident, well-educated, and have a passion for education. Because of that, I will be indebted to them for providing me with a program that supports my educational domain.

768. PEP provides outstanding services for professional development for all levels of school personnel. I worked in education in Georgia 33 years with 21 years of this experience being in school administration at the local school level and at the central office level and the other 12 years in the classroom. Georgia provided outstanding professional development as well but PEP has an excellent program! All personnel with whom I've worked and who has had PEP programs and training have been superior. Keep up the good work. I shall be retiring June 30, 2008 and shall not need professional development services. Thank you for the fine job you do. Grace Calhoun, Superintendent Avery County Schools

771. My PEP Experiences have been very informative and they allowed me room for constant growth as an instructional leader.

772. I have also attended several seminars offered by PEP (Data Driven Decision Making, School Finance) and PEP worked with Principal Fellows to provide Class 10 a very nice Leadership Conference. I was enrolled to start SAIL in January but I was named superintendent in the district in which I work so I had to pull out. I think PEP provides an invaluable service to school administrators.

774. I have not attended a session in a few years; but the program I did complete has continued to provide resources for me.

776. Looking forward to next PEP opportunity!

777. PEP has afforded me the best leadership training I have ever acquired and I will continue to encourage each member of my leadership team and prospective administrators to attend various training opportunities through PEP. Having served as a school administrator in two states, PEP is definitely WORLD CLASS and a model for other states to follow. Keep up the tremendous job!

779. PEP services are outstanding and very beneficial. Thank you for all you do to support education. Would love to learn more about state's 21st century direction and impact this has for districts.

781. I thoroughly enjoyed my tenure at PEP. I have recommended to several colleagues who are trying to get in next year.

784. I participate in programs primarily as a speaker and benefit from the on-the-ground experience that participants bring.

786. I have had some wonderful learning opportunities through the staff development offered by PEP. Information shared for leaders is that of substance and effective pedagogy. I have used much of the material to enhance instruction at my site. The students, staff, parents, and administration are the better due to the wealth of strategies and best practices I have been able to share. I do hope that more is to come. Thank you for taking the time to solicit feedback and reflection.

787. I attended PEP when I was with Winston-Salem/Forsyth County. I have since attended several EC Law updates, from Forsyth and Henderson. It is a LONG drive from Henderson.

790. I'm an assistant principal and I would like to attend SAIL even if my principal doesn't attend SAIL.

791. I was a charter school principal and attended several wonderful PEP programs. I left the employment of my management company and was not able to get an administrative position. I am currently an EC teacher with Guilford County. It seems there is a bias against former charter school principals so I feel left out. I have an Ed.D. in Educational Leadership and 34 years of experience working in schools, yet I am now shut out of administrative positions. The PEP programs are by far the best I have had as they were most pertinent to the everyday challenge we have in educating children.

792. I am currently in SAIL with Deborah Pederson. She is wonderful and so easy to get to know. She makes me feel that our area is very important and that our ideas and opinions count. I was in the PEP for new principals and Chris Hitch was the facilitator. It was not a good experience and I was very hesitant to go back. Our county required us to attend SAIL. I was thrilled to meet and be with Deborah. I am looking forward to returning for the two follow up sessions.

793. I think of Survival School often and believe that the training and tips I received there enabled me to be a successful principal from the start. The way I file papers, take notes at meetings, delegate, keep track of things, and celebrate success of the staff are all skills I acquired through Survival School. Thanks for a wonderful experience and a great start.

794. I definitely enjoyed my sessions at the PEP conference.

795. I am a PEP 43 graduate now serving as a principal-lead teacher of one of the North Carolina New Schools Project Schools. My PEP experience was more meaningful, profound, and helpful than any professional endeavor I have experienced. Thank you

796. I would very much like to attend one of the SAIL sessions but am restricted because my principal has never attended PEP. I would greatly appreciate the opportunity to participate

797. PEP is Wonderful. It is great to meet other administrators from around the state and listen to things they are doing in their school and school system. It is the most positive experience I have ever had!!

801. Excellent programs!

802. Excellent SAIL program!!!!

811. I have been very pleased with the information aquired while attending PEP. I like the idea of the shorter sessions. Short sessions will allow you to get quality professional development and not be out of your school building for a long period of time.

812. PEP is the most valuable resource and professional development available for any school leader. All of the programs and materials at PEP are immediately useful to the recipient to help shape the culture of a school. Presentations by PEP are generally made by dynamic experts. The presentations hold your interest and generate small group and class discussion. PEP also gives the participants opportunities to network. This in itself is a valuable resource and link to administrators all over the state. By networking common problems can be discussed, staffing issues can be addressed, and ideas can be shared. PEP, without doubt, provides the very best accommodations for their customers. Sleeping quarters, food, and all other services are of the best quality. Every contact person with PEP is sensitive to the needs of each individual. Talk about knowing your customer PEP is in a league of one. PEP - simply the best in everything.

813. I have experienced difficulty registering for PEP services as most of the Professional Development offerings fill and close registration so quickly. Most are completely filled by the time I learn of the opportunity. Ernest Barny, Assitant principal, Lumberton Junior High School 82 Marion Road Lumberton, NC 28358 email: barnye.ljhs@robeson.k12.nc.us

814. The staff development offered by PEP has been extremely beneficial. Not only are the sessions offered helpful you get to meet many other people in the same or similar position and are able to develop a new resource base. PEP also offers a resource base that is free and has a wealth of knowledge and experience.

815. PEP provides quality professional development.

816. I would like to see a professional development on how to deal with difficult parents. Along thes same lines I would like to see a professional development on how to develop a workable discipline plan and stick to it.

818. Excellent. It ism must have program for all new assistant principals, and principals and teachers who are looking into the adminstrative field.

821. It has been VERY DIFFICULT to get enrolled in PEP. The completion of PEP has now become a factor in being considered as a candidate for Principalship. PLEASE consider opening more sessions.

827. Principals' as Technology Leaders was a very good program and I gleaned tools for future use. PEP for Experienced Principals' is not a very strong program. We spend many hours in lectures which is not the best learning invironment for adults (or students).

840. In my opinion, PEP's services are timely and revelant. I am partial to participating in professional development offered through PEP because of the sensitivity of topics and the practicality of application. PEP deals with reality and not the hypothetical. Education today is not as it was yesteryear; we must have strategies that work now!!.

843. I want to attend the SAIL program yet my Principal has not attended. He is a great supporter of the practices taught in SAIL yet does not want to be out of his building for the amount of days required.

851. I have been involved in 3 program offered by PEP (I started SAIL but did not get an opportunity to complete the program due to the sudden illness and death of my mother) and each time the program was well organized and beneficial. The selected topics were revelent and the opportunity to establish a network of professionals cannot be effectively measured. I have also attended the PEP leadership conference which I throughly enjoyed. Why was it discontinued? I would like to see more programs that target the Assistant Principals. The effective training of AP's would insure better instructional leaders as they move up the ranks (Wouldn't it be better to have people ready to take the job, instead of training after they get it? Let's not waste time. Prepare so everyone can "hit the ground running!"

856. I am attending my third PEP program and I continue to be impressed. The professional learning I receive at PEP is far better than any other I have attended. I would like to see some sessions geared specifically to middle school-- scheduling, instruction, EC, etc.

858. As an Assistant Principal I know that I am not allowed to take the PEP SAIL staff development unless my Principal has had this or is willing to take the program. My job involves oversight of new teachers, curriculum and benchmark testing and data collection and interpretation. I would love to have the SAIL training because I believe that more than TPAI training this would give me a tool to quickly assess a teacher's situation and develop a plan for teacher improvement. I am not sure that I will ever work for a principal who has this training and I know that I could implement it for myself and have an influence in getting others interested. We had a quick half day introduction to the 5X5 walk throughs and developed a form as a collaborative group here in our county. However I looked at the book that a former Charter School Principal had from SAIL and realized that what we were doing was filling files with paper instead of having a template for action that would improve teaching. Thanks

860. PEP services are extremely expensive. That is a prohibitive factor in not utilizing more of the services, particularly when you reside on one of the exterior portions of the state.

861. I have enjoyed the DFL as well as the fall leadership conference that I attended through PEP. The programs offered at PEP are the best professional development activities that I have participated in as an administrator. I walk away each time feeling like a professional and having knowledge to help me with my practice. Thank you!!!!

868. All PEP programs are of the highest quality and I think more school leaders need to take advantage of them. I would like to see something available for new assistant principals. I am a Principal Fellow and my full-time internship has been a lifesaver for me this year as first year AP. I can not imagine how difficult the transition from th e classroom to the "office" must be for those APs who have not had the experience that I did. I think it would be extremely benefical to have a supportive and educational program for new Assistant Principals.

870. I have enjoyed and been challenged by all programs at PEP.

874. I throughly enjoyed the S.A.I.L. Program.

875. I have not taken advantage of any to the professional development opportunities offered by the PEP. However, I plan to start attending workshops and seminars in the fall of 2008-2009 school year.

881. I think PEP is a great resource for principals. But, it should never be the only staff development a principal receives.

882. I have always thought of PEP as one of the top experiences I've had in my 37 years of being a teacher, coach, and administer at the elementary, middle school, and high school el level.

888. PEP has provided a variety of resources. I am just frustrate by the restraints, i.e. cannot go to certain PEP modules because principal hasn't gone yet. The long wait. I also wish pay could be agumented by leadership that goes to PEP.

889. I enjoyed attending PEP. I found it very helpful.

892. I would like to see more professional staff development related to Exceptional Children. It is my understanding that a lot of changes will take place in the next few months related to federal guidelines related to exceptional children.

900. I appreciate the excellent speakers and programs that PEP provides as well as the information through email. For an administrator, the PEP programs provide such up to date info on critical issues in education that I've not seen elsewhere

901. Although I have not currently been able to attend a PEP workshop, the workshops offered are needed for administators. I have sent my assistant principals to a couple of them. I am planning to attend them as well. I am an experienced administator from another state and I have not been able to work the workshops in my schedule. These workshops do meet a variety of needs. Also, with the implementation of the new administrative and teacher evaluation instruments, administrators will need additional training workshops to meet the evaluation requirements.

903. PEP is the only state-wide outlet for administrative/leadership training. If the program dies (like it looks like now) where are you going to train all our administrators? I think it is the best outlet for any school leader. It is our version NCCAT. I don't see anyone killing NCCAT at this time - why eliminate a program for our principals and assistant prinicpals of North Carolina?

Principals' Executive Program
High Need LEAs
2008-2009

LEAs with >60% or 10+ Tier 4 or Tier 5 schools and a low capacity (less than State average)

**Corrective Action/ Restructuring
& >60% or 10+ T4, T5 schools**

- Weldon City Schools
- Hertford County Schools
- Bertie County Schools
- Richmond County Schools
- Robeson County Schools
- Wayne County Public Schools
- Bladen County Schools
- Nash-Rocky Mount Schools
- Columbus County Schools
- Hoke County Schools
- Anson County Schools
- Edenton-Chowan Schools
- Whiteville City Schools
- Lenoir County Schools
- Clinton City Schools

**LEA Improvement Status &
>60% or 10+ T4, T5 schools**

- Halifax County Schools
- Beaufort County Schools
- Montgomery County Schools
- Edgecombe County School
- Gates County Schools
- Pitt County Schools
- Harnett County Schools
- Pasquotank County Schools
- Wilson County Schools

**Not in LEA Improvement Status
& >60% or 10+ T4, T5 schools**

- Thomasville City Schools
- Greene County Schools
- Pamlico County Schools
- Perquimans County Schools
- Rockingham County Schools
- Scotland County Schools
- Tyrell County Schools
- Washington County Schools

Principals' Executive Program
High Need Individual Schools
2008-2009

Tier 5 Schools
Not from LEAs with >60% or 10+ Tier 4 or Tier 5 Schools
And a Low Capacity

LEAName	SchName	Tier
Alamance-Burlington Schools	Alamance-Burlington Middle Col	T5
Alamance-Burlington Schools	Hugh M Cummings High	T5
Alamance-Burlington Schools	Haw River Elementary	T5
Alamance-Burlington Schools	Eastlawn Elementary	T5
Brunswick County Schools	Brunswick County Academy	T5
Brunswick County Schools	North Brunswick High	T5
Brunswick County Schools	West Brunswick High	T5
Buncombe County Schools	Buncombe Community-East	T5
Burke County Schools	Burke Alternative School-West	T5
Burke County Schools	East ALPS	T5
Caldwell County Schools	Caldwell Co Gateway Sch	T5
Caldwell County Schools	Horizons Elementary	T5
Carteret County Public Schools	Bridges Alternative School	T5
Caswell County Schools	Bartlett Yancey High	T5
Charlotte-Mecklenburg Schools	Morgan School	T5
Charlotte-Mecklenburg Schools	Derita Alternative	T5
Charlotte-Mecklenburg Schools	Hawthorne High School/TAPS	T5
Charlotte-Mecklenburg Schools	Spaugh Middle	T5
Charlotte-Mecklenburg Schools	School of International Studie	T5
Charlotte-Mecklenburg Schools	Wilson Middle	T5
Charlotte-Mecklenburg Schools	Thomasboro Elementary	T5
Charlotte-Mecklenburg Schools	West Charlotte High	T5
Charlotte-Mecklenburg Schools	School of International Busine	T5
Charlotte-Mecklenburg Schools	John T Williams Middle	T5
Charlotte-Mecklenburg Schools	E E Waddell High	T5
Charlotte-Mecklenburg Schools	Cochrane Middle	T5
Charlotte-Mecklenburg Schools	Garinger High	T5
Charlotte-Mecklenburg Schools	Allenbrook Elementary	T5
Charlotte-Mecklenburg Schools	Briarwood Elementary	T5
Charlotte-Mecklenburg Schools	Walter G Byers Elementary	T5
Charlotte-Mecklenburg Schools	Ranson Middle	T5
Charlotte-Mecklenburg Schools	Eastway Middle	T5
Charlotte-Mecklenburg Schools	West Mecklenburg High	T5
Charlotte-Mecklenburg Schools	Westerly Hills Elementary	T5
Charlotte-Mecklenburg Schools	Reid Park Elementary	T5
Charlotte-Mecklenburg Schools	James Martin Middle	T5
Charlotte-Mecklenburg Schools	Hornets Nest Elementary	T5

Charlotte-Mecklenburg Schools	Nathaniel Alexander Elem	T5
Charlotte-Mecklenburg Schools	Devonshire Elementary	T5
Charlotte-Mecklenburg Schools	Northridge Middle	T5
Chatham County Schools	SAGE Academy	T5
Cherokee County Schools	Mountain Youth School	T5
Clinton City Schools	Clinton High	T5
Cumberland County Schools	Walker-Spivey	T5
Cumberland County Schools	Cumberland Evening Academy	T5
Cumberland County Schools	Ramsey St HS Alt Program	T5
Cumberland County Schools	Ramsey St MS Alt Program	T5
Cumberland County Schools	Douglas Byrd High	T5
Cumberland County Schools	Westover High	T5
Cumberland County Schools	E E Smith High	T5
Cumberland County Schools	Hillsboro Street Elementary	T5
Cumberland County Schools	Web Academy	T5
Cumberland County Schools	Spring Lake Middle	T5
Davidson County Schools	Davidson County Ext Day	T5
Duplin County Schools	James Kenan High	T5
Duplin County Schools	Warsaw Elementary	T5
Durham Public Schools	Lakeview School	T5
Durham Public Schools	Southern High	T5
Durham Public Schools	Hillside High	T5
Durham Public Schools	Neal Middle	T5
Durham Public Schools	Northern High	T5
Durham Public Schools	E K Powe Elementary	T5
Durham Public Schools	Chewning Middle	T5
Durham Public Schools	Burton Elementary	T5
Durham Public Schools	Glenn Elementary	T5
Durham Public Schools	Sherwood Githens Middle	T5
Durham Public Schools	Bethesda Elementary	T5
Durham Public Schools	Merrick-Moore Elementary	T5
Durham Public Schools	Lowe's Grove Middle	T5
Forsyth County Schools	Hospital/Homebound Ed C	T5
Forsyth County Schools	Sch Pre-Engineering Atkins Hig	T5
Forsyth County Schools	Sch of Biotechnology Atkins Hi	T5
Forsyth County Schools	Sch Computer Technology Atkins	T5
Forsyth County Schools	Kennedy Learning	T5
Forsyth County Schools	Forest Park Elementary	T5
Forsyth County Schools	Carver High	T5
Forsyth County Schools	Cook Elementary	T5
Forsyth County Schools	Parkland High	T5
Forsyth County Schools	Hill Middle	T5
Forsyth County Schools	Winston-Salem Preparatory Acad	T5
Forsyth County Schools	Philo Middle	T5
Forsyth County Schools	Carter Vocational High	T5
Forsyth County Schools	Children's Center	T5
Forsyth County Schools	Latham Elementary	T5
Forsyth County Schools	Wiley Middle	T5
Forsyth County Schools	R B Glenn High	T5
Forsyth County Schools	Reynolds High	T5

Gaston County Schools	Warlick School	T5
Gaston County Schools	Rhyne Elementary	T5
Gaston County Schools	Hunter Huss High	T5
Gaston County Schools	Bessemer City High	T5
Gaston County Schools	Ashbrook High	T5
Granville County Schools	Mary Potter Intermediate	T5
Guilford County Schools	Gateway Education Center	T5
Guilford County Schools	Smith Academy	T5
Guilford County Schools	Middle College High at NC A&T	T5
Guilford County Schools	Ben L Smith High	T5
Guilford County Schools	Middle College High at Bennett	T5
Guilford County Schools	Northeast Guilford High	T5
Guilford County Schools	Dudley High	T5
Guilford County Schools	W M Hampton Elementary	T5
Guilford County Schools	T Wingate Andrews High	T5
Guilford County Schools	Kirkman Park Elementary	T5
Guilford County Schools	Wiley Accel/Enrichment	T5
Guilford County Schools	Jackson Middle	T5
Guilford County Schools	Ferndale Middle	T5
Guilford County Schools	Washington Elementary	T5
Haywood County Schools	Central Haywood High	T5
Henderson County Schools	Balfour Education Center	T5
Hickory City Schools	Catawba Valley High	T5
Hyde County Schools	Mattamuskeet High	T5
Iredell-Statesville Schools	Springs Academy	T5
Iredell-Statesville Schools	Statesville High	T5
Jackson County Schools	Jackson Co Sch of Alt	T5
Johnston County Schools	South Campus Community High	T5
Johnston County Schools	South Campus Community Middle	T5
Lee County Schools	Bragg Street Academy	T5
Lee County Schools	Lee County High	T5
Lexington City Schools	Lexington Senior High	T5
Lincoln County Schools	Asbury School	T5
Martin County Schools	Roanoke High	T5
Moore County Schools	Pinckney Academy	T5
New Hanover County Schools	Lakeside	T5
New Hanover County Schools	New Hanover High	T5
Northampton County Schools	Northampton Alternative School	T5
Northampton County Schools	Northampton High East	T5
Person County Schools	Person High	T5
Rowan-Salisbury Schools	Henderson Independent High	T5
Rowan-Salisbury Schools	E Hanford Dole Elementary	T5
Rowan-Salisbury Schools	North Rowan High	T5
Rowan-Salisbury Schools	Knox Middle	T5
Rutherford County Schools	Rutherford Opportunity Center	T5
Sampson County Schools	Union High	T5
Stanly County Schools	Albemarle High	T5
Stokes County Schools	Meadowbrook School	T5
Transylvania County Schools	Davidson River School	T5
Union County Public Schools	South Providence	T5

Vance County Schools	Southern Vance High	T5
Vance County Schools	Northern Vance High	T5
Wake County Schools	Phillips High	T5
Wake County Schools	Longview	T5
Wake County Schools	Mount Vernon	T5
Warren County Schools	Warren County High	T5
Yadkin County Schools	Yadkin Success Academy	T5

Appendix E

