



Tapping into Type 75 Certificate Holders to Immediately Address the Leadership Shortage Crisis in Illinois' Schools

Dr. Lisa Hood and Dr. Erika Hunt

INTRODUCTION

Principals' knowledge, skills, and actions can have a profound impact on 1) recruitment, development, and retention of effective teachers; 2) equitable resource allocation; 3) teacher working conditions; and 4) school climate and culture¹. As such, investments in supports for school leadership have been identified as a key strategy to addressing teacher shortages, retention, and school conditions², all priority issues right now with educator shortage concerns prior to but now exacerbated by the COVID-19 pandemic. Principal leadership and support are among the most important factors in teachers' decisions to stay in their school or in the profession.

Research has found that improvements in school leadership were strongly related to reductions in teacher turnover². While it is important to continue to invest in supports for school leaders on the job, especially considering increasing attrition rates³, a key strategy to immediately addressing areas of the state experiencing dire teacher and leader shortages is to tap into the already certified pool of Type 75 certificate holders in the state.

This white paper presents the results of a survey of Illinois educators who hold the General Administrative Endorsement (i.e., the Type 75), but who currently do not serve as a principal or assistant principal. The purpose of this research was to identify how many Type 75 certificate holders would be interested in pursuing a principal or assistant principal position, if additional supports were in place. Zip codes were collected during the survey so geographic distribution of interested candidates for leadership positions was also obtained.

In addition, the survey included questions to uncover educators' original motivations for pursuing the Type 75, the types of leadership positions that they applied for, if they have pursued any leadership positions in the past, and the reasons for why they did not take an administrative role. Furthermore, these educators were asked about their interest in pursuing administrative positions in the future, and their interest in participating in professional learning programs that would update their leadership portfolio to help them more successfully pursue leadership positions.

¹ Clifford, et al., 2012; Darling-Hammond, et al., 2007; Hallinger & Heck, 1998; Institute for Educational Leadership, 2000; Leithwood & Duke, 1999; Leithwood et al., 2004; Marzano, et al., 2005; Murphy, et al., 2006; Pounder, et al., 1995

² Satcher, L., Darling-Hammond, L., and Carver-Thomas, D. (2016). A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S. Palo Alto, CA: Learning Policy Institute

³ According to a 2019 Education Week article, nationally "nearly half of new principals leave their schools after three years, and nearly 20 percent leave every year" (p. 4). According to the 2019 Illinois Report Card data, Illinois has had an average of 2 principals at the same school over the past 6 years.

DEFINITION OF THE PROBLEM

Schools are facing a leadership crisis rooted in the changing nature of the job and an aging workforce. Also, professional demands are increasing as their roles shift from primarily the school manager or administrator to an instructional leader who creates a culture of collaborative inquiry for school improvements⁴. These challenges are even more pronounced for struggling high-need schools and for rural schools when trying to recruit and retain highly qualified principal candidates. Coupled with the COVID-19 pandemic, which could result in an increased exodus of teachers and leaders in the field, this presents the perfect storm. A storm of this sort cannot be repaired by an increased pipeline of future candidates who are not available for leadership positions until two years from now. However, this should still be a viable long-term strategy in which the state continues to invest resources and supports. Addressing the principal crisis now requires the State and districts to tap into the existing pool of Type 75 certificate holders who could step into the job now and perform effectively with the right supports.

While legally certified to serve as a principal or assistant principal, the old preparation system in which the Type 75 certificate was housed did not adequately focus training on the specific duties of the principal, but rather provided training for a *General Administrator certificate* that qualified educators for a multitude of school and district level positions in addition to the principalship (i.e., athletic director, department chair, dean). As a result, many educators went into these programs in order to pursue certification for other roles that required a Type 75 certificate in order to evaluate staff⁵ or to obtain a master's degree to move up the salary scale, as was verified through this survey.

METHODOLOGY

All Illinois educators, excluding those in Chicago Public Schools, with the general administrative endorsement who currently do not hold administrative positions were invited to participate in the survey⁶. Project researchers worked with Regional Offices of Education (ROEs), using State of Illinois licensure data, to create a database of educators who fit the eligibility criteria. These educators received an email invitation with a link to fill out the online survey. At this writing, 2,755 educators from 82% of the ROEs responded to invitations to fill out the survey. The appendix contains the demographic data of participants, including the ROEs that had educators respond and the number of responses per ROE. At this point, a concentrated percentage of survey respondents are in the Chicago suburban ROEs and Intermediate Service Centers (ISCs) (n = 594 (22%)). The remaining responses come from educators across Illinois (n=2,161 (78%)).

FINDINGS

Key Finding One

As anticipated, the survey confirmed long-held beliefs that many teachers did not pursue their Type 75 certificate in order to become a principal or assistant principal. As demonstrated in Figures 1 and 2, the educators identified 6,847 administrative roles that they have considered pursuing in the past (many educators chose more than one role). Of those, 26% (1756) were the assistant principalship, and 14% were the principalship. The other 60% of responses were distributed among the other leadership positions (e.g., Department Chair, Curriculum Director). Eight percent were in the "Other" category, and of these roles the majority of these identified the roles of Dean, Special Education Director, and Instructional Coach.

⁴ Grissom, J. & Loeb, S., 2009; Horng, E., Klasik, D., & Loeb, S., 2010

⁵The Type 75 certificate is no longer a state requirement for anyone responsible for evaluating teachers or staff. With the passage of PERA in 2010, individuals who wish to become qualified to evaluate teachers and other certified personnel must successfully complete the 2-day Illinois Performance Evaluation – Teacher Evaluation Training (Administrators' Academy #2001). The new P-12 Principal Endorsement programs are designed to prepare only those interested in going into principal and assistant principal positions.

⁶ Data from this survey was collected for a federal proposal in which Chicago Public Schools could not be included. Due to this, CPS educators with Type 75 candidates were not surveyed. In the future, we would like to extend this data collection with CPS educators.

Figure 1

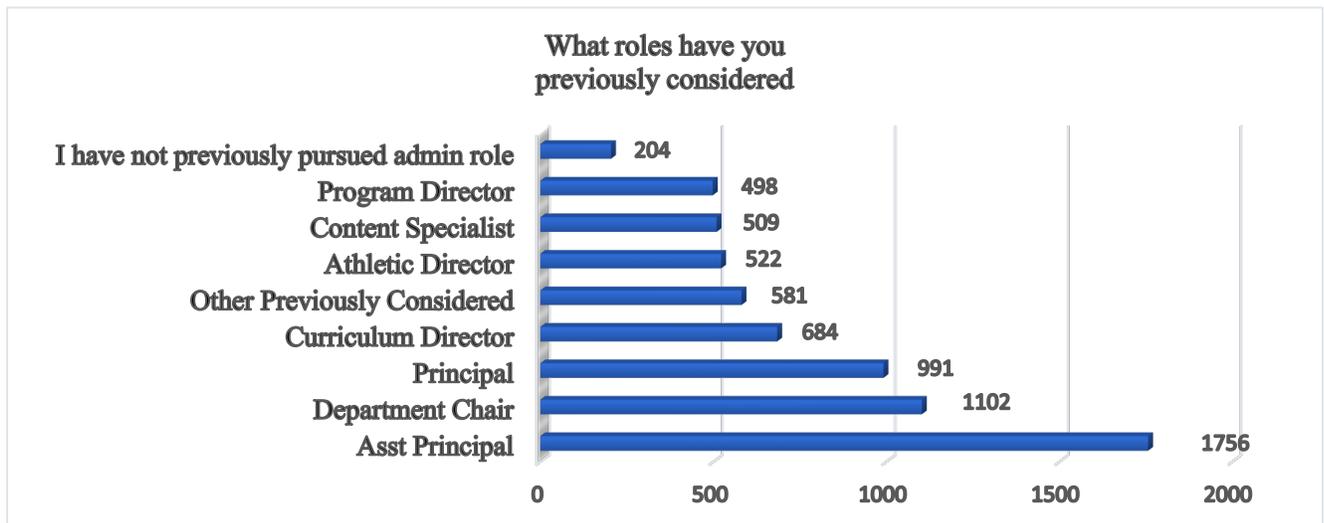
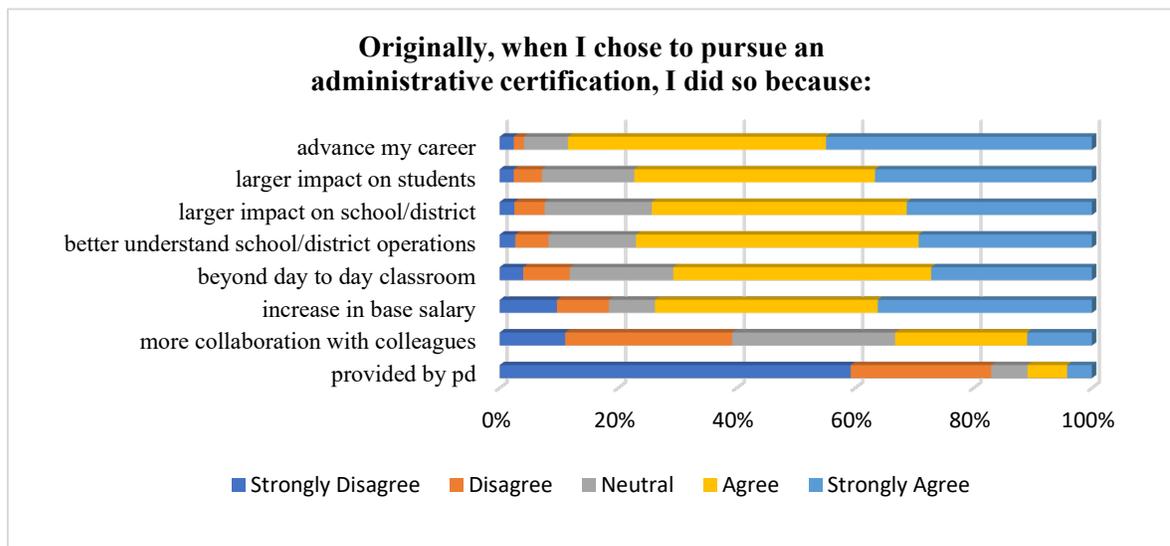


Figure 2



The qualitative comments largely aligned with the quantitative data. In relation to advancing their careers, educators wanted to be able to have their options open and be able to move up the career ladder. Some educators reported that they pursued administrative positions because they want to have a larger impact on students. Others reported that they would be able to have an influence on students school-wide as a school leader versus the smaller number of students in one classroom as a teacher. Some educators said they wanted to better understand school operations and acquire a better understanding of district and school policies and bureaucracies so they could navigate these in a way that would improve schools and student outcomes. Other educators said an administrative certification would increase their base salary. Finally, the smallest number of educators said they pursued administrative certification because it is an easily accessible program that was offered in or paid for by the district, was offered at night or on weekends, or they could take classes with friends/colleagues.

Sample Comments:

“I wanted to further my education, advance on the salary schedule and have the opportunity to leave the classroom someday if I chose to.”

“I wanted to be involved in working with educators to affect change and further an inclusive climate and community.”

“I was serving as the union president and wanted to better understand what our administration was facing and deciding in the district.”

“I felt I had outgrown my current position and felt that the next natural step was to move into an administrative position.”

“Teaching was getting SO difficult in part due two incompetent administrators that I had. I knew I could do better than they were.”

“It was suggested to me by my administrator, who believed I possessed the qualities to be a school leader.”

“I wanted an impact on a larger number of students' lives. I already influenced my classroom, grade level and school through my actions on committees but hoped to have more input on the district.”

“To promote social justice, equity and diversity in the field of education for students with special needs and African American students.”

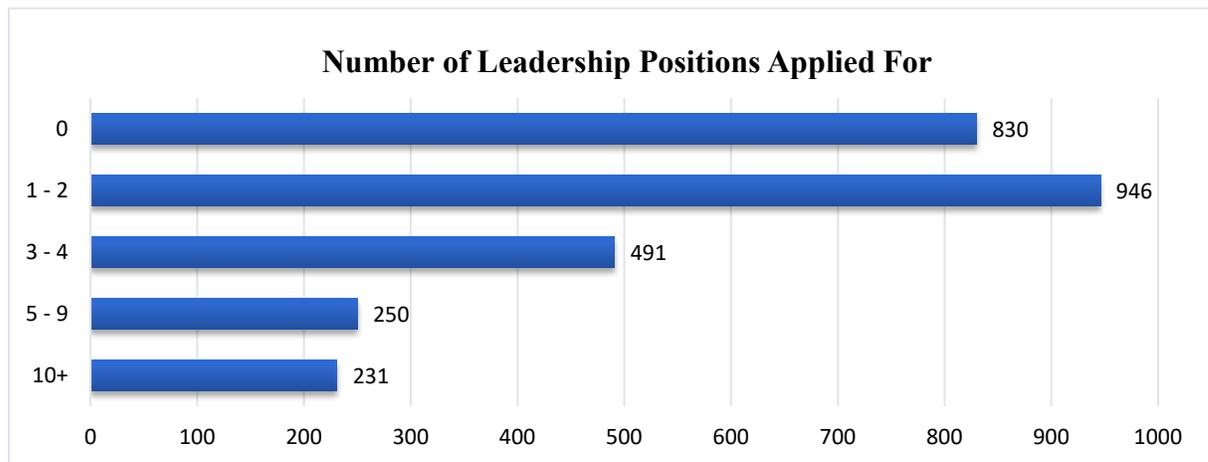
“There's a need for competent administrators. Additionally, I am fluent in Spanish and there is a tremendous need for bilingual administrators.”

“I wanted to work to impact the achievement gap amongst students that desperately need a complete education to advance socially and economically.”

Key Finding Two

The data revealed that candidates with Type 75 certificates have pursued leadership roles but have not obtained them for various reasons. The educators fell into three groups—35% have applied for 3 or more leadership positions; 34% applied for 1-2 leadership positions, but another 30% have not applied for any leadership positions at all (see Figure 3).

Figure 3



Two of the questions asked were why they were not offered the position or why they did not take the position they applied for (see Figure 4 and Figure 5 for responses). Nearly half of the educators said that the position had gone to another internal or external applicant. But almost a quarter (23%) of educators said they did not get the role because they lacked the leadership experience or the qualifications to earn the position.

Figure 4

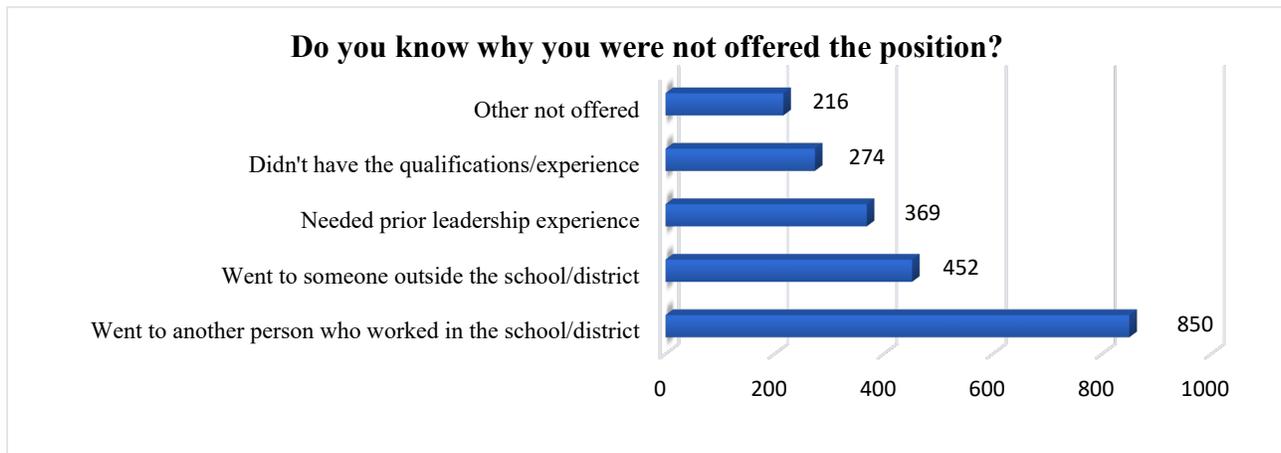
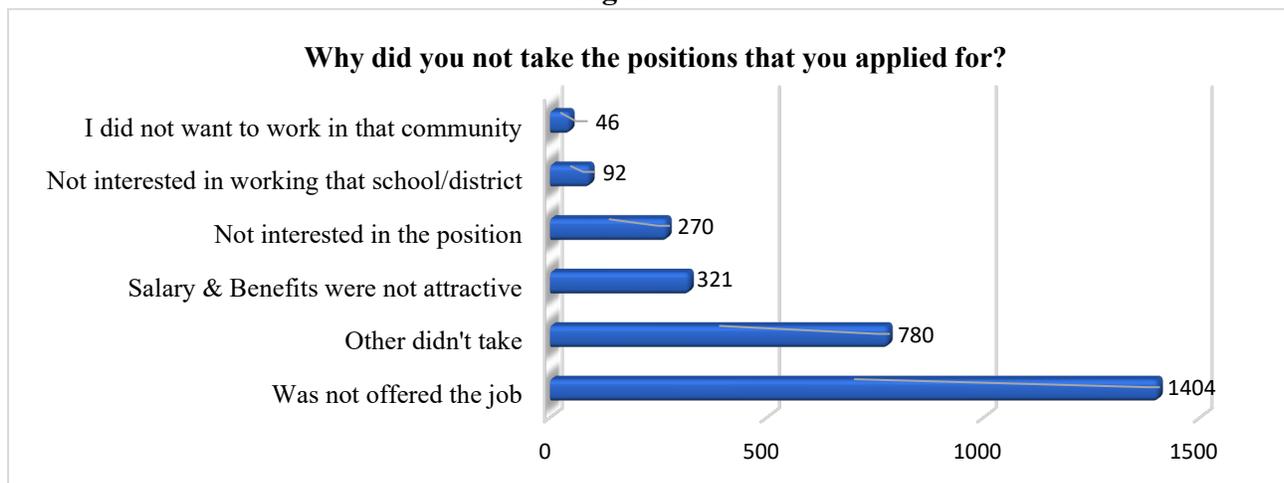


Figure 5



For both questions, about a quarter of the educators wrote in responses as to why they did not take the position that they applied for. Of those, the responses fell into these areas (listed in order of the greatest number of write-ins to the least):

1. Did not want to leave the classroom where they had direct impact on students.
2. Family obligations, particularly raising children, did not seem compatible with the stress, complexity, and long hours required in leadership positions.
3. There was no financial advantage to leaving their current position (e.g., teacher, department chair, dean). Often, the educator reported they would take a pay cut, or they did not feel that the pay was high enough compensation for the number of hours and stress associated with the job. A few also said that they did not want to lose the protections of a tenured position.
4. The working conditions of the district where they had applied were not attractive (e.g., different leadership/education philosophies, poorly treated/lack of respect for administrators, politics).

Sample Comments:

“Was not offered [the position] in my previous five interviews and in my last interview was told I'd have to take less money because of my age and years of seniority.”

“After observing administration, I decided that teaching was a better choice for me. I feel that I can make a bigger impact on students' lives by working with them directly.”

“I did take an Assistant Principal position for one year. After that year, I chose to pursue other avenues due to my family situation, time commitment, and professional growth.”

“I would not belong to a union. Administrators are not treated well and have unrealistic expectations placed upon them. There is no job security.”

“I did hold an administrative position for two years, but it wasn't the right fit for my family at that time. My kids were too young, and the school was too far from my home.”

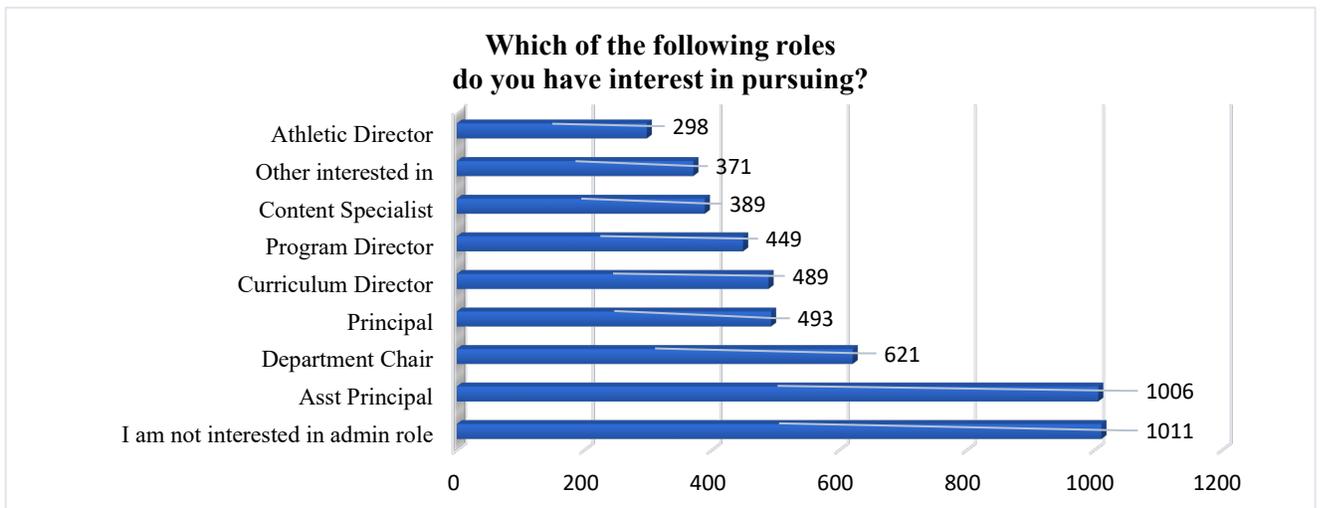
“I worked as an AP and left that job because of the bureaucracy.”

“The bump in pay didn't outweigh the increase in additional responsibilities and stress associated with the administrative position.”

Key Finding Three:

There is a pool of qualified educators across the state interested in pursuing principal and assistant principal positions. Our survey identified names (and where located in the state) as well as the type of supports they would be interested in receiving to prepare for the job. Data was broken down by how many are interested and in what positions (see Figure 6).

Figure 6



A state priority identified in the Illinois State Board of Education’s Strategic Plan (2020) centers around strategies to increase the diverse leader and teacher pipeline (see Figure 7).

Figure 7: Strategy 3.2 from ISBE Strategic Plan (2020)



To align with state strategies to increase the diverse educator pipeline, our survey results identified the number of qualified educators interested in principal or assistant principal positions as broken down by race (see Table 1). These educators identified the following roles, and while nearly 20% surveyed indicated that they are not interested in a leadership role at this time, another 20% are interested in pursuing an assistant principal position, and approximately 10% are interested in the principalship. (Note, there may be duplication in the number of educators who chose both the assistant principal and principal positions. It is not accurate to deduce that a total of 1,499 educators in this sample are interested in these two positions.)

Table 1: Current Interest in Administrative Roles by Race

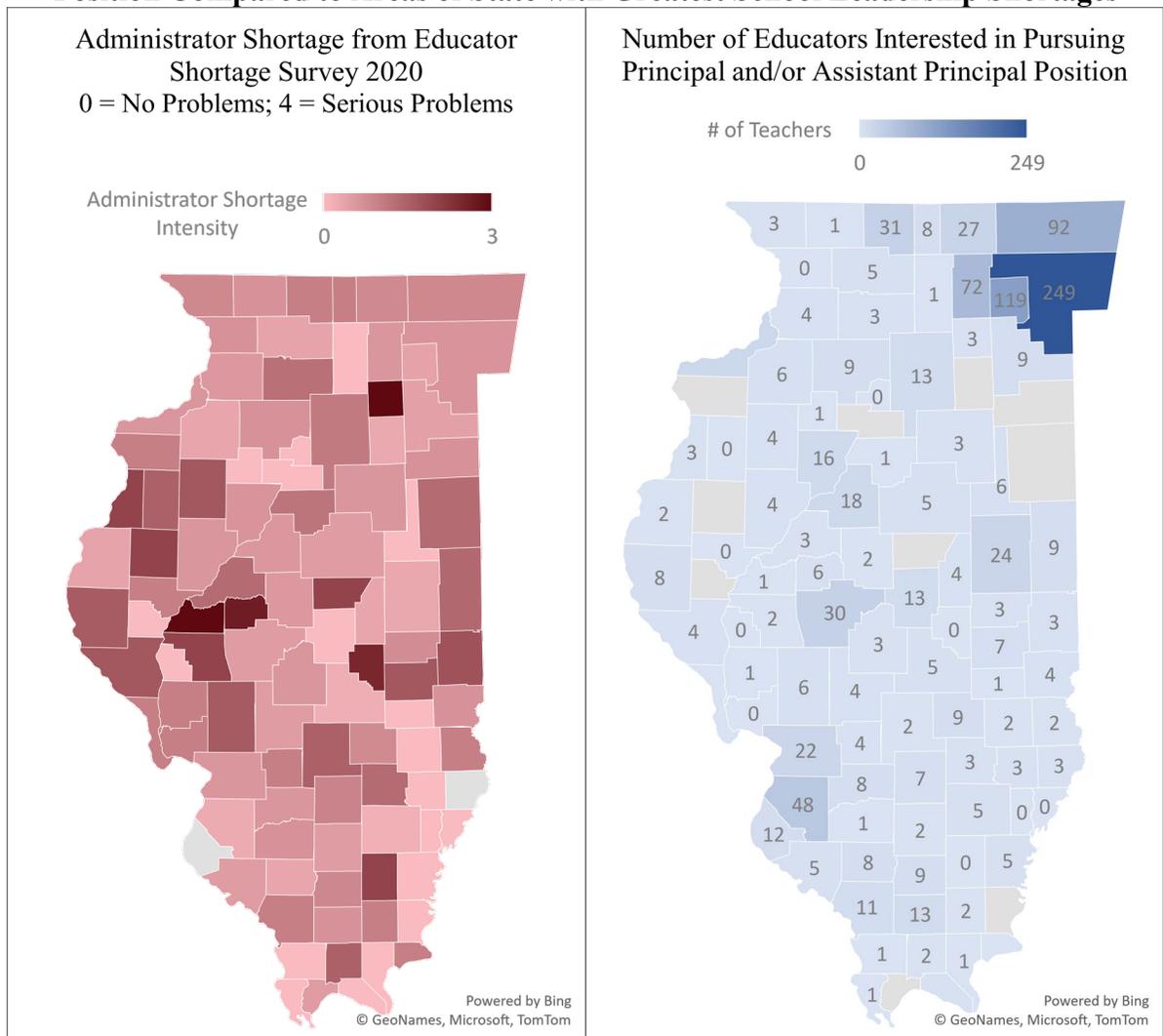
	White (n=2,443)	Black (n=137)	Latinx (n=114)	Asian (n=33)
Assistant Principal	862 (35%)	76 (55%)	46 (40%)	12 (36%)
Principal	413 (17%)	42 (31%)	25 (22%)	14 (42%)
Not interested	921 (38%)	28 (20%)	40 (35%)	9 (27%)

This data was not surprising as the assistant principalship is often used as a stepping stone to the principalship⁷. Nonetheless, the important role of assistant principals should not be neglected and can be an important pathway to diversify the leadership pipeline and in effect help address bias and inequality in schools⁴.

Illinois is facing an impending leadership shortage in the state. A forthcoming report from the Illinois Association of Regional State Superintendents (2020 Educator Shortage Survey Report, forthcoming), identified areas of the state where the most severe leadership shortages might occur based on superintendent feedback received from the survey. Taking into consideration these areas, we were able to identify what geographic areas of the state qualified educators from the survey who expressed interest in a principal or assistant principalship position were located (see Figure 8).

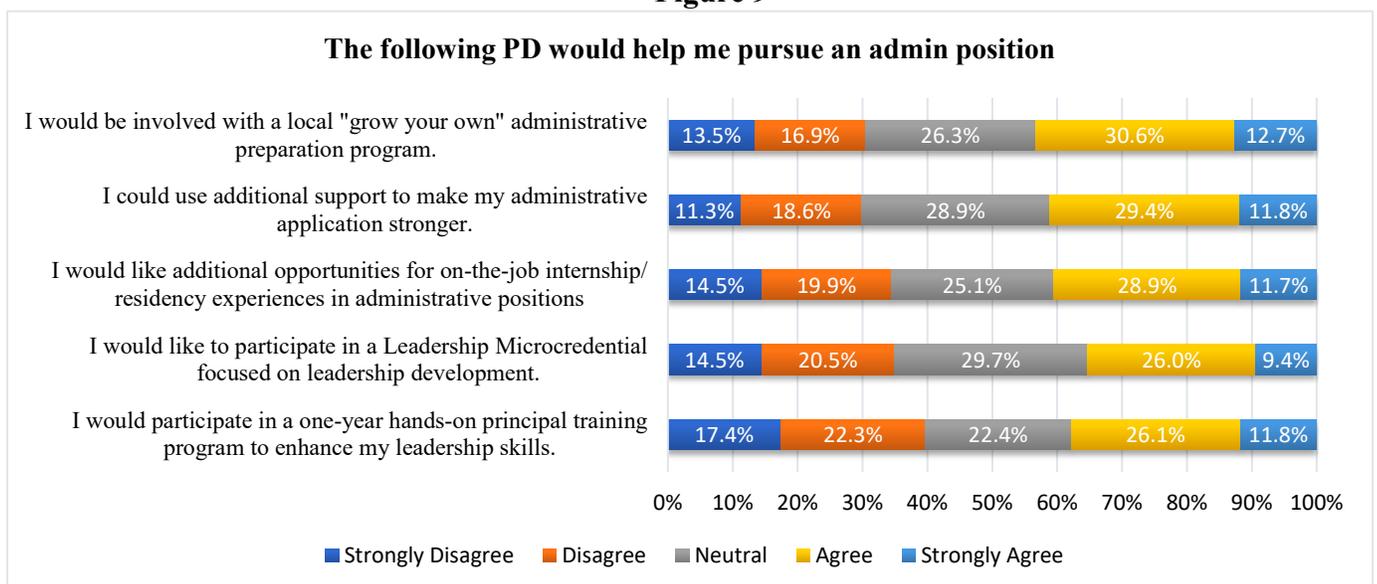
⁷ Goldring, E, Rubin, M. and Herrman, M. (forthcoming). The role of assistant principals: Evidence and insights for advancing school leadership. Wallace Foundation: New York.

Figure 8: Geographic Location of Identified Educators Interested in Principal/Assistant Principal Position Compared to Areas of State with Greatest School Leadership Shortages



In order to uncover what types of supports that these educators may need in order to pursue leadership positions, we asked the educators to identify the types of professional development they believed would be most beneficial. There was an even distribution of responses among the five options presented below (see Figure 9).

Figure 9



The professional development options are listed in rank order from highest to lowest percentages. Overall, 35% to 42% of the educators said that they would be interested in some type of support or program to strengthen their leadership skills. Of those, 42% (1,185) are interested in a “Grow Your Own” (GYO) program; 41% (1,130) want additional supports to strengthen their applications; 41% (1,130) expressed interest in an on-the-job residency; 38% (1,047) expressed interest in a 1-year, job-embedded training program; and 35% (964) said they would complete a micro-credential focused on leadership development. Table 2 shows the breakout of these responses by race.

Table 2: Supports to Pursue Administrative Position by Race

	White (n=2,443)	Black (n=137)	Latinx (n=114)	Asian (n=33)
Grow Your Own	1,026 (42%)	88 (64%)	60 (53%)	14 (42%)
Additional Support	977 (40%)	82 (60%)	54 (47%)	16 (49%)
Residency	952 (39%)	84 (61%)	57 (50%)	20 (61%)
Micro-credential	806 (33%)	82 (60%)	56 (49%)	15 (46%)
Principal Training Program	879 (36%)	88 (64%)	57 (50%)	16 (49%)

It is not surprising that GYO programs were identified as a popular strategy as districts expressing the most concern about impending leadership shortages are those districts located in isolated areas of the state where it is harder to attract candidates from outside the region. For these districts, GYO programs might be the only option. Below are two GYO models that demonstrate promise for customization with already certified educators.

Illinois Partnerships Advancing Rigorous Training (IL-PART) Project

The Center for the Study of Education Policy (CSEP) recently concluded a five-year, \$4.6 million School Leadership Program grant to support the IL-PART project. IL-PART represented a collaborative effort between high-need school districts and universities that came together in formal partnerships aimed at improving the way in which principals are prepared and developed in Illinois.

IL-PART was comprised of three qualifying high-need district/university partnerships:

1. Aurora (East) District 131 and North Central College
2. Bloomington District 87 and Illinois State University
3. Quincy District 172 and Western Illinois University

A key strategy of the IL-PART project was the pilot of an intensive/full-time internship over one semester using full-time substitute teachers to release teachers from their classroom assignment. At a cost of less than \$25,000 per internship, this was an effective and affordable strategy to support with the grant and one in which districts are investing their own money to sustain upon completion of the grant. Although the semester-long internship model was tied to principal endorsement programs for the IL-PART grant, this internship model could also be replicated within a school district with already certified educators with the P-12 Principal Endorsement or Type 75 certificate.

An tool kit, which includes open-source materials developed by university/district partners throughout the project, can be accessed at: https://education.illinoisstate.edu/downloads/csep/il_part_toolkit7_26_2016.pdf

Through the IL-PART grant, the original enrollment goal (80 candidates over five years) was exceeded by enrolling 228 candidates. Of these candidates, 161 school leadership candidates graduated from the three programs providing a robust leadership pipeline in three large catchment areas of Illinois. While these highly effective candidates can step right into school leadership positions, only 38 percent of the candidates prepared (62 people) have fulfilled school leadership positions (principal or assistant principal positions). This calls for more research on how to not only get more candidates into principal preparation programs but also the need for targeted district/university supports to get them hired into principal and assistant principal positions, and

Rockford School District (RSD) Principal Residency Program with Northern Illinois University (NIU) and Illinois Principals Association (IPA)

In fall 2020, NIU, RSD and IPA launched an innovative partnership to develop school leaders to serve the needs of Rockford-area schools. The two-year, P-12 Principal Endorsement Program is housed at NIU's Department of Leadership, Educational Psychology, and Foundations. The 36-semester hour Master of Science in Educational Administration includes a one-year internship that requires candidates to apply the knowledge and skills acquired through their coursework. Candidates receive leadership coaching through a partnership with IPA.

Candidates are selected for application to the program by participating Rockford-area administrators from a pool of full-time deans and others holding school leadership positions. Applicants are also assessed for NIU program admission in their first semester of participation in program coursework.

Candidates who complete the program are not guaranteed leadership positions in participating districts, but it is expected that their successful completion of the program will indicate that they are highly qualified for such positions and would be encouraged to apply for them. Candidates hired as principals in Rockford-area schools may receive an additional year of district-based coaching in collaboration with the Illinois Principals Association.

While this program is part of a degree-granting residency program, the residency component is something that could be replicated with educators with Type 75 certificate/P-12 Principal Endorsement and replicated by universities, districts, or leadership associations.

Finally, educators were asked how many of them believed that their administration would support their participation in a professional development program like the ones described above. A little over half (52%) said that their administration was likely to support them (see Figure 10). Black educators reported the highest percentage with 66 % reporting that they had district administrative support for pursuing administrative roles. However, another 22% said that they did not think that their administration would support their efforts. Drilling down deeper into the professional development that the educators believed would improve their readiness for future leadership positions, Figure 11 presents the topics chosen in order from least to most likely.

Figure 10

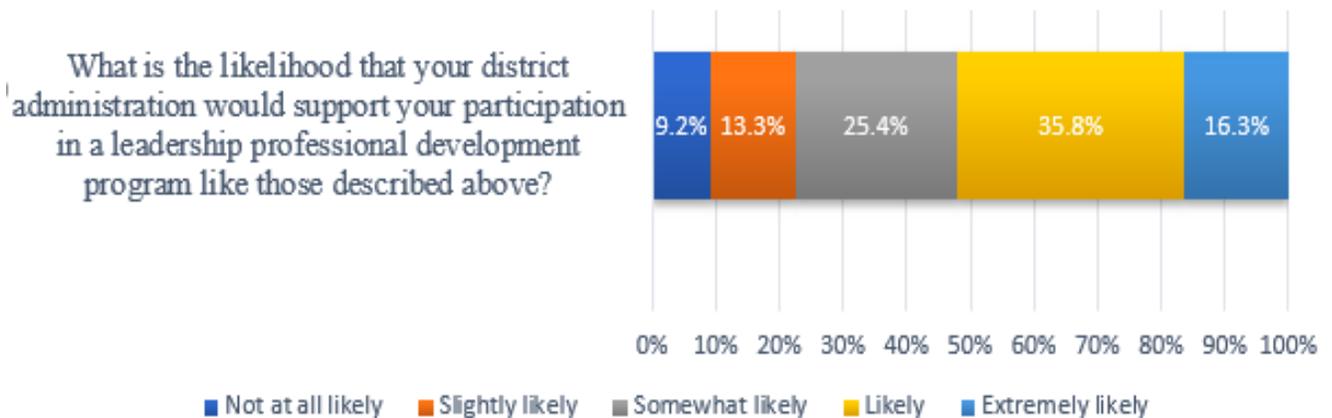
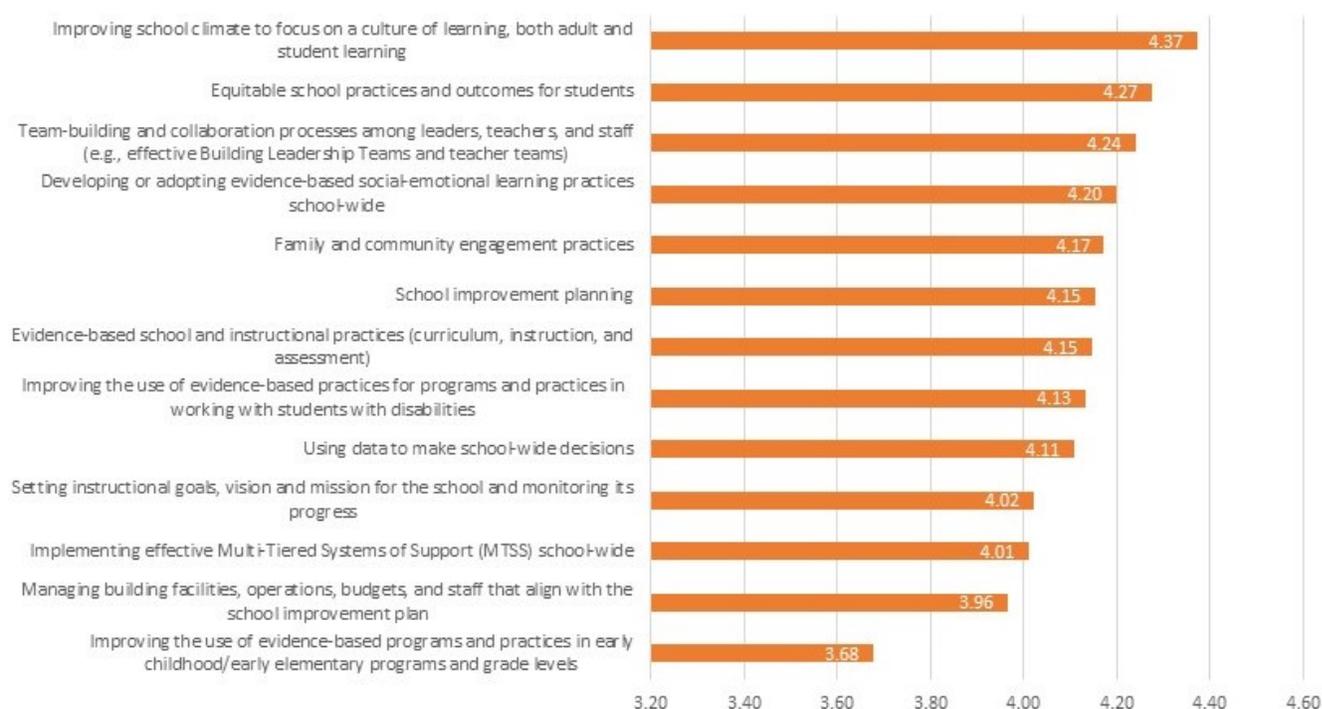


Figure 11

I would participate in the following PD in order to improve my readiness to be an effective school leader...



Educators also wrote in other topics of professional development that they believed would be of benefit. These fell into the following categories:

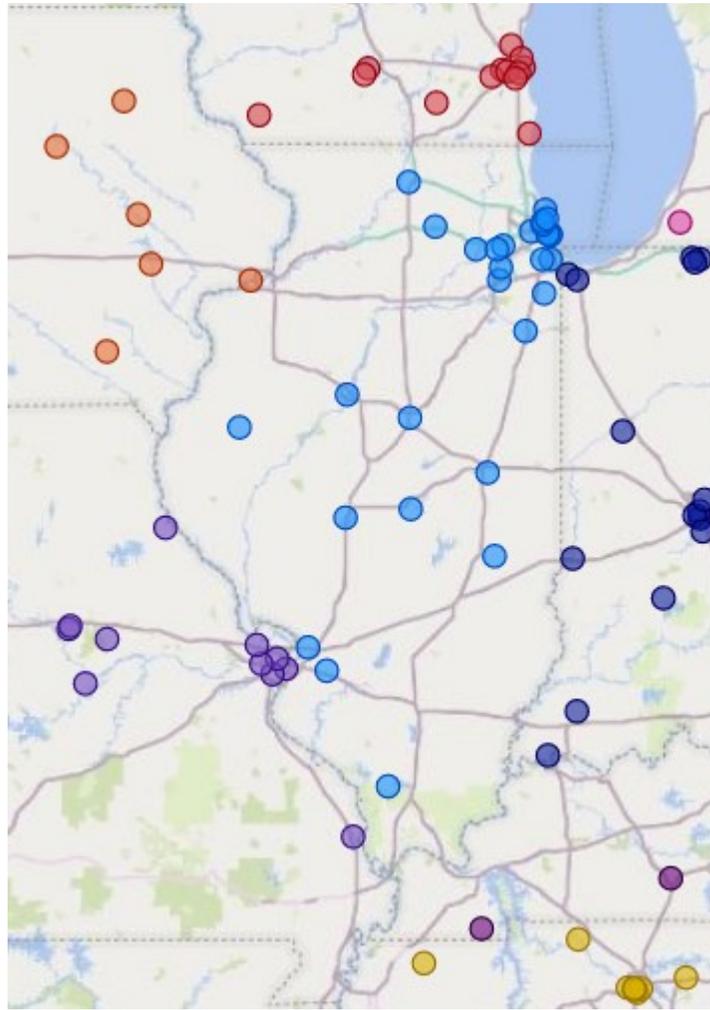
- Supporting the growth of teachers and staff (e.g., recruiting and retaining teachers, improving teacher evaluations, effective professional development/adult learning systems, coaching)
- Supporting the social and emotional development and health of students and staff (e.g., improving school climate, student engagement, student and teacher mental health, developing relationships)
- Leadership that supports equity and diversity in schools (e.g., restorative justice and equitable discipline practices, analyzing disaggregated student data, addressing achievement gaps, English Learners, addressing implicit biases)
- Specific content areas (e.g., Special Education, MTSS, Reading, Technology)

Key Finding Four:

Our survey revealed that those interested in leadership positions are in specific geographic regions of the state, and unfortunately those are not the regions with most dire need⁸ (see Figure 8). Instead, many of the areas with the greatest leadership shortages are in ‘higher ed deserts’ that are not near any university-based principal preparation programs. Figure 12 shows the location of university-based education leadership programs from 8 states (IL and surrounding). The figure shows institutions that awarded any degree with CIP Code 13.04 – Educational Administration and Supervision pulled from 2019 IPEDs data. The bubbles are color coded by state.

⁸ It is important to note that this data is based only on educators that completed the survey. That is not to say that there are not educators in these regions of the state that are interested in leadership positions but did not complete the survey.

Figure 12: Education Administration Programs in Illinois and 8 Surrounding States



With this in mind, targeted GYO strategies with principal preparation programs to recruit and prepare leadership candidates in these regions might be the best or only strategy. However, to do so will require strategies to work long-distance with universities. With this consideration, we urge universities and districts to partner with Regional Offices of Education that are working to create topical ‘hubs’ around the state. For example, Figure 13 shows the location of 6 ROEs that have worked the last three years using federal funding to create Leadership Hubs⁹. Through these hubs, the ROEs hope to partner with universities and districts to help bridge pipeline challenges for school and district leadership preparation. More information on LEAD Hubs can be found at:

<https://education.illinoisstate.edu/downloads/csep/WhitePaperLeadershipHub.pdf>

⁹ Gold stars indicate where LEAD ROEs are located consisting of: ROE #28, ROE #19, ROE #1, ROE #17, ROE #50, ROE #21

Figure 13: LEAD Hubs Locations by ROE Service Area



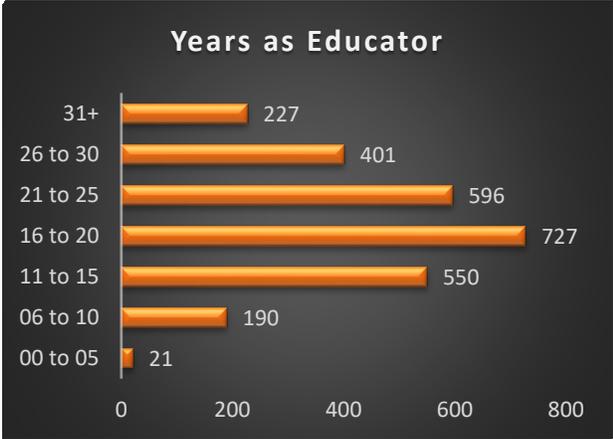
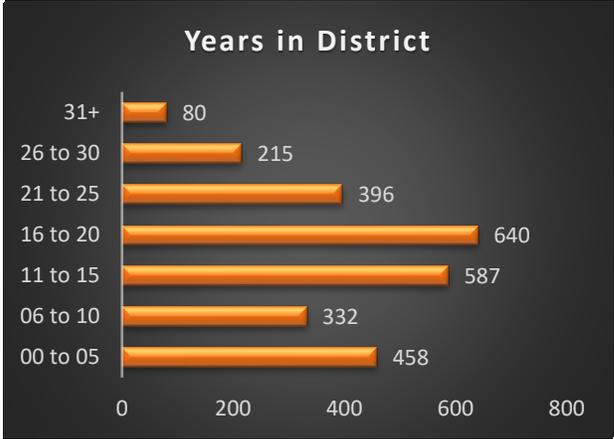
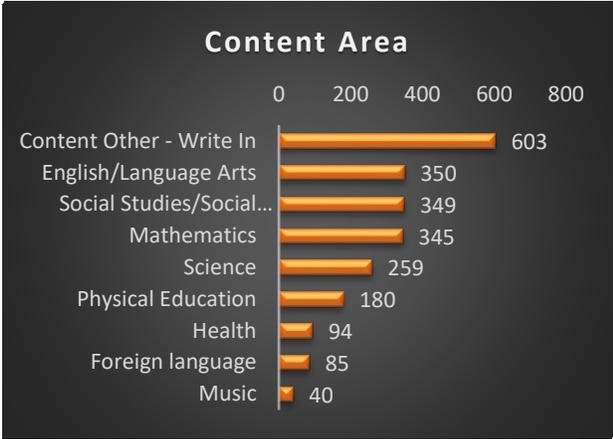
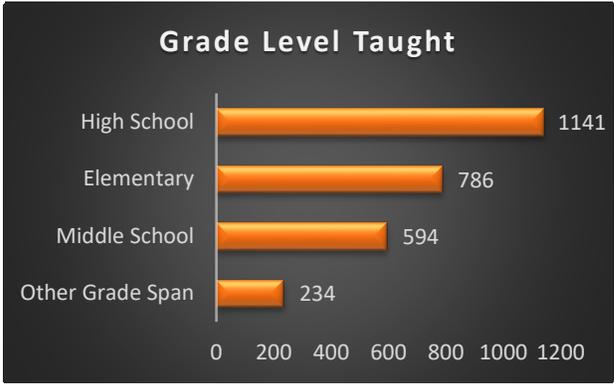
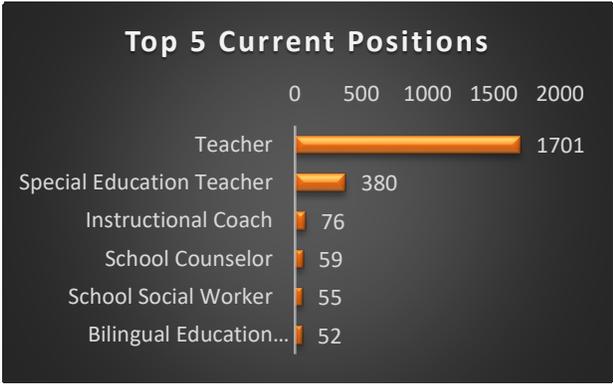
Unfortunately, this kind of strategy would not fill leadership vacancies in the immediate present, but well thought out and strategic partnerships with university-based principal preparation programs can establish a deep bench for districts to utilize for years to come as demonstrated in both the IL-PART and Rockford/NIU/IPA examples.

POLICY RECOMMENDATIONS

Based on the results of the survey, we are including policy recommendations for consideration.

- 1) Explore strategies with principal endorsement programs and other related organizations, in partnership with school districts, to create one-year residency and/or induction programs for educators with Type 75 certificates who are interested in leadership positions but not yet in the job as a way to build the principal pipeline with educators ready and willing to go into positions now with the right supports. Since these educators already have the required certification to be a principal or assistant principal, induction supports or residencies can occur through various stakeholder groups including districts, professional associations (e.g., IPA, IASA, etc.), ROEs, or universities to give some examples.
- 2) ISBE should request a state appropriation to support a pilot program to develop diverse principals and assistant principals for targeted high-need districts and schools in Illinois and would be focused on supporting diverse educators that currently possess a Type 75 General Administrative license but are not currently working in leadership positions. This survey alone identified a preliminary list of diverse educators who possess the Type 75 who stated their interest in pursuing training and learning opportunities to improve their leadership skills in order to create a more diverse leadership pipeline. But, on average, only about 56% of respondents said their district administration would support their participation in this type of a program. Therefore, the state will also need to gain administrative buy-in to allow their educators to participate in a one-year, job-embedded training program so that Illinois can increase the numbers of diverse leaders in our schools.

- 3) ISBE and IBHE should collaborate with a network of Leadership (LEAD) Hubs located at six ROEs geographically located within all six Regional Areas of the state. LEAD Hubs are charged with coordinating a comprehensive system of supports for school leaders that will ensure the equitable distribution of effective principals for all Illinois schools, include Regional Advisory Committees that include membership of local education organizations (IPA, IASA, IEA, IFT, etc.) and area districts. A priority area of LEAD Hubs should be to work with local education associations, districts, and universities to support the regional pipeline of leaders through GYO leadership programs and leadership succession planning.
- 4) ISBE should avoid any changes that diminish the quality of the P-12 Principal Endorsement in an effort to address the shrinking pipeline as little is known as to whether the decreased number of candidates in preparation programs is a result of the preparation programs or the expanding demands of the job of school principal. Making dramatic changes to principal preparation programs that could diminish preparation for the real demands of the job could result in extra burdens and costs to districts with increased professional development and attrition costs. Strategies to modify preparation program requirements need to occur to align the requirements to new national standards but should be done in conjunction with in-service strategies to make the job of the principal more manageable.
- 5) ISBE should establish research-based performance standards for Principal Coaches and support annual appropriations for the New Principal Mentoring Act. Through the LEAD Hubs, principal coaching competencies were developed and used as a framework for a four-part micro-credential series that can be used as a standardized training for principal coaches among the LEAD Hubs. Illinois Principals Association also has a statewide new principal mentoring program supported by principal mentoring micro-credentials. Both programs offer examples of the kind of robust supports available and needed to support principals' first years on the job and which may attract and retain already certified educators into administrative positions.
- 6) ISBE's District and School Leadership Department should identify and build capacity for schools across the state to incorporate distributed leadership models designed to build principals' capacity to work with teacher teams to make instructional decisions in their schools and make the job of school principal more manageable. Comments from this survey indicate that many educators who are certified to serve in administration are choosing not to pursue administrative roles because of the difficulty of the position. Building school wide supports with teacher leaders and teacher teams can alleviate the sole and heavy burden that many school leaders face.
- 7) ISBE should prioritize the data access and transparency that can provide real time information on educator supply and demand at both the state and local level and help identify areas of the state struggling with the most severe shortages in order to target limited funding. Similarly, we encourage options to examine if the annual distribution of this survey could occur (as administered by ISBE or ROEs) to continue to monitor the leadership pipeline.



METHODS

This study gathered information from Illinois educators who hold a General Administrative Endorsement (IL Type 75) or principal endorsement but who are not in the principal or assistant principal position. Educators in Illinois received an email invitation asking them to complete a survey about their experiences and their motivation to pursue an administrative role. Researchers at Goshen Education Consulting used the State of Illinois databases to identify educators that received a Type 75 endorsement but were currently operating in non-administrative or non-principal/assistant principal positions. Access to these data were provided by Regional Offices of Education who have responsibility for coordinating teacher endorsements and licensure. Goshen Education Consulting, through their contract with Regional Office of Education #45, has a partnership with the Illinois Association of Regional Superintendent of Schools (IARSS) and each Regional Office of Education across Illinois and through that partnership, they were able to get access to the database with educator email addresses with the ROEs permission.

Each educator received a unique survey request that connected their response with their Illinois Educator Identification Number (IEIN). The IEIN is how the researchers connected educator response data to their demographics. In addition to educator names and endorsements, we also gathered demographic information that includes race/ethnicity, gender, school district where the educator is employed, years of service, school level, and additional teacher endorsements (e.g., secondary math). The demographics are critical for understanding the context of the responses and identify if there are similarities and differences of responses according to different demographic and endorsement areas.

Educators filled out this survey that asked about their current and past administrative experiences as well as their interest in pursuing principal and/or assistant principal positions. The survey consisted primarily of closed-ended questions, but there were a few open-ended questions throughout the survey. The close-ended questions were analyzed using frequency statistics that calculated numbers and percentages of educators who responded to the survey questions. Open-ended questions underwent qualitative analysis examining trends in the responses, particularly for those educators who had experiences or responses that were different from the choices offered in the closed-ended questions, or for those educators who offered comments that more fully explained their response to the closed-ended question.

The Regional Office of Education #45 has a partnership with the IARSS and each Illinois ROE. Illinois ROEs have a legal responsibility and right to collect demographics for the teachers in their regions and service areas. Goshen Education Consulting, under contract with ROE #45, has confidentiality agreements with each organization indicating that we will only access the teacher data for the purposes of the project. They will send us files with the teacher information. ROE #45 is a sub-awardee with the Center for the Study of Education Policy TEAM Lead grant, and they are collecting and analyzing the survey data as part of their scope of work. The online survey software we will use is Survey Gizmo. All raw assessment and research data will remain archived at Illinois State University under the supervision of the project Principal Investigator, with backups secured with the Goshen Education Consulting protected drives. Both Illinois State University and Goshen Education Consulting, Inc. will maintain program data for five years beyond the completion of the program.