IOWA
EDUCATION

IOWA
Department of Education

Survey of Novice Administrators and Their Supervisors: Spring 2023

Jeremy Penn, Ph.D., M.P.H.

Executive Summary

This project was administered by Jeremy Penn, Ph.D., M.P.H., University of Iowa College of Education, and supported with funding from the Iowa Department of Education. The views and opinions expressed in this report are those of the author and do not necessarily reflect the views and opinions of the University of Iowa College of Education or the Iowa Department of Education. Questions about this survey or the results should be directed to jeremy-penn@uiowa.edu.

- Novice administrators, including those who were not employed as administrators, felt well prepared to serve as an administrator. The area where they felt most well prepared was to "advocate for ethical decisions and cultivate and enact professional norms" (100% well / very well prepared).
- Novice administrators' perceptions of their level of preparation were higher in 2023 in comparison to 2022 (Figure 1), although these differences were not statistically significant given the small sample size.
- Supervisors of novice administrators felt novice administrators were well prepared and performed well (73% to 88% well / very well prepared, Table 7).
- Novice administrators who were employed in that role felt least well prepared to "effectively manage the growth of English Language Learners" (35% well / very well prepared).
- Supervisors of novice administrators' perceptions of the level of preparation of novice administrators was similar to their perceptions in 2022 (Figure 2).
- Novice administrators' perceptions of their level of preparation for the various aspects of MTSS was generally lower than their perceptions of their overall preparation (Table 8). The areas of MTSS where novice administrators felt least well prepared were "support the performance of universal screening" and "participate in school-based initiatives that support Iowa's Every Student Succeeds Act (ESSA) plan" (61% well / very well prepared).
- A larger percentage of novice administrators in 2023 felt they were prepared to support students' mental health (67%) in comparison to 2022 (28%).
- Only half of novice administrators who were serving in that role felt prepared to support their own mental health and wellness (Table 9).
- Fewer than half of novice administrators who were serving in that role felt prepared to support the mental health and wellness of their faculty and staff (44%, Table 9).
- Increasing the number of responses in future years would improve the ability to make statistical inferences.

Table of Contents

Methods

Questionnaire Design and Administration

- The questionnaires were designed through a collaboration between the Iowa Department of Education and the School Administrators of Iowa. The questionnaires were updated in 2022 to reflect the updated standards for school administrators, which prevents direct comparison of results to surveys prior to 2022. Small changes were made for the 2023 versions of the questionnaires to the mental health items and to improve survey flow.
- The full text of responses to the open-ended survey items is presented. Individual and institutional names have been removed from the open-ended comments.
- The survey was administered using the University of Iowa's Qualtrics license.
- The surveys were administered from April 3 to May 30, 2023.

Survey Population

- Administrator preparation programs were asked to send the names and contact information for their recent graduates.
- The Iowa Department of Education provided a list of new administrators serving schools in Iowa.
- Matching was used to generate the contact list for supervisors of novice administrators. However, not all novice administrators who responded to the survey had their supervisors respond to the survey and vice versa.

Response Rate

- 149 novice administrators were contacted, and responses were received from 32, for a response rate of 21.5%.
- 102 supervisors of novice administrators were contacted, and responses were received from 49, for a response rate of 48.0%.

Results

Demographics of Respondents

Novice Administrators
Table 1. Where did you complete your administrator preparation program?

Institution	n	Percent
None of these	0	0
Dordt University	7	21.9%
Drake University	0	0
Iowa Principal Leadership Academy	4	12.5%
Iowa State University	0	0
Northwestern College	2	6.3%
Saint Ambrose University	0	0
University of Northern Iowa	3	9.4%
University of Iowa	2	6.3%
Viterbo University (Iowa Campus)	9	28.1%
William Penn University	5	15.6%
Total	32	100%

Novice Administrators
Table 2. Are you currently employed in a school or district administration role?

Institution	n	Percent
Yes, I am currently employed as a school or district administrator	23	71.9%
No, I am not currently employed as a school or district administrator, but I was employed as a school or district administrator in the past	0	0
No, I am not currently employed as a school or district administrator, and I have NEVER been employed as a school or district administrator	9	28.1%
Total	32	100%

Novice Administrators
Table 3. (If respondent is currently serving as school or district administrator) Which statement best describes your current role?

Institution	n	Percent
I am currently employed as a school administrator	19	82.6%
I am currently employed as a district administrator	2	8.7%
I am currently employed with an Area Education Agency (AEA)	0	0
Other	2	8.7%
Total	23	100%

Other text: I am a shared position, AEA holds my contract and my district contracts me for 2 days a week.
I have a shared position. I work for a district as a special education director and for an AEA.

As shown in Table 4, all respondents who were not serving as school or district administrators were employed in some other role in K-12 education.

Novice Administrators
Table 4. (If respondent is not currently serving as a school or district administrator) Which statement describes your current employment status?

Institution	n	Percent
I am employed in K-12 education, but not as a school or district administrator	9	100%
I am employed outside of K-12 education	0	0
I am not employed, but I am seeking employment	0	0
I am not employed and I am not seeking employment	0	0
I am a full-time student	0	0
Total	9	100%

Supervisors of Novice Administrators

Supervisors of novice administrators were asked to report the preparation institution attended by the person they were evaluating. If the supervisors did not know the institution the novice administrator had attended, this information was entered by the survey administrator by examining the contact lists sent by institutions.

Supervisors of Novice Administrators
Table 5. What preparation institution did the novice administrator you are reviewing attend?

Institution	n	Percent
None of these	4	8.2%
Dordt University	5	10.2%
Drake University	0	0
Iowa Principal Leadership Academy	3	6.1%
Iowa State University	0	0
Northwestern College	6	12.2%
Saint Ambrose University	0	0
University of Northern Iowa	5	10.2%
University of Iowa	2	4.1%
Viterbo University	10	20.4%
William Penn University	14	28.6%
Total	49	100%

Overall Level of Preparation

All Novice Administrators

- As shown in Table 6, novice administrators – including those who were not employed as school or district administrators – generally felt well prepared to serve as school or district administrators.

Table 6. Overall level of preparation: All novice administrators.

"How well were you prepared to:"	Novice Administrators (Including those not employed as administrators)		
	n	M	Percent Well / Very Well
Advocate for ethical decisions and cultivate and enact professional norms.	28	3.57	100%
Develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.	28	3.39	92.9%
Build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.	28	3.18	85.7%
Strengthen student learning, support school improvement, and advocate for the needs of the school and community.	28	3.18	78.6%
Collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.	28	3.36	96.4%
Improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.	28	3.04	78.6%
Evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.	28	3.29	92.9%
Effectively manage special education.	28	3.04	75.0%
Effectively manage the growth of English Language Learners.	28	2.30	33.3%

Scale: 1 = Not well, 2 = Somewhat well, 3 = Well, 4 = Very well.

Respondents who were Currently Employed as School or District Administrators

- Novice administrators who were currently employed as school or district administrators generally reported a high level of preparation to serve as a school or district administrator (Table 7) and high level of performance as a school or district administrator (Table 7).

- The area where novice administrators did not feel well prepared was to "Effectively manage the growth of English Language Learners" (39% well / very well prepared). The level of preparation reported by novice administrators in this area was higher than was reported in the 2022 survey (Figure 1), although this difference was not statistically significant due to the small sample size.

- Supervisors of novice administrators felt the novice administrators were well prepared and performed well (Table 7).

Table 7. Overall level of preparation and performance: those with school or district administrator employment experience.

"How well were you prepared to:"		Novice Administrators (only those serving / served)			Supervisors of Novice Administrators (n = 33)	
		n	M	% Well / Very Well	M	% Well / Very Well
Advocate for ethical decisions and cultivate and enact professional norms.	Prepared	19	3.53	100%	3.39	88%
	Perform	18	3.28	100%	3.42	88%
Develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.	Prepared	19	3.32	89.5%	3.27	85%
	Perform	18	3.00	77.8%	3.33	85%
Build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.	Prepared	19	3.11	84.2%	3.18	85%
	Perform	18	2.94	83.3%	3.18	85%
Strengthen student learning, support school improvement, and advocate for the needs of the school and community.	Prepared	19	3.32	84.2%	3.36	85%
	Perform	18	3.06	77.8%	3.45	88%
Collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.	Prepared	19	3.32	100%	3.12	82%
	Perform	18	3.06	88.9%	3.33	85%
Improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.	Prepared	19	3.05	78.9%	3.06	82%
	Perform	18	3.06	83.3%	3.21	88%
Evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.	Prepared	19	3.32	94.7%	3.12	82%
	Perform	18	2.94	77.8%	3.27	88%
Effectively manage special education.	Prepared	19	3.26	84.2%	3.03	79%
	Perform	18	3.06	72.2%	3.18	85%
Effectively manage the growth of English Language Learners.	Prepared	18	2.33	38.9%	2.91	73%
	Perform	17	2.24	35.3%	3.12	85%

*Scale: 1 = Not well; 2 = Somewhat well; 3 = Well; 4 = Very well

Figure 1. Novice Administrator Results.

Novice Administrators: Overall Results: % Well / Very Well Prepared

Legend: ■ 2022 ■ 2023
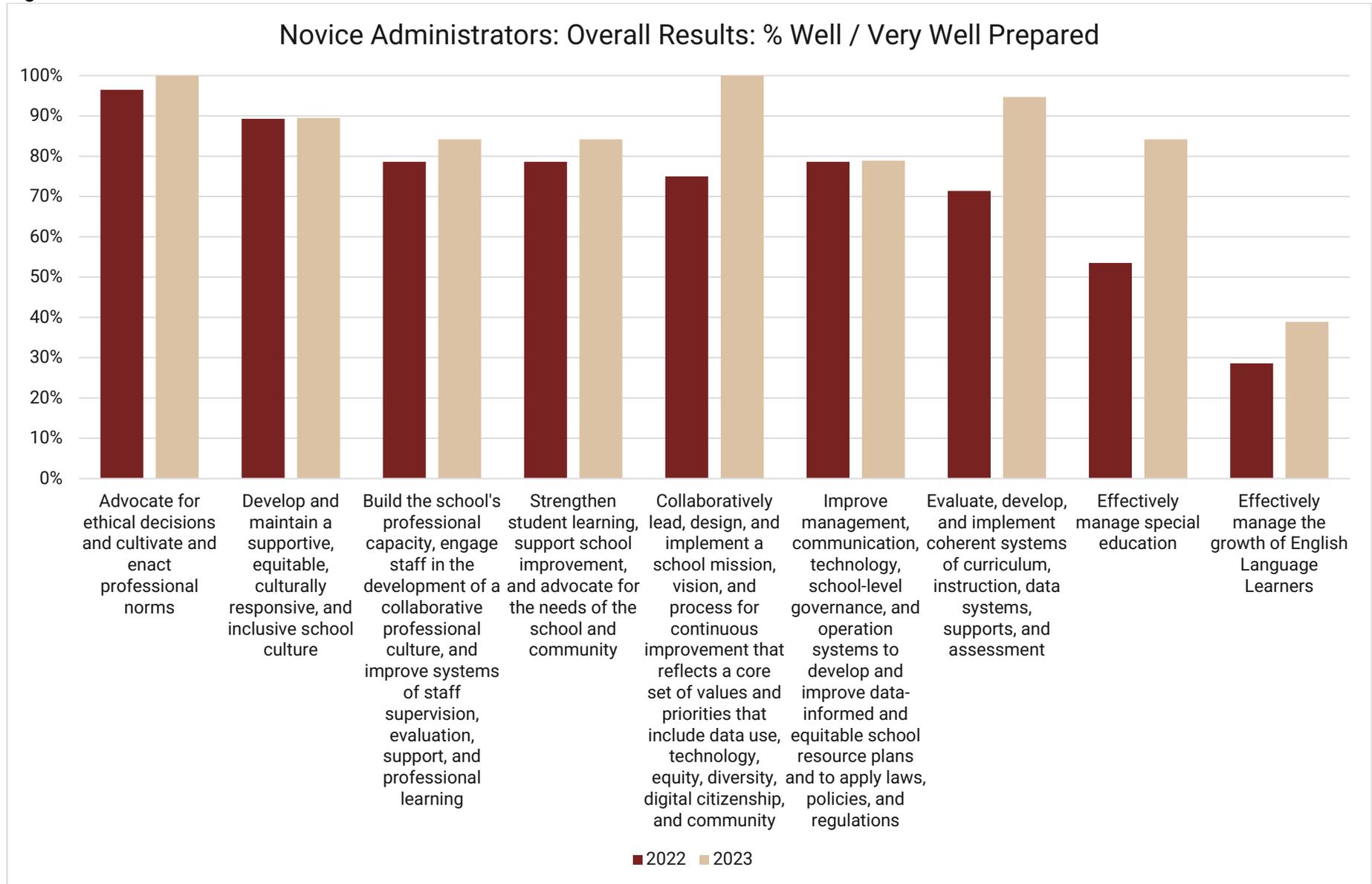
Figure 2. Results from Supervisors of Novice Administrators.

Supervisors of Novice Administrators: Overall Results: % Well / Very Well Prepared

2022   2023
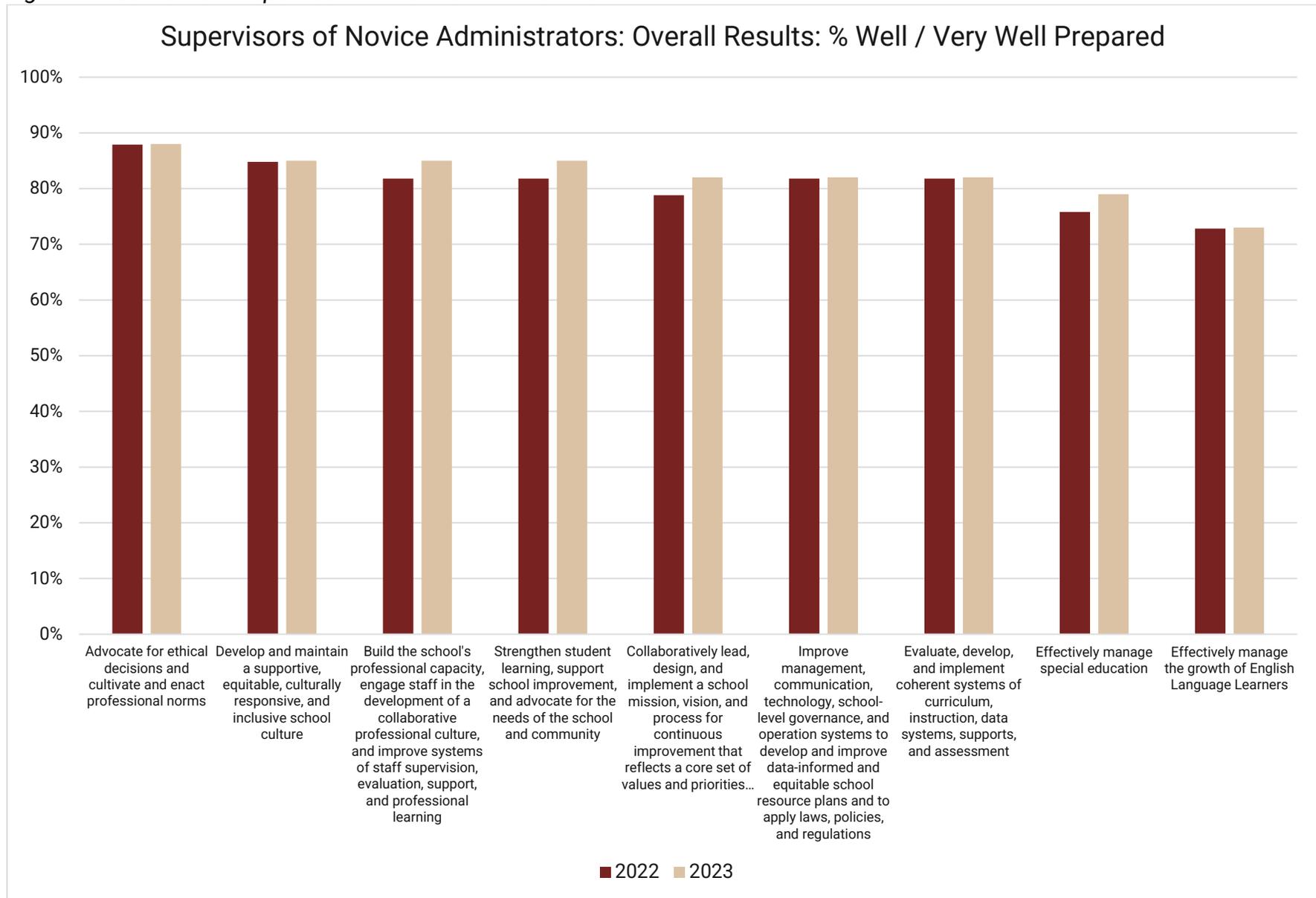
Preparation to Engage in Aspects of a Multi-Tiered System of Support (MTSS)

- Most novice administrators reported being well prepared and performing well on all aspects of MTSS (Table 8). However, the level of preparation and performance was lower in some areas in comparison to their perceptions of their overall preparation and performance.
- The two areas where novice administrators felt least well prepared were "supporting the performance of universal screening" (61%) and "participating in school-based initiatives that support Iowa's ESSA plan" (61%).
- Supervisors of novice administrators reported novice administrators being well prepared to implement various aspects of MTSS (Table 8).

Table 8. Overall preparation in the aspects of a multi-tiered system of support (MTSS).

"How well did your administrator preparation program prepare you for each of the following aspects of a multi-tiered system of support (MTSS)?"		Novice Administrators					Supervisors of Novice Administrators (n = 34)			
		n	M	% Well / Very Well 2023	% Well / Very Well 2022	% Well / Very Well 2021	M	% Well / Very Well 2023	% Well / Very Well 2022	% Well / Very Well 2021
Engage in data-based interventions.	All	28	3.39	89.3%	76.8%	85.3%	-	-	-	-
	Employed	19	3.42	84.2%	74.0%	82.8%	3.32	85%	82%	89%
Participate in collaborative inquiry.	All	28	3.29	85.7%	88.4%	79.4%	-	-	-	-
	Employed	19	3.21	84.2%	92.5%	77.1%	3.27	85%	79%	94%
Support equity for all students.	All	28	3.39	89.3%	76.8%	80.9%	-	-	-	-
	Employed	19	3.32	84.2%	81.4%	77.1%	3.18	77%	82%	89%
Collaborate with teachers, school staff, and administrators on RtI or MTSS.	All	28	2.89	67.9%	76.8%	78.0%	-	-	-	-
	Employed	19	3.00	73.7%	77.7%	68.6%	3.32	85%	77%	100%
Support implementation of evidence-based instruction.	All	28	2.93	67.9%	74.5%	76.5%	-	-	-	-
	Employed	19	2.89	68.4%	74.0%	71.4%	3.09	74%	73%	78%
Develop evidence-based interventions.	All	28	2.89	75.0%	60.5%	73.5%	-	-	-	-
	Employed	19	2.95	73.7%	62.9%	65.7%	3.18	76%	81%	83%
Participate in school-based initiatives that support Iowa's Every Student Succeeds Act (ESSA) plan.	All	28	2.71	60.7%	57.2%	68.2%	-	-	-	-
	Employed	19	2.74	63.1%	57.7%	60.6%	3.32	85%	82%	94%
Support the completion of progress monitoring.	All	28	2.79	71.4%	65.1%	64.7%	-	-	-	-
	Employed	19	2.89	78.9%	59.2%	54.3%	3.30	82%	76%	94%
Support the performance of universal screening.	All	28	2.75	60.7%	63.4%	64.7%	-	-	-	-
	Employed	19	2.74	63.2%	60.0%	51.4%	3.36	82%	79%	83%

Scale: 1 = Not very well prepared, 2 = Somewhat well prepared, 3 = Well prepared, 4 = Very well prepared.

Figure 3. Novice Administrators.

Novice Administrators: MTSS: % Well / Very Well Prepared

Legend: 2020, 2021, 2022, 2023

Novice Administrators and Their Supervisors, 2023

Figure 4. Supervisors of Novice Administrators.

Supervisors of Novice Administrators: % Well / Very Well Prepared: MTSS

Novice Administrators and Their Supervisors, 2023

Level of Preparation for Supporting Mental Health

- A slight majority of novice administrators felt well / very well prepared to support students' mental health and wellness (Table 9).
- Most novice administrators did not feel well / very well prepared to support the mental health of their faculty and staff or to support their own mental health (Table 9).
- Supervisors of novice administrators generally felt novice administrators were prepared to support mental health (Table 9).

Table 9. Overall level of preparation to support mental health.

How well prepared…?		Novice Administrators (n = 27 all; 18 employed)		Supervisors of Novice Administrators (n = 34)	
		M	% Well / Very Well	M	% Well / Very Well
Supporting students' mental health and wellness	All	2.56	55.5%	-	-
	Employed	2.72	66.6%	3.12	77%
Supporting the mental health and wellness of their faculty and staff	All	2.48	40.7%	-	-
	Employed	2.50	44.4%	3.00	77%
Supporting their own [my own] mental health and wellness	All	2.48	44.4%	-	-
	Employed	2.61	50.0%	3.00	74%

Scale: 1 = Not very well prepared; 2 = Somewhat well prepared; 3 = Well prepared; 4 = Very well prepared.
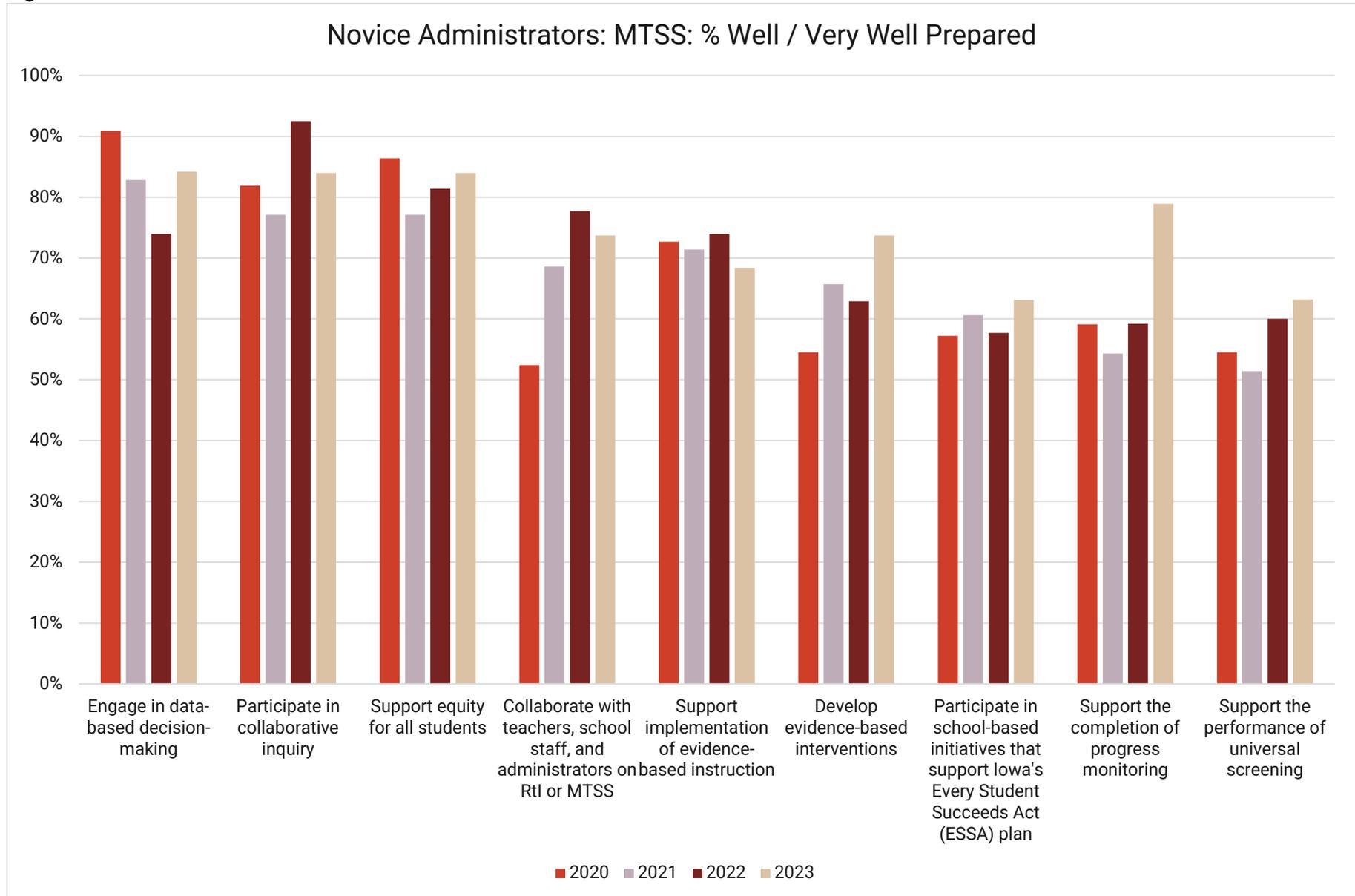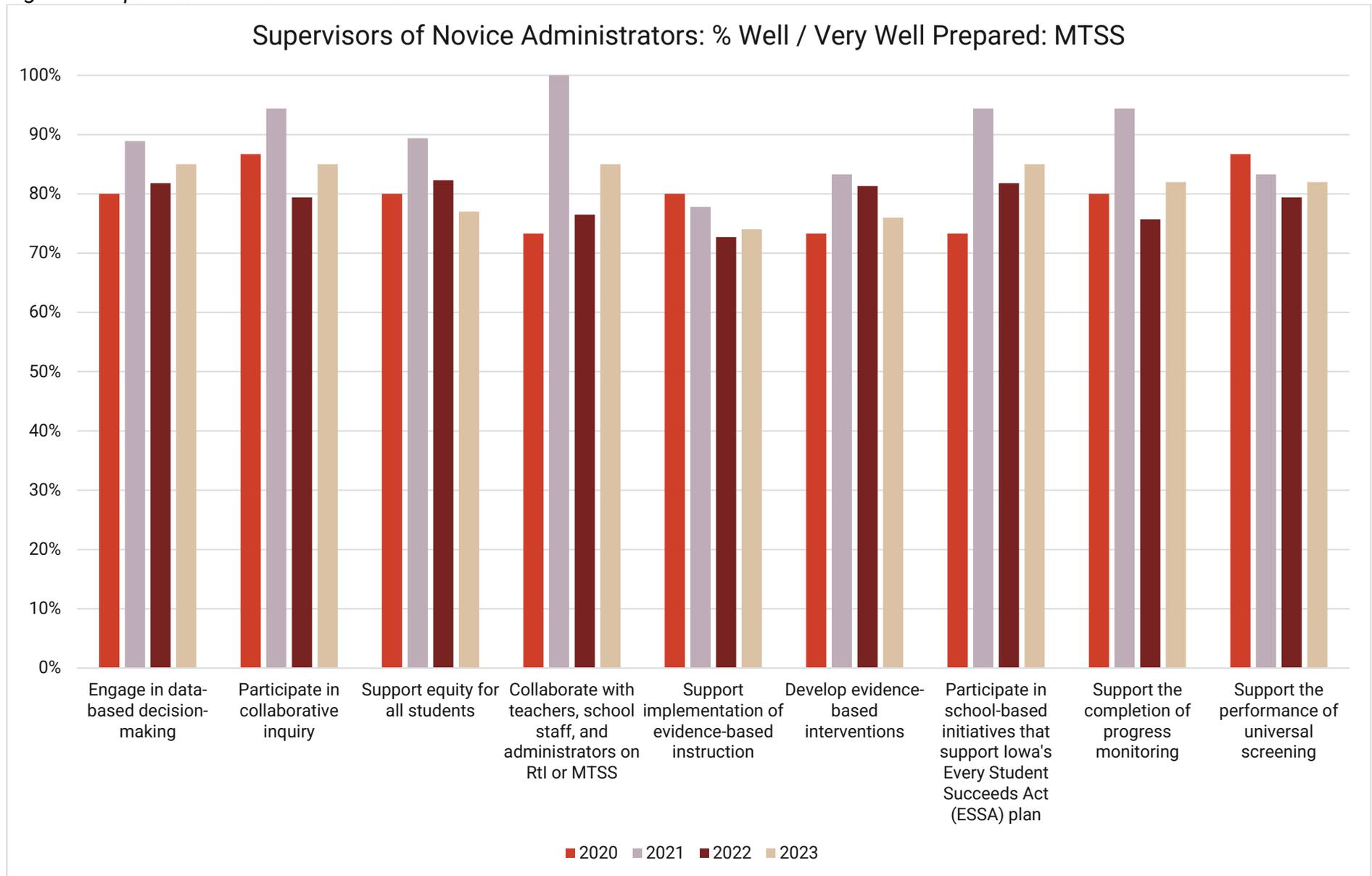
Figure 5. Novice Administrators.
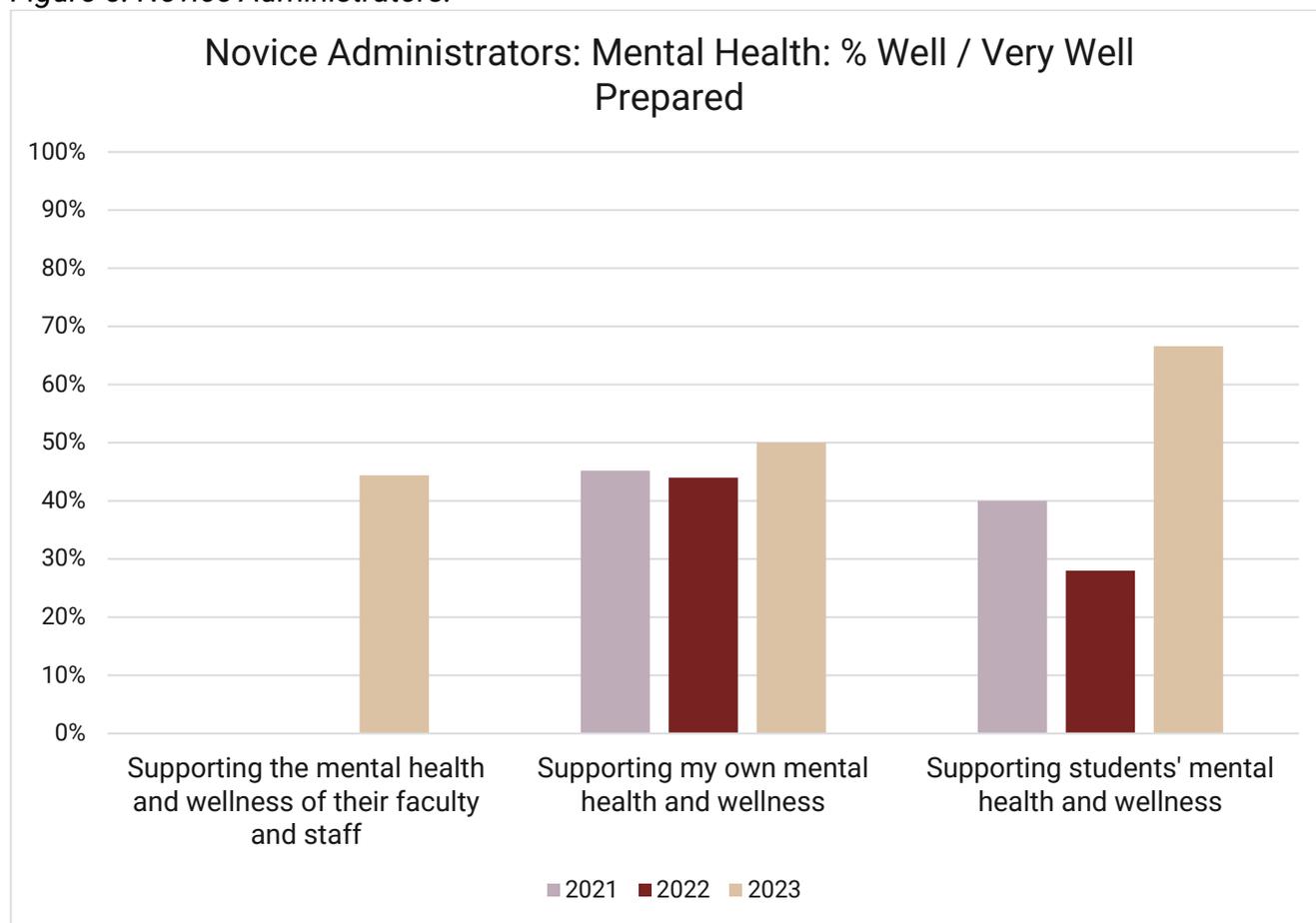
Note: The item "supporting the mental health and wellness of their faculty and staff" was different in 2022 and 2021, so no comparative results are available.

Figure 6. Supervisors of Novice Administrators.
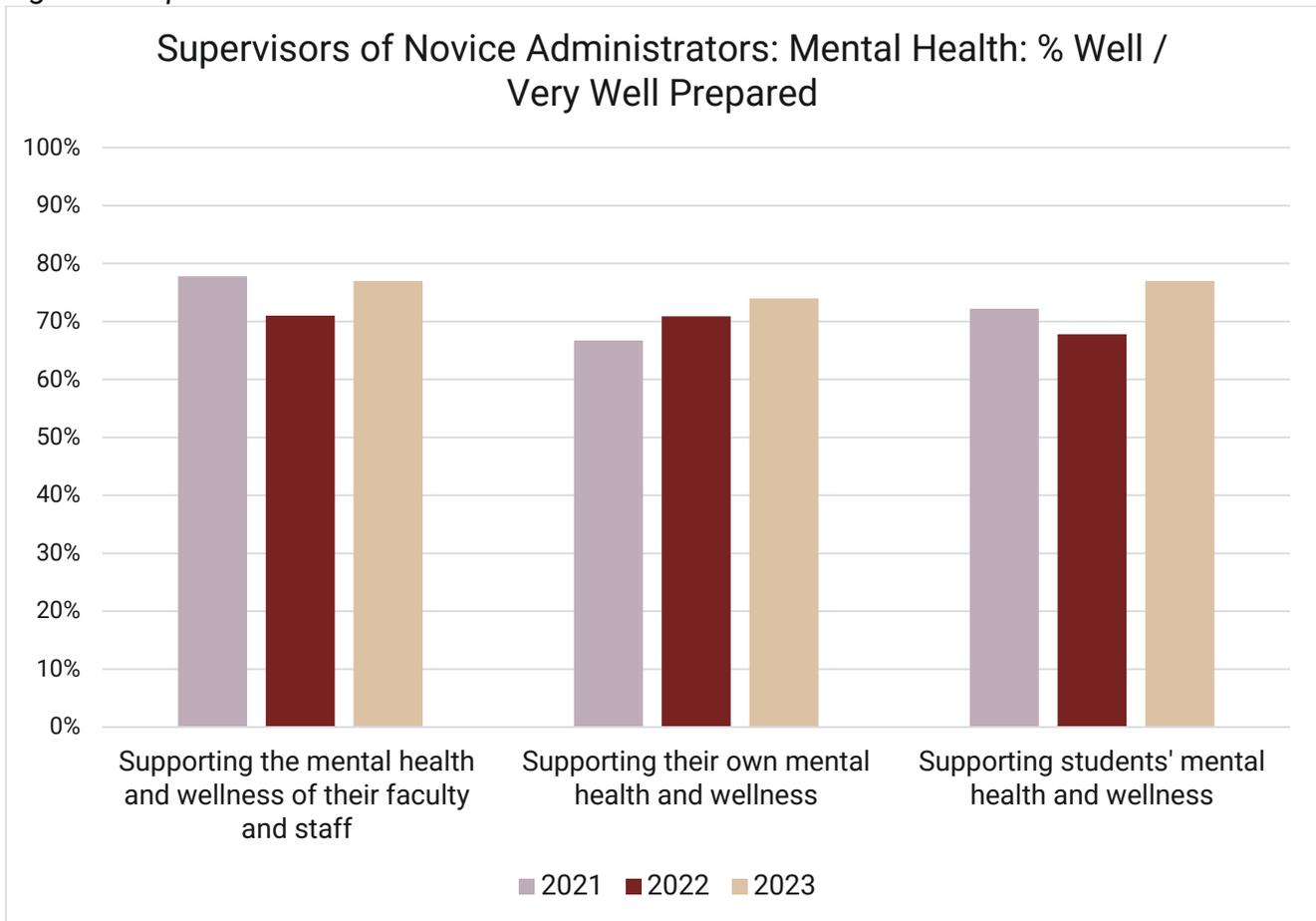
Supervisors of Novice Administrators: Mental Health: % Well / Very Well Prepared

Novice Administrators: What, if anything, could your preparation program have done to better prepare you to support the mental health of your faculty, staff, and students?

Actually discussed this more and looked at more research based curriculum and content.

Additional opportunities to engage with community support agencies.

Bring in a presenter on leading that area of admin leadership and talk with in-district leadership about leading and planning.

Discuss more real-world situations involving staff mental health and what was done to support it. Beyond that, it's hard to think about supporting mental health given the state of our current system. We can't pay people what their worth, the work expectations are not sustainable when working with high-need populations, and our state government is hostile to the idea of public schools and the pursuit of knowledge in general.

Elementary is full of drama, I was not prepared for that. Providing classes on defusing the undercurrent.

I really didn't feel like there was a whole lot discussed on this topic and ways to handle these types of situations.

I think knowing what we can do for our faculty, staff, and students would have been helpful. I chance to ask what is allowed and permissible to assist students - what can be shared with faculty, what guidelines can be set for students, etc.

I thought my program did a good job of trying to help us support our teachers and students and staff. I think the program taught us to value all stake holders and taught us the importance of having quality staff and conversations.

I'm at a private school. They are not used to it.

It wasn't really included beyond 2-3 instructors including this as class discussions as part of their units. I feel like if there had been more hands on assignments for developing, or better yet actually working with our mentors to implement a plan, that would have been a more impactful and clear experience.

Mental health and behavior support

mental wellness,

More discussion around this topic and how to best support faculty/staff/students

n/a

NA

Resources

Special Education background & need to knows

The [Institution] program prepared me very well for my role as an administrator. During the internship portion, there could overall be a little more time spent with a school counselor with regard to mental health of the community.

Supervisors of Novice Administrators: What, if anything, could [Name]'s preparation program have done to better prepare them to support mental health and wellness of their faculty, staff, and students?

Additional help with the humanistic components of leadership; hence prowess around how we apply our leadership for influence, collective growth/maturation, and overall productive results and outcomes.

At the time of his program, there was not as much emphasis in this area as there likely is now

Dealing with adult behaviors and their demands.

Developing Interpersonal relationships with staff.

Had a Leading for Trauma Informed Care Course Requirement as part of Prep Program

I believe experience is the best teacher for him henceforth. He is people/student focused and is aware attuned to the mental health needs of our students, staff and faculty.

Is anyone well prepared given the mental health challenges of our students post-pandemic? We are in uncharted territory. Our new principal is navigating this as well as a veteran professional and we still feel the challenges and impacts.

[Name] is great! She was well prepared for her position.

[Name] is as prepared to support mental health and wellness as any administrator that I have worked with.

NA

nothing

Nothing

Nothing that I can think of at this time.

This area has changed so much over the last three years. It is really hard to be able to prepare new administrators for what they are dealing with in the current reality

This is an area in which we are all looking for ideas and support, so just continuing to have a portion of programs devoted to modeling best practice would be great.

This is an area where [Name] excels.

Went well

Novice Administrators: What, if anything, could your preparation program have done to better prepare you to support your own mental health and wellness?

Again - more real-world scenario discussions. My school community is very different from most schools in Iowa (90% poverty rate, ~ 50% minority population, high rates of violence in the community, and significant physical and mental health needs of students and their parents.) By far my greatest stressor is students safety, discipline, and community relations - the rest feels easy. My SAI mentor is nice, but doesn't have much of anything to offer me. I felt the same way about many of the teachers in my program at Iowa ([Name] was an exception.) I'm starting to believe that college coursework in it's traditional form is a terrible way to prepare people for this profession - both teachers and administrators. I would love to see someone develop a "residency" model, where teachers spend their first few years after graduation embedded with veteran teachers across multiple grade levels/content areas before settling into a specialization.

Available workout plans

Boundaries, sticking to what matters, being able to not take on what is not ours to do. This is hard stuff!

I am in control of my own mental health and wellness.

I felt very supported throughout my program with reasonable expectations and some flexibility, which of course supports your mental health. There was one teacher who was not respectful of our time as working professionals with families, but that was a tough semester, but we got through, and just knowing that ALL of us felt the same way helped us.

I just feel like everyone knows what the struggle is in education right now, there is such a mental health struggle amongst all teacher admin and staff that I am not sure how a program can fully prepare you for the job until you are in the position.

I think working through all the avenues and what things look like (examples) from others to see what best matches needs.

Lowered the rigor of statistics and research and had more discussions within in our own cohort.

n/a

NA

Societal issue.

That was done well. Maybe just a small section on that, discussion, etc.

There was a lot about developing and improving culture, but if this was separated out as it's own topic and not blended in I think that would have helped.

You don't realize how much is on your plate until you are in the trenches. Having us sub for the administrator one day.

Supervisors of Novice Administrators: What, if anything, could [Name]'s preparation program have done to better prepare them to support their own mental health and wellness?

Had a Leading for Trauma Informed Care Course Requirement as part of Prep Program

I am not sure if they did anything at all for this area

I'm unsure of what the program provided [Name] in regard to this. Work/Life balance is always a struggle for leadership.

Leadership is a taxing life and requires substantial levels of grit, stamina, and fortitude. These characteristics matched with proficient tools, skillsets, and strategies all contribute to the success of a leader. If we can help developing leaders understand and prepare for this at the highest of levels, perhaps burn out would decline and we would observe more success with organizational results.

N/A

NA

nothing

Nothing

Particular focus on SEL, DEI, etc.

This former student performs well. He is confident and yet open to learning. I think he is well adjusted and has appropriate ego strength.

This is an area where [Name] has been careful to place guardrails to protect his own time.

went well very good

While in the program, help them to develop a routine/plan that fits their unique life circumstances. That way it is something they can carry on over time.

Work Life Balance.

Open-ended Responses

Novice Administrators (employed as administrators): What are examples of the knowledge, skills, or dispositions you learned in your preparation program that helped you succeed this year as a school or district administrator?

Confidence, work as a team, humble, its ok to say I don't know, big shoulders

Data Digs, preparing presentations around the healthy indicators, and preparing to make decisions around the data/research.

Evaluations

flexibility, organization

I am most often grateful for the law class, as legally and ethically questionable situations arise frequently and I'm glad to have a strong background in current law.

It was broad, just not very deep. I think we covered so many areas. We have presenters from admin leadership, projects, book/article reads, reflections, and good discussions.

Organization, time balance, management

Shadowing principals. Classroom opportunities to visit with instructors and

Special education law has been very helpful when dealing with a tricky situation. Also, work around developing a PL plan.

Taking the time to get to know the culture before making changes.

Supervisor of Novice Administrator: What has been [administrator]'s biggest success so far this year?

Attendance

Completion of the master program, many interviews where [Name] has been among the top choices.

Consistency! [Name] understands how to use her data to help steer initiatives and conversations to help move things back in the correct direction. She followed a poor leader and has to undo quite a bit which she certainly is while still gaining the respect of her staff.

Continued degree of student achievement success building wide

Creating an attendance policy to support attending class consistently.

Curriculum organization and development of staff buy-in.

Development of an dual language program.

Diving into the curriculum and aligning interventions as needed.

getting to know [Name] more

Focus on instructional practices

He is a very quick learner and works very hard and is excellent with people

Her depth of Knowledge

Her impact in SEL.

Implementation of Professional Learning goals - new learning management system, on boarded new team members

Implementing our CKLA program within her classroom.

Learning to develop MTSS for students and helping staff understand how to implement it.

Organization and preparing activities in the elementary.

Our school improvement work. Kids support in SEL.

Proposing updates to the middle school exploratory offerings.

Rebuilding culture and trust

Relationships with teachers, students, and families.

She is a very driven individual and is extremely inquisitive, so learning all the ins and outs of everything has been great for her.

She opened a new online school and has built a tremendous culturewith her school staff.

Successfully transitioning from a secondary principal to a PK-12 principal by building trust within the elementary staff.

teacher buy in

Working with students and staff to ensure a positive and safe environment

Novice Administrators (employed as administrators): What are the knowledge, skills, or dispositions that have been the greatest challenge for you as a school or district administrator?

All the reporting systems and not having any training on them. aka CASA, Panarama, IDEA, etc.

Big shoulders - sometims you make waves and it is hard to shoulder the backlash.

Community expectations that do not align with the mission and vision of the school. Faculty members who are unwilling to adjust to changes that come with a new school culture being implemented.

Conversations around performance with staff and helping them grow.

Effective conversations with students regarding discipline. It is such a time consuming element and that area isn't addressed very well.

Hard conversations, evaluations

I'm not catholic as an admin in a catholic school.

Meaningful teachers evaluations and feedback. We didn't spend a single minute watching teachers teach and discussing how we would evaluate them in our evaluation coursework. Instead, we studied evaluation systems in different states, which is absolutely useless to me.

n/a

Time management, starting a new school—not having many other admins who have been in this role

Working for someone with different values and priorities.

Supervisor of Novice Administrator: What has been [name]'s biggest challenge so far this year?

administrative collaboration

Adult behaviors

Behavior issues in several grade levels seem to be systemic. She has collaborated with the AEA experts and her staff to put supports in place, but they have not been overly successful so far.

Building trust, support and respect of his staff

Collaborating with teachers, but has done great to overcome.

Dealing with all the personalities of our staff. She's done great, though!

Dealing with the new reality of students and their mental health

Finding a job for a brand new administrator

Finding time to collaborate

Handling adults and their behavior

Increasing student achievement.

[Name] struggles with being able to cross over to being an administrator and not being everyones friend. She wants to be in the "in group" and has an extremely difficult time leading as an admin .

Learning to work with difficult students and parents

Managing the day-to-day issues of the entire student body. Special education circumstances and responses have also been a challenge.

Managing the role personally or staying regulated with all the demands; hence life balance. Another area might be working to stay positive in the face of adversity.

Managing the stresses of the job. He has resigned after this school year.

moving from consultant to leader - understanding her role as a leader who needs to consider system issues when making decisions.

not knowing everything for the program

Parents! Our community, much like society as a whole, has not been supportive of Education and leadership. There's a presumed hidden agenda and rather than receiving support when she makes contact to home there is always a second guessing. This will improve with time and her approach to leadership. Also, once she has established relationships with more stakeholders that will also help carry her. It just takes time.

Relationships

She opened a new online school. She does not have many peers and we are all learning. Thankfully, she is a reflective learner and she is leading our program to a better place.

Specific student discipline in the elementary tied to mental illness and parental issues.

student behaviors

The minutiae of detail required to run a building.

Working with parents. Not seeing issues as black and white.

Novice Administrators (all respondents): Is there anything else you would like to share about your level of preparation?

I felt like there should be an avenue to work and learn programs maybe as an assistant principal or dean of student roles that would allow you to do the job and learn what it is all about. A work internship so to speak!

I felt like this institutions lack of consistency across cohorts was a very negative thing. I felt that I benefitted from some classes but not from others and the total lack of communication with my clinical professor was extremely frustrating.

I was continually passed up for positions due to lack of working in school with diverse students. I'm unsure how to address this when I come from an area of Iowa with little to no diversity.

I would encourage the University to do everything possible to make real-world problems of practice the core of the curriculum for future administrators.

IPLA is a wonderful way to prepare for administration roles. I enjoyed my experience, learning, and it has prepared me well for my current role.

It is really about the team approach-I have a fantastic admin team and we meet every week. We have each others back!

More flexibility with who can be a mentor. I had two mentors that I had to use because they are who my administrators were. I tried to work with other buildings in my district but they already had people within their own buildings they were mentoring so it didn't work out and I got stuck with my building administrators. One of them never answered a single email, helped me find or get access to data I needed for assignments that were mandated by state standards, not just [Institution], wouldn't meet with me to discuss the tasks that were all about developing a plan for data collection, implementation, improvement plan.... absolutely nothing. They showed up during the zoom meetings with the [Institution]coordinator and I so they could collect their stipend check and that was it. The other one answered emails about meeting to have discussions, didn't really offer any advice or guidance during said discussions and maybe showed up for zoom meeting with [Institution] coordinator, maybe not. I ended up winging it on critical assignments, it was beyond stressful because I know I didn't glean everything intended by those assignments because I received no guidance to actually learn from them. I relied on the rubrics from the instructors, examples of previous student work, and calling a school administrator from a different district that I know personally when the first two tools were not enough. There are retired school administrators with a lot to offer and who also know how to be a mentor vs how to collect a stipend check for a few quick bucks. I would like to see the expectations on who can serve as an administrator mentor relax a little bit to include administrators not from your current district and/or retired administrators. Find a way to make that work, because the scenario explained above from two of the three mentors I had can not happen. And I can't leave them a bad review at the time that inhibits the stipend check they know is coming because they are my current bosses and I'm at the

More internship type of hours. Perhaps job shadow of in-district personnel, out-of-district personnel doing a job shadow.

n/a

The rigor and expectations compared to other masters programs was so much that students struggled with their own mental health during the two years. We were expected to put in so many hours, that it became unbearable for those with families and working full time. So little of what is done in the program is actually utilized in an administrator's role, but other things that are a large part of the job are not discussed or briefly discussed. For example, scheduling, hiring, and having hard conversations with teachers who are not performing well was barely discussed. I use my business degree to have those conversations with staff, not anything I learned through my masters program. Because of this, administrators avoid these conversations or struggle with them.

Unfortunately, I really won't know until I am in the trenches. I feel confident that I have enough background to get me started, and the rest I will learn as I go. I wish we had done Iowa-specific (or maybe its everywhere?) activities. What reports do Iowa principals/administrators have to submit? My mentor had me do a Chapter 12 audit/offer and teach and that was super important because our school had gotten dinged for a few missed classes/requirements. What reports should we know about for Special Education?

Supervisor of Novice Administrator: What, if anything, could [Name]'s administrator preparation program have done to better prepare this principal?

Being able to really navigate those tough conversations while maintaining professionalism. [Name] does a really good job with this, but as a whole, this isn't going away anytime soon. Any and all practice students can receive with this focus will be of great benefit to them.

Better prepared for Social Justice leadership

Budgeting.

Deeper understanding of the problem solving process, the new Achieve system, and exposure to case study work around special education.

ELL success at the high school level given that we have students coming to us from Guatemala who have not been in school since they were in 4th grade. tjhey are 16 or 17 years old and do not have any high school credits. We are focused on teaching English and they have to be in classes with peers, but they do not have schooling to be successful in Algebra, for example, yet. Post-pandemic attendance and mental health challenges.

I'm not sure this is gained in a program - might have to be on the job - but leading for change and implementation. Putting all the great learning and teaching experience into practice as a leader just takes time. That shift from "I do" to "I coach and lead so that they do" is a tough one.

N/A

NA

None

None.

Not going through the program myself, I would not know the specifics, but I have to believe that she could use more instruction in school law. Learning to not state what she thinks to be true and acting upon that to later be proven wrong or having to take back the decision that she made based on not knowing or being too "proud" to ask really puts her in a bind with other admin - staff - families.

nothing

Nothing

separation between teacher and administrator.

Strong emphasis on the importance of personal and professional ethics, possibly

Theory is great, and practice is much different. Not sure how to replicate this in a learning atmosphere, but it is the one area post-COVID that is now essential.

Understanding and building collective capacity of staff and community collaboration.

Understanding that change does not mean that you get everyone's buy-in before moving forward. Ability to make changes to keep the middle school curriculum and instruction more relevant to students. Helping teachers with classroom management and expectations so that school administrators are not swamped with behavior issues and cannot be instructional leaders.

Unknown.

Working with children with behaviors. Working with adults.