

**This is a semi-structured interview protocol. Questions are presented in categories. Although there is some logic in the ordering, it is expected that conversations will wander in predictable and unpredictable ways. In turn, the interviewer adjusts the protocol as necessary. To the extent possible, main questions are asked as stated. Probing questions—those listed and improvised—transform the protocol into something that makes sense given who the interviewee is, what s/he shares in response to questions, and what the context suggests.**

**A. Expectations for the School Principal. These questions focus on the interviewee’s understandings, expectations, and aspirations for their new position as school principal.**

A.1. What is a good school principal?

Probes: *[Listen for key descriptors/phrases (‘facilitator,’ ‘sharing responsibility’ ‘instructional leader’, etc.) and for each ask:]* What do you mean by \_\_\_\_?  
Can you tell me about a good principal that you know or remember?  
How did he/she demonstrate \_\_\_\_?  
How does \_\_\_\_ make for a good school principal?  
If you had to describe—fairly quickly—the role of principal to someone who really didn’t know what one was or did, how would you do that?  
Complete this sentence: Being a good school principal is like...

A.2. How are you thinking about the move from being a \_\_\_\_ [*name current/recent position, e.g., teacher, reading coordinator, assistant principal*] to being a school principal?

Probes: *[Listen for key descriptors/phrases and for each ask:]* What do you mean by \_\_\_\_?  
How (or in what ways) will this role be easy for you?  
How (or in what ways) will this role be difficult for you?

A.3. How are you thinking about the transition to being principal at this school specifically?

Probes: *[Listen for key descriptors/phrases and for each ask:]* What do you mean by \_\_\_\_?

A.4. What do you hope to accomplish during your first year at this school?

Probes: *[Listen for key descriptors/phrases (‘improve student achievement’ ‘create environment where all students can learn’, ‘hold teachers accountable’, etc.) and for each ask:]* What do you mean by \_\_\_\_?  
How will you \_\_\_\_?  
How will \_\_\_\_ lead to \_\_\_\_? [*probe for connection between proposed approach and intended outcome—how one thing will lead to another*]  
You mentioned a few different priorities, if you had to choose, which of these seems most important?

A.5. What challenges will you face as principal at \_\_\_\_ School?

Probes: What makes \_\_\_\_ a challenge?  
How do you know this will be a challenge at *this* school?  
How will you address \_\_\_\_?

A.6. How do you see your role in supporting the development of others?

Probes: Teachers, specifically?  
Leaders (or leadership team), specifically?

A.7. What do you think staff at this school expect from you?

Probes: How do you know?  
Do you think all or some staff members expect this?  
Do you think this is unique to this school? How?

P<sup>3</sup> Newly Hired Principal Interview – T1 (prior to start of academic year)

A.8. What do you think your Local School Council (LSC) expects from you? [*If school has no LSC, amend question accordingly.*]

Probes:           How do you know?  
                      Do you think this is unique to this school? How?

A.9. What do you think the district expects from you?

Probes:           Central office? Area office?  
                      How do you know?  
                      Do you think this is unique to your school? How?

A.10. How did you decide to take the principal position at \_\_\_\_ School?

Probes:           If you had more than one offer, how did you decide to opt for \_\_\_\_?

A.11. What do you imagine a good day will look like this year?