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.

Tell me about yourself.
            Probes: Where did you attend elementary school? High school?
                              How did you get to your current position?

A. Expectations for the School Principal. These questions focus on the interviewee's understandings of and expectations for the school principal.

A.1. How do you see the role of school principal?
            Probes: [*Listen for key descriptors/phrases ('facilitator,' 'sharing responsibility' 'instructional leader', etc.) and for each ask:*] What do you mean by ____?
                              How would you gauge if someone was/had ____?

A.2. What is a good school principal?
            Probes: [*Listen for key descriptors/phrases 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?
                              [*If former principal:*] Complete this sentence: Being a good school principal is like…

B. Role in Policy Revision. These questions focus on the interviewee's role in revising the principal eligibility policy.

B.1. What was your role in revising the eligibility policy?
            Probes: What did ____ involve?

B.2. How was it decided to revise the eligibility requirements for principals?
            Probes: What changes were desired?
                              By whom?
                              Were there particular events/outcomes that prompted these changes?
                              How were these changes sought?

B.3. How were the revisions undertaken?
            Probes: Who was involved within the district?
                              Who was involved from outside the district?
                              Where did you turn for information?

B.4. What issues came up/surfaced in the revision process?
            Probes: Can you name and describe some sources of easy consensus?
                              Can you name and describe some sources of dissent/disagreement?
                              What was most challenging? How was it most challenging?
                              How did the Board respond to the recommendations?

B.5. What do you see as the main differences between the previous policy and the revised policy?
    Probes: How do the revised requirements address the inadequacies of the old requirements?
            How was it decided to [*insert specific policy changes*]?

C. <u>Role in Eligibility Process</u>. These questions focus on the interviewee's role in implementing the principal eligibility process.

C.1. What role have you had in implementing the new principal eligibility process?
    Probes: What does _____ involve?

C.2. How has the implementation of the new principal eligibility process gone so far?
    Probes: What has worked out well/been a success?
            Were there any major hiccups? [*probe for explanation as appropriate*]
            What has surprised you? How?
            What have been the main implementation challenges/hurdles?
            How was _____ a hurdle?
            How has _____ been handled?

C.3. We understand that roughly X out of X people who applied for eligibility in the first round made it into the candidate pool. Are you convinced that the right people made it through?
    Probes: If so, why? [*probe for explanation as appropriate*]
            If not, why not? [*probe for explanation as appropriate*]

C.4. How have prospective principals responded to the new eligibility process?
    Probes: How do you know that prospective principals have responded _____?

C.5. How have stakeholders (e.g., unions, teachers, LSCs, parents) responded to the new eligibility process?
    Probes: How do you know _____?

C.6. How will the eligibility policy and process change moving forward?
    Probes: What will this _____ involve?

D. <u>Perspective on Eligibility Policy</u>: These questions focus on the interviewee's perspective on the new eligibility policy and process. [*"We'd like to return to the topic of what makes a good school principal, but do so in relation to some of the specifics of the new eligibility policy."*]

D.1. How does the new eligibility policy and process "ensure we are gathering the right information and assessing those factors which best predict success" among new principals? (Eligibility Communication document)

D.2. Which success factors stand out to you as most important in identifying/defining a good school principal?
    Probes: What makes _____ so important?
            Can you describe some evidence that would suggest candidate strength in relation to _____?
            Can you describe some evidence that would suggest candidate weakness in relation to _____?

D.3. How does a good principal support the <u>development of others</u>, specifically? [*success factor: developing others*]
    Probes: What understanding and evidence about a candidate's ability to <u>develop others</u> does the new eligibility process provide? [*if possible, probe for examples demonstrating strength and weakness*]

E. Role in Principal Induction and Support. These questions focus on the interviewee's role in principal induction.

E.1. What is your role in new principal induction?
        Probes: What does _____ involve?
                            What parts were/are you involved with?

E.2. How does induction help a new principal succeed in his/her work?
        Probes: How do you view the purposes of induction? [*i.e., what induction is intended to provide/do for new principals*]
                            You mentioned that a good principal was/does _____ [*use responses from A2*], how does induction support new principals with this?
                            What do you hope new principals will learn/experience?
                            What do you expect new principals will learn/experience?
                            How do you intend for them to learn/experience it?

E.3. How were you involved in induction prior to this year?
        Probes: What did _____ involve?
                            How would you compare induction this year to past years?

E.4.What is your role in ongoing support for new principals?
        Probes: What does _____ involve?
                            What parts are you involved with?

E.5. What kind of ongoing support do new principals need to become good principals?
        Probes: You mentioned that a good principal was _____ [*use responses from A2*], how does the district support new principals with this?
                            How else does the district support new principals?
                            Who provides support? How?
                            What needs does the district meet well? [*probe in relation to stated definition of good*]
                            What needs does the district struggle to meet? [*probe in relation to stated definition of good*]
                            Can you provide some examples of how new principal support helps a new principal be successful in his/her work?

E.6. How were you involved in ongoing support for new principals prior to this year?
        Probes: What did _____ involve?
                            How would you compare (projected) new principal support to past years?

Closing: Given the issues we're interested in studying and the topics that have come up in the course of our conversation, are there any other people that you would suggest we speak with?