

Memo

Date: April 15, 2015
To: Jeanne Harmon, Office of Superintendent of Public Instruction (OSPI)
From: Gretchen Weber, American Institutes for Research (AIR)
Re: **Washington Educator Preparation Programs Survey of Faculty: Key Findings for Principal and Superintendent Preparation Programs**

The Washington Educator Preparation Programs Survey of Faculty was sent to 468 faculty members across the 21 educator preparation programs (i.e., teacher preparation, principal preparation, and superintendent preparation) in Washington.

- Of the 468 members, 47.4 percent ($n = 222$) responded to the survey.
- Of the 222 respondents, 17.6 percent ($n = 39$) were from principal preparation programs and 2.7 percent ($n = 6$) were from superintendent preparation programs.

Survey Respondents' Work and Teaching Experiences

About a third of principal preparation faculty members reported that they have worked in the program for six or more years ($n = 14$ out of 39) and served as full-time faculty ($n = 14$ out of 39). Only one of the six superintendent faculty members reported that they have worked in the program for six or more years and served as full-time faculty.

- Respondents were asked if they taught any courses and to list the course that they taught. From the principal preparation programs, 32 out of 39 said they taught courses. Of the 32, only 10 (31.3 percent) reported that focusing on TPEP was their major responsibility.
- From superintendent programs, 66.7 percent (four out of six) said they taught courses, and none reported focusing on TPEP as part of their major responsibility.
- The most frequently mentioned courses were principal preparation course ($n = 26$), fieldwork or practicum ($n = 23$), and assessment ($n = 20$). Other superintendent and principal courses reported were educational leadership and school law.

Faculty Reported Level of Understanding of Various Aspects of TPEP

Overall, respondents from principal and superintendent preparation programs reported a higher level of understanding of the various aspects of TPEP than respondents did from teacher preparation programs. The majority of both principal and superintendent preparation program faculty respondents (i.e., two thirds or more, see Table 1) reported that they understood the TPEP

somewhat well or *very well*. This level of understanding was consistent across all different components of TPEP.

Usefulness of Activities and Resources for Respondents' Understanding of TPEP

The resource that faculty from principal and superintendent preparation programs found most helpful for their understanding of TPEP was a school or district connection (see Table 2). For respondents, this meant having some connection to a district where they saw TPEP in action or learned about TPEP.

Alignment Between Educator Preparation Programs and TPEP

- The majority of faculty members from the principal and superintendent preparation programs (i.e., two thirds or more, see Table 3) reported that their programs required candidates to demonstrate the knowledge and skills aligned to TPEP.
- Almost half (40 to 50 percent, see Table 3) of faculty respondents from principal preparation programs and the majority of respondents from superintendent preparation programs (see Table 4) reported that their program did not require or required it to a limited extent that candidates demonstrate knowledge of the Marzano leadership framework, and skill of using the online tools to manage the collection of observation notes and other materials related to the conduct of the evaluation.

Participants were also asked about the extent to which their programs used the following activities to help candidates to demonstrate knowledge and skills required in TPEP: basic course assignment, applied course assignment, a specific test or assessment, fieldwork (practicum, internship), and self-assessment.

- The three activities most widely used by principal preparation programs for various knowledge and skills were, respectively, fieldwork (e.g., practicum, internship), applied course assignment, and basic course assignment.
- Principal preparation programs had varying focus on activities depending on different knowledge and skills. For example, 75 percent of faculty members from principal preparation programs reported that their programs required *applied course assignments* to demonstrate the ability to lead an evaluation conference; yet, only 38 percent reported that they used the same activity for candidates to demonstrate the knowledge of how to use an online tool to manage the collection of observation notes and other materials related to the conduct of the evaluation.
- Similar to principal preparation programs, superintendent preparation programs most often required candidates to demonstrate their knowledge and skills through fieldwork and applied course assignments.
- Unlike teacher and principal preparation programs, superintendent programs were less likely to use basic course assignments. Instead superintendent preparation programs used specific tests or assessment for candidates to demonstrate their knowledge and skills.

Integration of TPEP Into Preparation Programs

Participants were asked about how they integrated the various aspects of TPEP into their preparation programs, with respect to how much time they spent on preparing candidates for different knowledge and skills required in TPEP.

- The majority of principal preparation respondents *spent less than two hours* on the following knowledge and skills:
 - Understanding of the four-tiered performance rating system
 - Knowledge of instructional and leadership frameworks (except for the Association of Washington School Principals Leadership Framework)
 - Understanding of teachers' self-assessment and goal setting,
 - Understanding of the influence of bias
 - Strategies for achieving rater agreement
 - Ability to develop teacher support plans based on evaluation data
 - Knowledge of how to use online tools to manage observation notes and other materials
 - Ability to provide evidence of student growth of selected teachers
- Faculty members from principal preparation programs *spent more time (more than two hours)* on the following knowledge and skills which focus more on the “ability” components of TPEP:
 - Evaluation requirements and criteria
 - Ability for self-assess leadership practices
 - Ability to set goals for effective leadership
 - Ability to reflect on leadership practices
 - Ability to gather evidence over time
 - Ability to observe classrooms
 - Ability to lead an evaluation conference
 - Ability to provide evidence of student growth that connects to the school improvement planning process
 - Ability to provide evidence of closing the achievement gap
 - Ability to gather best practices or finding resources about educator evaluations
- For the superintendent preparation programs, respondents reported fewer elements on which they spent their time. The majority of superintendent respondents *spent more than two hours* on the following five knowledge and skills: (1) understanding of principals' reflective practices, (2) ability to observe, (3) knowledge of using student growth data in principal evaluations, (4) ability to lead an evaluation conference, and (5) to provide evidence of student growth that connects to the school improvement planning process

Challenges

Participants were then asked to report the challenges they had encountered as they integrated TPEP into courses.

- Two thirds of respondents from principal preparation programs ($n = 17$ out of 26) reported, “There are so many frameworks in TPEP that it is difficult to articulate all well” as a challenge. None of the superintendent faculty reported this as a challenge.
- The three other most frequently reported challenges by faculty from principal preparation programs were the following: (1) “I do not have sufficient information on TPEP”; (2) “I am not certain about how to prioritize different aspects of TPEP into my course and assignment”; and (3) “I do not have access to data from TPEP on my graduates that I can refer to as I integrate TPEP into my course.”
- The three most frequently reported challenges by faculty from superintendent preparation programs were the following: (1) “I am not certain about how to prioritize different aspects of TPEP into my course and assignment”; (2) “I have to make changes to course requirements and expectations, which is difficult”; and (3) “I do not have access to data from TPEP on my graduates that I can refer to as I integrate TPEP into my course.”
- About a quarter of principal and superintendent faculty members said none of the listed items were a challenge and about one fifth respondents from principal programs and a quarter from superintendent programs reported “other” challenges they encountered as integrating TPEP into courses. Other challenges were integrating TPEP into their courses when TPEP was not part of their course and time constraints. As one respondent noted, “Many of my students are getting more training from their individual districts, based on their particular framework, than I have time to provide.”

Needs and Supports

Faculty members were asked what other resources, supports, or data would be helpful for continuous program improvement, including faculty understanding of TPEP and candidate training on the use of student growth data and multiple performance measures in teacher and principal evaluations.

- For principal evaluations, a total of 28 faculty respondents from principal and superintendent preparation programs provided a description of the assistance or support they need from the OSPI, Professional Educator Standard Board (PESB), and other professional associations.
- Of the 28 faculty respondents, a quarter ($n = 7$) said they needed additional training, preferably from a regional office or a state-developed module coursework.
 - A concern for this group of respondents is whether or not they have the latest information from the state on the use of student growth and multiple measures.
- Another quarter of respondents requested additional resources and materials, including webinars, written materials, and case studies.

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- Respondents also provided recommendations such as PESB creating an expert panel regarding how principals should be evaluated, limiting the number of critical subcriteria to the ones that are most linked to measurable change in student outcomes, and understanding the extent of required curriculum in preparation program and the limited time faculty have to cover more content.

Washington Teacher/Principal Evaluation Project Faculty Survey: Key Tables and Figures for Principal and Superintendent Preparation Programs

Table 1. Respondents Reporting Their Level of Understanding of Various Aspects of TPEP

<i>How well do you understand the following aspects of the Teacher and Principal Evaluation Project (TPEP)?</i>	<i>Not at All or Not Very Well</i>		<i>Somewhat Well or Very Well</i>	
	<i>Principal Prep Faculty % (n)</i>	<i>Superintendent Prep Faculty % (n)</i>	<i>Principal Prep Faculty % (n)</i>	<i>Superintendent Prep Faculty % (n)</i>
How the evaluation criteria connect to the frameworks	11.1% (n = 4)	16.7% (n = 1)	88.9% (n = 32)	83.3% (n = 5)
The four-tiered performance rating system	11.1% (n = 4)	16.7% (n = 1)	88.9% (n = 32)	83.3% (n = 5)
The revised educator evaluation timeline, roles, and responsibilities	20.0% (n = 7)	33.3% (n = 2)	80.0% (n = 28)	66.7% (n = 4)
How to set student growth goals and measure student progress toward goals	31.4% (n = 11)	16.7% (n = 1)	68.6% (n = 24)	83.3% (n = 5)
How other measures of educator effectiveness (e.g., perception data) will be used in educator evaluations	31.4% (n = 11)	33.3% (n = 2)	68.6% (n = 24)	66.7% (n = 4)

Table 2. Faculty' Perceptions on the Helpfulness of Various Activities and Resources for Their Understanding of TPEP

<i>To what extent has each of the following activities or resources been helpful for your understanding of TPEP?</i>	<i>Not at All or To a Limited Extent</i>		<i>To a Moderate Extent or To a Great Extent</i>	
	<i>Principal Prep Faculty % (n)</i>	<i>Superintendent Prep Faculty % (n)</i>	<i>Principal Prep Faculty % (n)</i>	<i>Superintendent Prep Faculty % (n)</i>
Partnerships with K–12 school districts	21.2% (n = 7)	33.3% (n = 2)	78.8% (n = 26)	66.7% (n = 4)
Information on TPEP website	26.5% (n = 9)	33.3% (n = 2)	73.5% (n = 25)	66.7% (n = 4)

Table 3. Skills and Knowledge Aligned to TPEP, Principal Preparation Program

<i>To what extent does your program require your candidates to demonstrate knowledge and skills in the following educator evaluation activities?</i>	<i>Not at All or To a Limited Extent % (n)</i>	<i>To a Moderate Extent or To a Great Extent % (n)</i>	<i>Do Not Know % (n)</i>
Knowledge of Washington's evaluation requirements and criteria	2.9% (n = 1)	94.3% (n = 33)	2.9% (n = 1)
Understanding of the four-tiered performance rating system	5.9% (n = 2)	91.2% (n = 31)	2.9% (n = 1)
Knowledge of the preferred leadership framework: Association of Washington School Principals Leadership Framework	14.7% (n = 5)	73.5% (n = 25)	11.8% (n = 4)
Knowledge of the preferred leadership framework: Marzano Leadership Framework	51.5% (n = 17)	39.4% (n = 13)	9.1% (n = 3)
Ability to self-assess leadership practices	8.8% (n = 3)	91.2% (n = 31)	0.0% (n = 0)
Ability to set goals for effective leadership	11.8% (n = 4)	88.2% (n = 30)	0.0% (n = 0)
Ability to reflect on leadership practices	12.1% (n = 4)	87.9% (n = 29)	0.0% (n = 0)
Ability to gather evidence over time	5.9% (n = 2)	94.1% (n = 32)	0.0% (n = 0)
Ability to observe classrooms	5.9% (n = 2)	94.1% (n = 32)	0.0% (n = 0)
Knowledge of how to use an online tool to manage the collection of observation notes and other materials related to the conduct of the evaluation	43.8% (n = 14)	46.9% (n = 15)	9.4% (n = 3)
Providing evidence of student growth that connects to the school improvement planning process	12.5% (n = 4)	84.4% (n = 27)	3.1% (n = 1)
Providing evidence of student growth of selected teachers	22.6% (n = 7)	67.7% (n = 21)	9.7% (n = 3)
Providing evidence of closing the achievement gap	12.5% (n = 4)	81.3% (n = 26)	6.3% (n = 2)
Gathering best practices or finding resources about educator evaluations	15.6% (n = 5)	81.3% (n = 26)	3.1% (n = 1)

Table 4. Skills and Knowledge Aligned to TPEP, Superintendent Preparation Program

<i>To what extent does your program require your candidates to demonstrate knowledge and skills in the following educator evaluation activities?</i>	<i>Not at All or To a Limited Extent % (n)</i>	<i>To a Moderate Extent or To a Great Extent % (n)</i>	<i>Do Not Know % (n)</i>
Knowledge of Washington’s evaluation requirements and criteria	16.7% (n = 1)	83.3% (n = 5)	0.0% (n = 0)
Understanding of the four-tiered performance rating system	16.7% (n = 1)	66.7% (n = 4)	16.7% (n = 1)
Knowledge of the preferred leadership framework: Association of Washington School Principals Leadership Framework	16.7% (n = 1)	83.3% (n = 5)	0.0% (n = 0)
Knowledge of the preferred leadership framework: Marzano Leadership Framework	83.3% (n = 5)	16.7% (n = 1)	0.0% (n = 0)
Understanding of principals’ self-assessment practices	0.0% (n = 0)	100.0% (n = 6)	0.0% (n = 0)
Understanding of principals’ goal-setting practices	0.0% (n = 0)	100.0% (n = 6)	0.0% (n = 0)
Understanding of principals’ reflective practices	0.0% (n = 0)	100.0% (n = 6)	0.0% (n = 0)
Ability to gather evidence over time	0.0% (n = 0)	100.0% (n = 6)	0.0% (n = 0)
Ability to observe leaders’ practice	0.0% (n = 0)	100.0% (n = 6)	0.0% (n = 0)
Understanding of the influence of bias	16.7% (n = 1)	83.3% (n = 5)	0.0% (n = 0)
Strategies for achieving rater agreement	50.0% (n = 3)	50.0% (n = 3)	0.0% (n = 0)
Knowledge of how to use student growth data to evaluate leadership practices	16.7% (n = 1)	83.3% (n = 5)	0.0% (n = 0)
Knowledge of how to use multiple measures to evaluate leadership practices	0.0% (n = 0)	100.0% (n = 6)	0.0% (n = 0)
Ability to lead an evaluation conference	33.3% (n = 2)	66.7% (n = 4)	0.0% (n = 0)
Ability to develop principal support plans based on evaluation data	16.7% (n = 1)	83.3% (n = 5)	0.0% (n = 0)
Knowledge of how to use an online tool to manage the collection of observation notes, and other materials related to the conduct of the evaluation	100.0% (n = 6)	0.0% (n = 0)	0.0% (n = 0)

<i>To what extent does your program require your candidates to demonstrate knowledge and skills in the following educator evaluation activities?</i>	<i>Not at All or To a Limited Extent</i> % (n)	<i>To a Moderate Extent or To a Great Extent</i> % (n)	<i>Do Not Know</i> % (n)
Providing evidence of student growth that connects to the school improvement planning process	33.3% (n = 2)	66.7% (n = 4)	0.0% (n = 0)
Providing evidence of closing the achievement gap	0.0% (n = 0)	83.3% (n = 5)	16.7% (n = 1)
Gathering best practices or finding resources about educator evaluations	0.0% (n = 0)	100.0% (n = 6)	0.0% (n = 0)

Figure 1. Activities Required, Principal Preparation Program

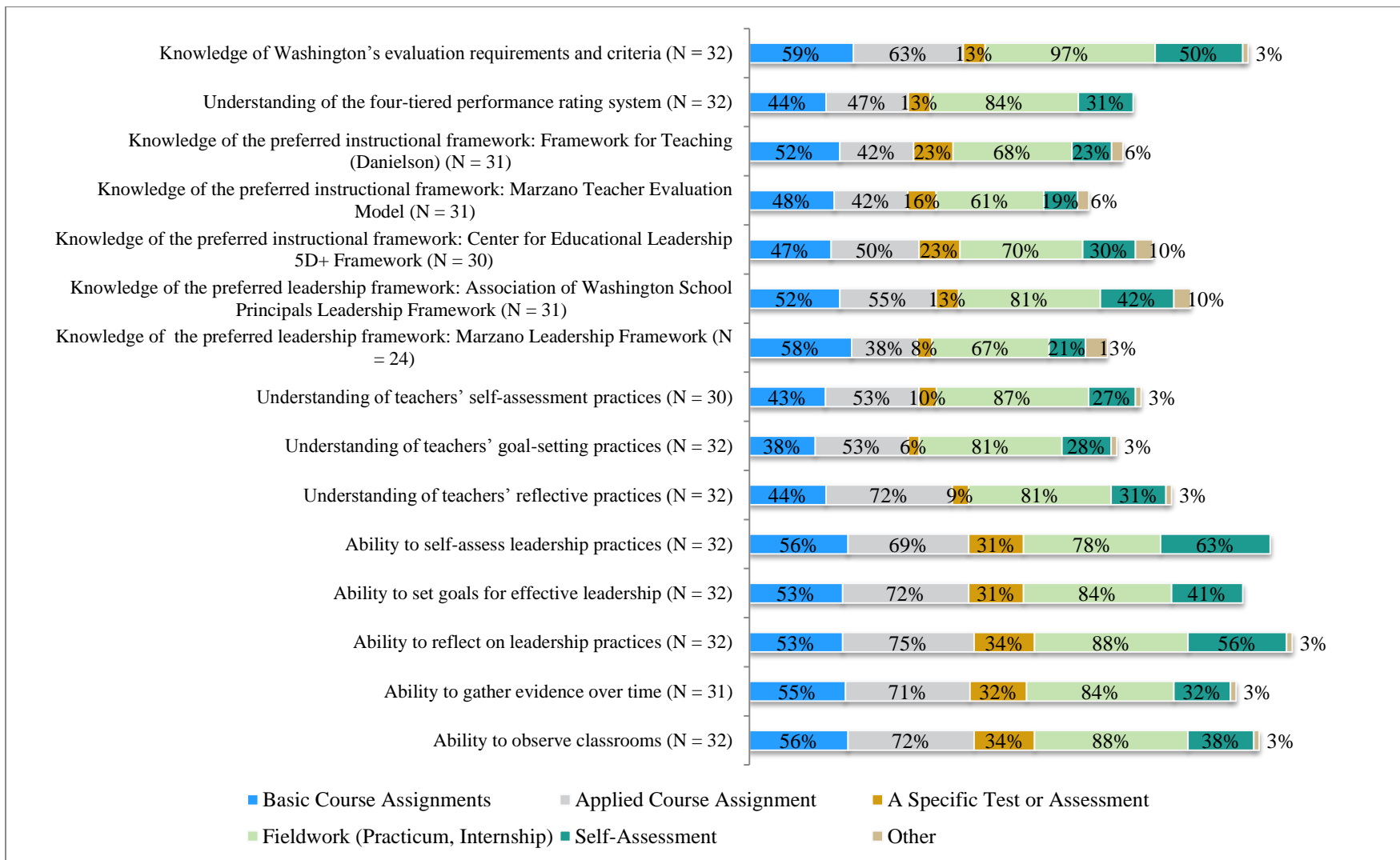


Figure 1. Activities Required, Principal Preparation Program (continued)

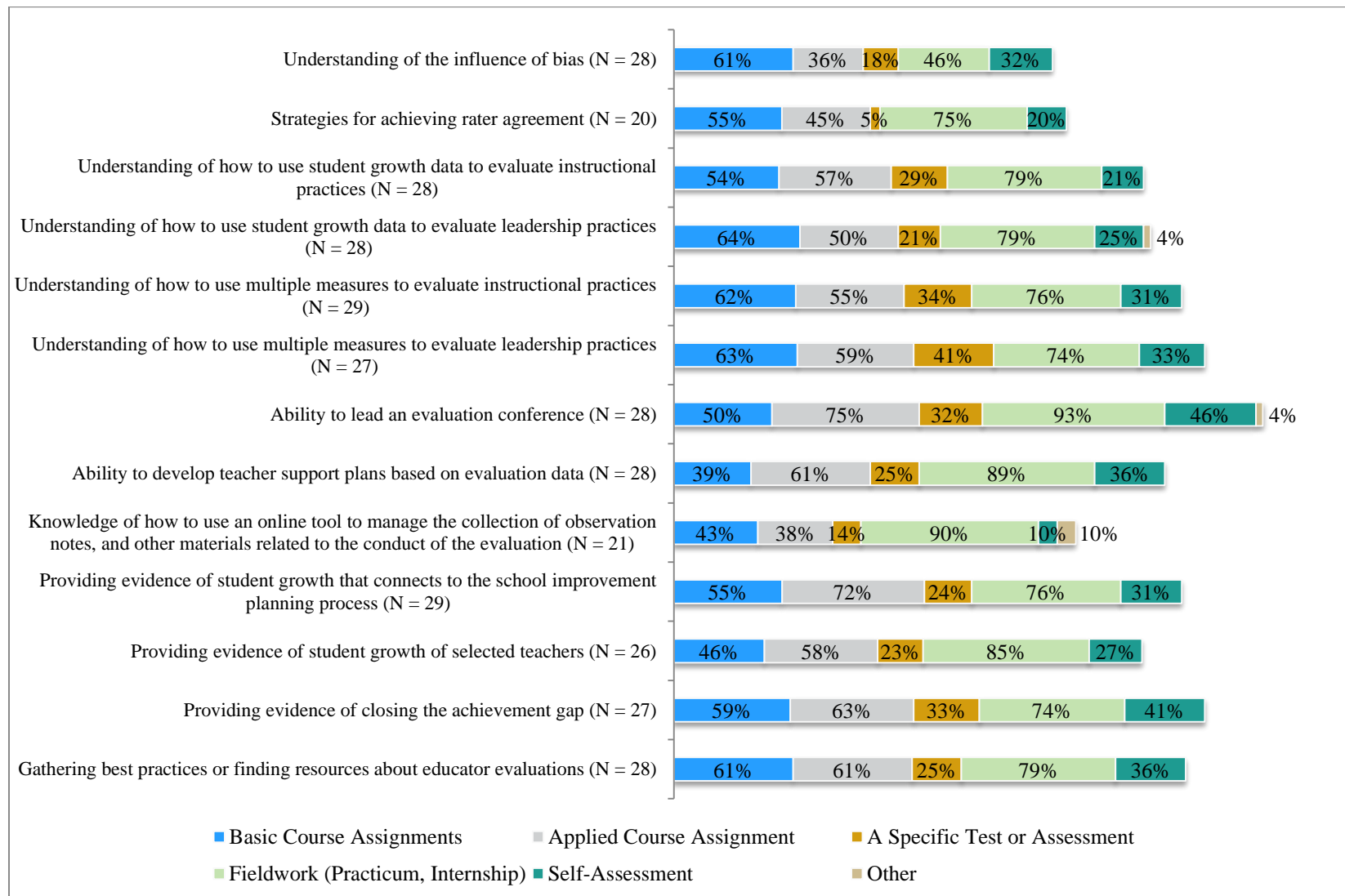


Figure 2. Activities Required, Superintendent Preparation Program

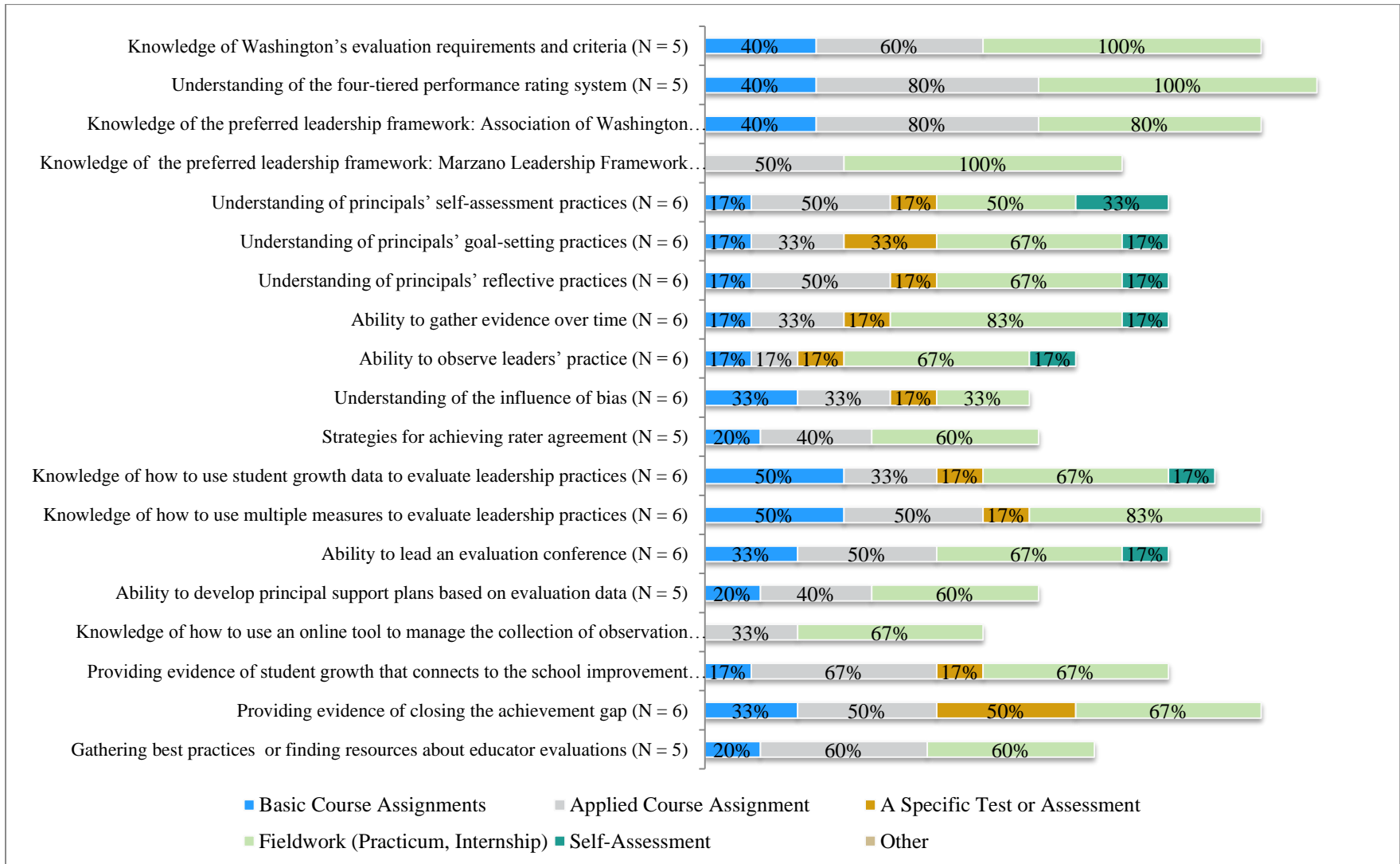


Table 5. Time Allocation on Preparing Various Skills and Knowledge, Principal Preparation Program

<i>Please indicate how much time you spent on each of the following elements in your preparation of candidates.</i>	0 hours	0–2 hours	2–4 hours	More than 4 hours
Knowledge of Washington’s evaluation requirements and criteria	0% (n = 0)	36.7% (n = 11)	23.3% (n = 7)	40.0% (n = 12)
Understanding of four-tiered performance rating system	3.3% (n = 1)	60.0% (n = 18)	26.7% (n = 8)	10.0% (n = 3)
Knowledge of the preferred instructional framework: Framework for Teaching (Danielson)	3.4% (n = 1)	65.5% (n = 19)	20.7% (n = 6)	10.3% (n = 3)
Knowledge of the preferred instructional framework: Marzano Teacher Evaluation Model	3.4% (n = 1)	62.1% (n = 18)	24.1% (n = 7)	10.3% (n = 3)
Knowledge of the preferred instructional framework: Center for Educational Leadership 5D+ Framework	6.7% (n = 2)	53.3% (n = 16)	20.0% (n = 6)	20.0% (n = 6)
Knowledge of the preferred leadership framework: Association of Washington School Principals Leadership Framework	3.3% (n = 1)	40.0% (n = 12)	30.0% (n = 9)	26.7% (n = 8)
Knowledge of the preferred leadership framework: Marzano Leadership Framework	30.0% (n = 9)	40.0% (n = 12)	23.3% (n = 7)	6.7% (n = 2)
Understanding of teachers’ self-assessment practices	6.7% (n = 2)	50.0% (n = 15)	23.3% (n = 7)	20.0% (n = 6)
Understanding of teachers’ goal-setting practices	6.7% (n = 2)	50.0% (n = 15)	20.0% (n = 6)	23.3% (n = 7)
Understanding of teachers’ reflective practices	3.3% (n = 1)	40.0% (n = 12)	30.0% (n = 9)	26.7% (n = 8)
Ability to self-assess leadership practices	0% (n = 0)	20.0% (n = 6)	26.7% (n = 8)	53.3% (n = 16)
Ability to set goals for effective leadership	0% (n = 0)	16.7% (n = 5)	30.0% (n = 9)	53.3% (n = 16)
Ability to reflect on leadership practices	0% (n = 0)	23.3% (n = 7)	16.7% (n = 5)	60.0% (n = 18)
Ability to gather evidence over time	0% (n = 0)	26.7% (n = 8)	30.0% (n = 9)	43.3% (n = 13)
Ability to observe classrooms	0% (n = 0)	14.3% (n = 4)	14.3% (n = 4)	71.4% (n = 20)
Understanding of the influence of bias	3.3% (n = 1)	56.7% (n = 17)	26.7% (n = 8)	13.3% (n = 4)

<i>Please indicate how much time you spent on each of the following elements in your preparation of candidates.</i>	0 hours	0–2 hours	2–4 hours	More than 4 hours
Strategies for achieving rater agreement	13.3% (n = 4)	73.3% (n = 22)	3.3% (n = 1)	10.0% (n = 3)
Understanding of how to use student growth data to evaluate instructional practices	6.9% (n = 2)	37.9% (n = 11)	24.1% (n = 7)	31.0% (n = 9)
Understanding of how to use student growth data to evaluate leadership practices	6.9% (n = 2)	41.4% (n = 12)	24.1% (n = 7)	27.6% (n = 8)
Understanding of how to use multiple measures to evaluate instructional practices	7.1% (n = 2)	42.9% (n = 12)	17.9% (n = 5)	32.1% (n = 9)
Understanding of how to use multiple measures to evaluate leadership practices	6.7% (n = 2)	36.7% (n = 11)	26.7% (n = 8)	30.0% (n = 9)
Ability to lead an evaluation conference	3.4% (n = 1)	31.0% (n = 9)	24.1% (n = 7)	41.4% (n = 12)
Ability to develop teacher support plans based on evaluation data	3.3% (n = 1)	53.3% (n = 16)	16.7% (n = 5)	26.7% (n = 8)
Knowledge of how to use an online tool to manage the collection of observation notes, and other materials related to the conduct of the evaluation	20.0% (n = 6)	66.7% (n = 20)	0% (n = 0)	13.3% (n = 4)
Providing evidence of student growth that connects to the school improvement planning process	3.4% (n = 1)	34.5% (n = 10)	20.7% (n = 6)	41.4% (n = 12)
Providing evidence of student growth of selected teachers	6.9% (n = 2)	55.2% (n = 16)	17.2% (n = 5)	20.7% (n = 6)
Providing evidence of closing the achievement gap	0% (n = 0)	40.0% (n = 12)	20.0% (n = 6)	40.0% (n = 12)
Gathering best practices or finding resources about educator evaluations	0% (n = 0)	43.3% (n = 13)	33.3% (n = 10)	23.3% (n = 7)

Table 6. Time Allocation on Preparing Various Skills and Knowledge, Superintendent Preparation Program

<i>Please indicate how much time you spent on each of the following elements in your preparation of candidates.</i>	0 hours	0–2 hours	2–4 hours	More than 4 hours
Knowledge of Washington’s evaluation requirements and criteria	0.0% (n = 0)	60.0% (n = 3)	20.0% (n = 1)	20.0% (n = 1)
Understanding of four-tiered performance rating system	0.0% (n = 0)	75.0% (n = 3)	0.0% (n = 0)	25.0% (n = 1)
Knowledge of the preferred leadership framework: Association of Washington School Principals Leadership Framework	0.0% (n = 0)	75.0% (n = 3)	25.0% (n = 1)	0.0% (n = 0)

<i>Please indicate how much time you spent on each of the following elements in your preparation of candidates.</i>	0 hours	0–2 hours	2–4 hours	More than 4 hours
Knowledge of the preferred leadership framework: Marzano Leadership Framework	25.0% (n = 1)	75.0% (n = 3)	0.0% (n = 0)	0.0% (n = 0)
Understanding of principals’ self-assessment practices	0.0% (n = 0)	50.0% (n = 2)	0.0% (n = 0)	50.0% (n = 2)
Understanding of principals’ goal-setting practices	0.0% (n = 0)	50.0% (n = 2)	0.0% (n = 0)	50.0% (n = 2)
Understanding of principals’ reflective practices	0.0% (n = 0)	25.0% (n = 1)	25.0% (n = 1)	50.0% (n = 2)
Ability to gather evidence over time	0.0% (n = 0)	25.0% (n = 1)	0.0% (n = 0)	75.0% (n = 3)
Ability to observe leaders’ practice	0.0% (n = 0)	25.0% (n = 1)	25.0% (n = 1)	50.0% (n = 2)
Understanding of the influence of bias	0.0% (n = 0)	50.0% (n = 2)	0.0% (n = 0)	50.0% (n = 2)
Strategies for achieving rater agreement	0.0% (n = 0)	100.0% (n = 4)	0.0% (n = 0)	0.0% (n = 0)
Knowledge of how to use student growth data to evaluate leadership practices	0.0% (n = 0)	25.0% (n = 1)	50.0% (n = 2)	25.0% (n = 1)
Knowledge of how to use multiple measures to evaluate leadership practices	0.0% (n = 0)	50.0% (n = 2)	25.0% (n = 1)	25.0% (n = 1)
Ability to lead an evaluation conference	0.0% (n = 0)	25.0% (n = 1)	50.0% (n = 2)	25.0% (n = 1)
Ability to develop principal support plans based on evaluation data	0.0% (n = 0)	100.0% (n = 4)	0.0% (n = 0)	0.0% (n = 0)
Knowledge of how to use an online tool to manage the collection of observation notes, and other materials related to the conduct of the evaluation	50.0% (n = 2)	50.0% (n = 2)	0.0% (n = 0)	0.0% (n = 0)
Providing evidence of student growth that connects to the school improvement planning process	0.0% (n = 0)	25.0% (n = 1)	50.0% (n = 2)	25.0% (n = 1)
Providing evidence of closing the achievement gap	0.0% (n = 0)	50.0% (n = 2)	25.0% (n = 1)	25.0% (n = 1)
Gathering best practices or finding resources about educator evaluations	0.0% (n = 0)	100.0% (n = 4)	0.0% (n = 0)	0.0% (n = 0)

Table 7. Challenges in the Integration of TPEP Into Courses

<i>Which of the following challenges have you encountered as you have integrated TPEP into your courses? (Check all that apply.)</i>	Faculty of Various Preparation Programs	
	<i>Principal Prep Faculty % (n)</i>	<i>Superintendent Prep Faculty % (n)</i>
I do not have sufficient information on TPEP.	19.2% (n = 5)	0.0% (n = 0)
There are so many frameworks in TPEP that it is difficult to articulate all well.	65.4% (n = 17)	0.0% (n = 0)
I am not certain about how to prioritize different aspects of TPEP into my course and assignment.	38.5% (n = 10)	25.0% (n = 1)
It is difficult to assess students' understanding of TPEP in my course.	19.2% (n = 5)	0.0% (n = 0)
I have to make changes to course requirements and expectations, which is difficult.	11.5% (n = 3)	25.0% (n = 1)
I do not have access to data from TPEP on my graduates that I can refer to as I integrate TPEP into my course.	26.9% (n = 7)	25.0% (n = 1)
I do not intend to integrate TPEP into my course.	0.0% (n = 0)	0.0% (n = 0)
Other (Please specify.)	19.2% (n = 5)	25.0% (n = 1)
None of the above	26.9% (n = 7)	25.0% (n = 1)

Note: There were 26 principal preparation program faculty and four superintendent preparation program faculty who responded to this question.