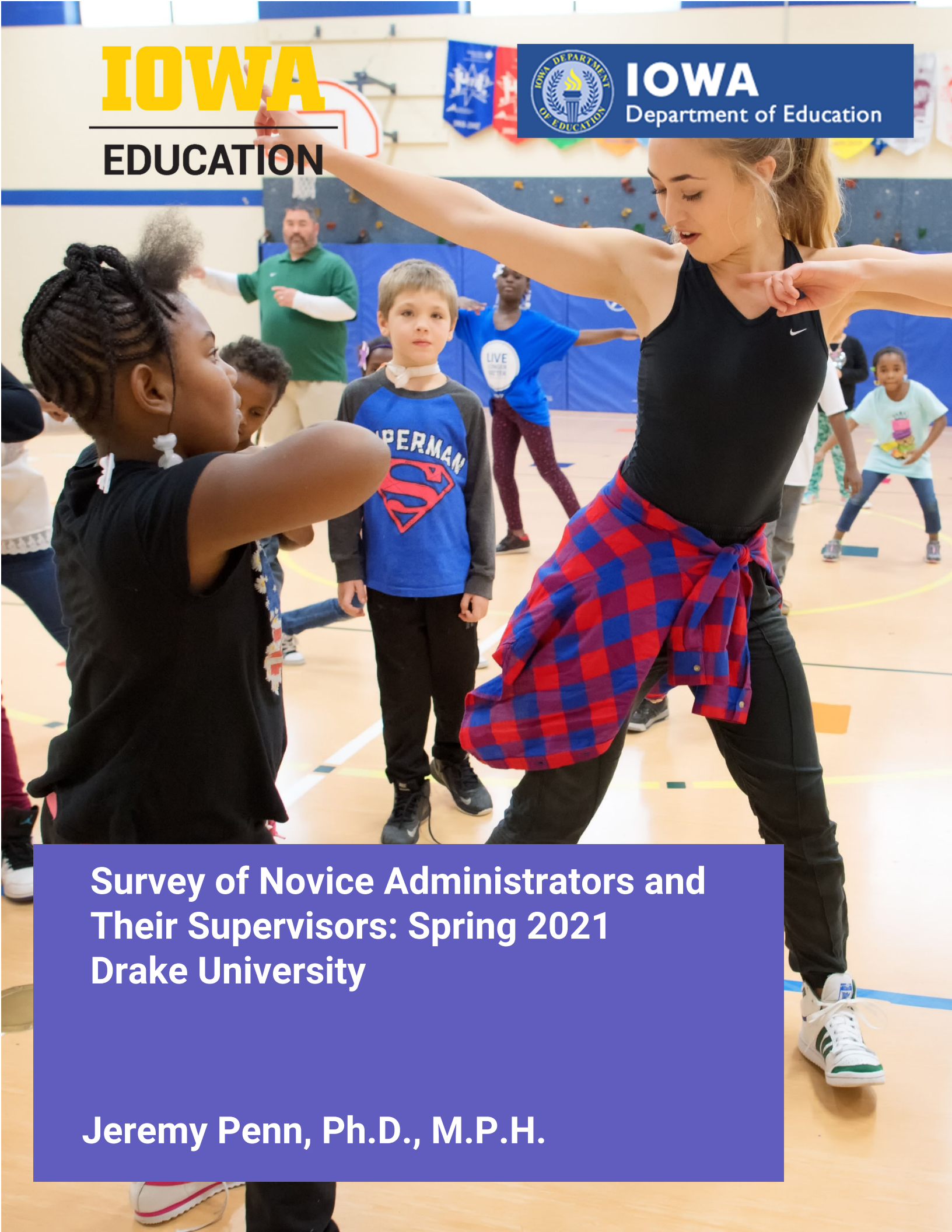


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## Survey of Novice Administrators and Their Supervisors: Spring 2021 Drake University

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.

## Statewide Results

- Novice administrators, including those who were not employed as administrators, generally felt well prepared to serve as an administrator. The area where they felt most well prepared was “acting with integrity, fairness and in an ethical manner” (96% well / very well prepared). Novice administrators who were serving as school or district administrators also identified this same area as the area where they were most well prepared.
- Supervisors of novice administrators felt they were very well prepared and performed very well. The area where supervisors of novice administrators felt novice administrators were most well prepared was in “acting with integrity, fairness and in an ethical manner” (95% well / very well).
- Novice administrators and supervisors of novice administrators agreed that preparation in aspects of MTSS was the area where novice administrators were least well prepared. The aspect of MTSS where novice administrators felt they performed the least well was “support the performance of universal screening” (51% well / very well). The aspect of MTSS where supervisors of novice administrators felt they performed least well was “support implementation of evidence-based instruction” (78% well / very well).
- Many novice administrators did not feel well or very well prepared to serve a school or district during a pandemic. Novice administrators felt least well prepared to “support students’ mental health and wellness” (40% well / very well). Supervisors of novice administrators felt they performed least well in “supporting their own mental health and wellness” (67% well / very well).

Results for Drake University are shown below alongside the statewide results.

# 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 surveys used in 2021 were the same as the surveys used in the last several years except seven additional questions about administrators' preparation to serve during a pandemic were added. The survey was built in Qualtrics by the University of Iowa and was tested by representatives from the University of Iowa and the Iowa Department of Education.

Also new this year, the full text of the open-ended items is presented. By sharing the verbatim responses, readers can gain a broader understanding of the content of the open-ended responses. Individual and institutional names have been removed from the open-ended comments.

The survey was administered through the University of Iowa's Qualtrics license. For the survey of novice administrators, contact emails were sent on April 1, with reminders on April 12, April 20, April 27, and May 6. For the survey of supervisors of novice administrators, contact emails were sent on April 20, with reminders on April 27, May 12, and May 19. Reminder emails were only sent to those individuals who had not responded or who had not completed the survey.

## Survey Population

There were several datasets used to create the survey population. First, the Iowa Department of Education generated a list of individuals who were believed to be novice administrators. Second, administrator preparation programs in Iowa were asked to share contact information for recently graduated administrators and their school assignments, if known. Next, this combined list was merged with a list of district superintendents from the Iowa Department of Education to create the contact list for the supervisors of novice administrators. If email addresses were missing, or if they appeared to be incorrect, a web search was performed to identify the best possible contact email address. Third, in the survey of novice administrators, respondents who were currently serving as a school or district administrator were invited to share contact information for their supervisor.

## Response Rate

A total of 287 individuals were contacted and invited to participate in the survey of novice administrators. Of those contacted, 83 completed one or more items in the survey for a response rate of 28.9% (83 / 287). Four of these respondents indicated their administrator preparation program was located outside of Iowa. These four responses are included in the overall results because their responses are important to understanding the level of

preparation new administrators have for serving schools and students in Iowa. The number of responses to each item varies since not all respondents answered every item. In addition, some items were intended to be answered only by respondents who were currently serving as school or district administrators or who had served in that role in the past. The survey was designed in such a way that only respondents who indicated they were currently serving as school or district administrators were shown these items.

A total of 42 emails were sent to supervisors of novice administrators inviting them to participate in the survey. Five supervisors provided supervision for more than one novice administrator, resulting in a total of 35 unique individuals receiving invitations to participate in the survey. Of those contacted, 25 answered one or more questions in the survey for a response rate of 59.5% (25 / 42). The number of responses for each survey item varies since some respondents did not respond to every item.

The response rate for novice administrators from Drake University was 42.1%. However, the program preparation institutional attendance was not known for some individuals invited to participate in the survey so this response rate could be an overestimate of the actual response rate for Drake University. It was not possible to calculate a response rate for each preparation program for supervisors of novice administrators since it was not known how many novice administrators were currently serving as school or district administrators.

# Results

## Demographics of Respondents

### *Novice Administrators*

Respondents represented seven different institutions in Iowa, as shown in Table 1. Four respondents reported completing their administrator preparation programs outside of Iowa.

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

Institution	n	Percent
None of these	4	4.8%
Dordt University	17	20.5%
Drake University	8	9.6%
Iowa State University	4	4.8%
Northwestern College	2	2.4%
University of Northern Iowa	26	31.3%
University of Iowa	5	6.0%
Viterbo University	17	20.5%
Total	83	100%

Table 2 shows the employment status of respondents as related to school or district administration experience. Most respondents, 51%, were currently employed as a school or district administrator and an additional two respondents had served as a school or district administrator in the past. The remaining respondents (46%) had never been employed as a school or district administrator.

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

Response	Statewide		Drake University	
	n	Percent	n	Percent
Yes, I am currently employed as a school or district administrator	42	51.2%	8	100.0%
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	2	2.4%	0	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	38	46.3%	0	0.0%
Total	82	100%	8	100%

For the respondents who indicated they were currently serving as a school or district administrator, Table 3 shows how many respondents are serving as a school administrator (85.7%) and how many are serving as a district administrator (7.1%). Two respondents were serving as AEA administrators and one respondent was serving as both a school and district administrator.

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

Response	Statewide		Drake University	
	n	Percent	n	Percent
I am currently employed as a school administrator	36	85.7%	7	87.5%
I am currently employed as a district administrator	3	7.1%	0	0.0%
Other	3	7.1%	1	12.5%
Total	42	100%	8	100%

Other comments: AEA Administrator; I am an AEA administrator; I serve as both a school administrator and district administrator.

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

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

Response	Statewide	
	n	Percent
I am employed in K-12 education, but not as a school or district administrator	39	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	39	100%

### *Supervisors of Novice Administrators*

Supervisors of novice administrators were asked to report the preparation institution attended by the person they were evaluating. The survey prompt for the survey of supervisors of novice administrators listed a specific name of a novice administrator. As shown in Table 5, supervisors of novice administrators evaluated novice administrators from a variety of institutions in Iowa.

Table 5. What preparation institution did the novice administrator you are reviewing attend?

Institution	n	Percent
None of these	6	25%
Dordt University	1	4.2%
Drake University	4	16.7%
Iowa State University	1	4.2%
Northwestern College	0	0%
University of Northern Iowa	5	20.8%
University of Iowa	0	0%
Viterbo University	7	29.2%
Total	24	100%

## Overall Level of Preparation

### *All Respondents*

As shown in Table 6, survey respondents – including those who were not employed as school or district administrators – generally felt well prepared to serve as school or district administrators. Respondents felt most well prepared in “acting with integrity, fairness, and in an ethical manner” and least well prepared in “collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.” There were no statistically significant differences in these results in comparison to the results from the 2020 survey.

Table 6. Overall level of preparation: All respondents.

"An educational leader promotes the success of all students by:"	Statewide			Drake University		
	n	M	Percent Well / Very Well	n	M	Percent Well / Very Well
Acting with integrity, fairness and in an ethical manner.	72	3.71	95.8%	8	3.75	100.0%
Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.	72	3.54	94.4%	8	3.75	100.0%
Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development.	72	3.52	93.0%	8	3.38	100.0%
Ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.	72	3.40	90.3%	8	3.38	87.5%
Understanding the profile of the community and responding to, and influencing the larger political, social, economic, legal and cultural context.	72	3.36	84.7%	8	3.00	75.0%
Collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.	72	3.18	77.8%	8	2.75	37.5%

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

As shown in Table 7, novice administrators – including those who were not employed as school or district administrators – generally felt they had developed the dispositions needed for success as a school or district administrator. They felt most well prepared on “professional requirements” and least well prepared on the “creative” disposition. There were no statistically significant differences in these results in comparison to the results from the 2020 survey.



Table 7. Overall level of preparation for dispositions: All respondents.

"How well you feel you were prepared:"	Statewide			Drake University		
	n	M	Percent Well / Very Well	n	M	Percent Well / Very Well
Professional requirements: These are qualities and practices that teacher candidates must exhibit in order to be recommended for licensure, some of which are explicit in the Iowa Code of Ethics and Code of Responsibilities.	68	3.60	94.1%	8	3.63	100.0%
Caring: Candidates with this set of dispositions value and appreciate all aspects of other persons' well being – cognitive, emotional, physical and spiritual – thereby enhancing opportunities for learning needs of other education students and in working with professionals.	68	3.51	92.7%	8	3.38	87.5%
Critical: Candidates with this set of dispositions have the ability to examine closely, to critique, and to ask questions. They do not accept the status quo at face value but employ higher level thinking skills to evaluate, analyze, and synthesize. Self-evaluation and reflection characterize candidates with this set of dispositions.	68	3.49	88.2%	8	3.50	87.5%
Communication: Candidates with this set of dispositions are sensitive to and skillful in the various aspects of human activity. They have effective interpersonal relationship skills and attitudes that foster collaborative enterprises useful in enhancing the teaching-learning process.	68	3.47	91.2%	8	3.38	87.5%
Creative: Candidates with this set of dispositions display the capacity to envision and craft things in novel and meaningful ways to meet the needs of students.	68	3.24	85.1%	8	3.00	75.0%

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

*Respondents who were currently employed or who have been employed as school or district administrators in the past*

As shown in Table 8, novice administrators – including only those who were or had been employed as school or district administrators – generally reported a high level of preparation to serve as a school or district administrator. Respondents felt most well prepared on "acting with integrity, fairness and in an ethical manner" and least well prepared on "collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources." Novice administrators also

reported a high level of performance, with their highest level of performance on “acting with integrity, fairness, and in an ethical manner” and lowest level of performance on “collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.”

As shown in Table 8, supervisors of novice administrators generally agreed with the novice administrators’ scores, reporting high levels of preparation and performance of the novice administrators they supervised.

There were no statistically significant differences in these results in comparison to the results from the 2020 survey.

Table 8. Overall level of preparation and performance: those with school or district administrator employment experience.

"An educational leader promotes the success of all students by:"		Novice Administrators (only those serving / served)						Supervisors of Novice Administrators					
		Statewide			Drake University			Statewide			Drake University		
		n	M	Percent Well / Very Well	n	M	Percent Well / Very Well	n	M	Percent Well / Very Well	n	M	Percent Well / Very Well
Acting with integrity, fairness and in an ethical manner.	Prepared	37	3.65	91.9%	8	3.75	100.0%	19	3.74	94.7%	3	3.67	100.0%
	Perform	36	3.64	94.4%	8	3.63	100.0%	19	3.74	89.4%	3	4.00	100.0%
Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.	Prepared	37	3.49	89.2%	8	3.63	100.0%	19	3.32	84.2%	3	3.00	100.0%
	Perform	36	3.22	86.1%	8	3.00	75.0%	19	3.42	94.7%	3	3.00	100.0%
Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development.	Prepared	37	3.43	91.9%	8	3.38	100.0%	19	3.47	94.7%	3	3.00	100.0%
	Perform	36	3.31	94.5%	8	3.25	100.0%	19	3.42	89.4%	3	2.67	66.7%
Ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.	Prepared	37	3.46	91.9%	8	3.38	87.5%	19	3.53	100%	3	3.33	100.0%
	Perform	36	3.42	91.7%	8	3.13	87.5%	19	3.53	100%	3	3.33	100.0%
Understanding the profile of the community and responding to, and influencing the larger political, social, economic, legal and cultural context.	Prepared	37	3.19	75.6%	8	3.00	75.0%	19	3.16	89.4%	3	2.33	66.7%
	Perform	36	3.08	75.0%	8	2.75	62.5%	19	3.21	89.4%	3	2.67	66.7%
Collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.	Prepared	37	2.97	67.5%	8	2.75	37.5%	19	3.21	94.7%	3	2.33	66.7%
	Perform	36	3.08	75.0%	8	2.50	37.5%	19	3.47	94.7%	3	2.67	66.7%

As shown in Table 9, novice administrators – including only those who were or had been employed as school or district administrators – reported a moderate to high level of preparation on five important dispositions. They felt most prepared for the “professional requirements” disposition, and least well prepared for the “creative” disposition. Novice administrators felt they performed at a high level on all five important dispositions. They felt they performed the best on the “professional requirements” disposition and least well on the “creative” disposition.

As shown in Table 9, supervisors of novice administrators reported a high level of preparation and performance of the novice administrators they supervised.

There were no statistically significant differences in these results in comparison to the results from the 2020 survey.

Table 9. Overall level of preparation and performance on dispositions: those with school or district administrator employment experience.

"How well you feel you were prepared:"		Novice Administrators (only those serving / served)						Supervisors of Novice Administrators					
		Statewide			Drake University			Statewide			Drake University		
		n	M	Percent Well / Very Well	n	M	Percent Well / Very Well	n	M	Percent Well / Very Well	n	M	Percent Well / Very Well
Professional requirements: These are qualities and practices that teacher candidates must exhibit in order to be recommended for licensure, some of which are explicit in the Iowa Code of Ethics and Code of Responsibilities.	Prepared	35	3.57	94.3%	8	3.63	100.0%	19	3.37	89.5%	3	2.67	66.7%
	Perform	35	3.57	97.1%	8	3.38	100.0%	19	3.32	84.2%	3	3.00	66.7%
Critical: Candidates with this set of dispositions have the ability to examine closely, to critique, and to ask questions. They do not accept the status quo at face value but employ higher level thinking skills to evaluate, analyze, and synthesize. Self-evaluation and reflection characterize candidates with this set of dispositions.	Prepared	35	3.43	85.7%	8	3.50	87.5%	19	3.16	84.2%	3	2.67	66.7%
	Perform	35	3.37	88.6%	8	3.13	87.5%	19	3.37	89.1%	3	3.00	66.7%
Caring: Candidates with this set of dispositions value and appreciate all aspects of other persons' well being – cognitive, emotional, physical and spiritual – thereby enhancing opportunities for learning needs of other education students and in working with professionals.	Prepared	35	3.37	88.5%	8	3.38	87.5%	19	3.53	100%	3	3.00	100.0%
	Perform	35	3.49	94.3%	8	3.00	87.5%	19	3.84	100%	3	3.33	100.0%
Communication: Candidates with this set of dispositions are sensitive to and skillful in the various aspects of human activity. They have effective interpersonal relationship skills and attitudes that foster collaborative enterprises useful in enhancing the teaching-learning process.	Prepared	35	3.26	85.8%	8	3.38	87.5%	19	3.47	94.7%	3	3.33	100.0%
	Perform	35	3.46	97.1%	8	3.38	100.0%	19	3.58	94.7%	3	3.33	100.0%
Creative: Candidates with this set of dispositions display the capacity to envision and craft things in novel and meaningful ways to meet the needs of students.	Prepared	35	3.09	77.2%	8	3.00	75.0%	19	3.32	84.2%	3	3.00	66.7%
	Perform	35	3.14	82.8%	8	2.88	62.5%	19	3.53	94.7%	3	3.33	100.0%

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

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

The items in this section were based on the items from the 2019 survey project: “Preparing Iowa School Administrator Candidates / Preservice Teachers to Ensure All Learners are Successful: Needs Assessment.” As shown in Table 10, novice administrators – including those who were not employed as school or district administrators – felt moderately well prepared to engage in the aspects of a multi-tiered system of support (MTSS). The area where respondents felt most well prepared was “engage in data-based decision-making,” and the area where respondents felt the least well prepared was “support the performance of universal screening.”

Supervisors of novice administrators rated the level of preparation of novice administrators they supervised higher than novice administrators rated themselves. The area where supervisors of novice administrators felt novice administrators were the most well prepared was “collaborate with teachers, school staff, and administrators on RtI or MTSS.” The area where supervisors of novice administrators felt novice administrator were the least well prepared was “support implementation of evidence-based instruction.”

There was one statistically significant difference in comparing the results to the results from 2020. Novice administrator respondents in 2021 reported a significantly higher level of preparation ( $M = 3.01$ , 73.5% well / very well) on “develop evidence-based interventions” than novice administrator respondents in 2020 ( $M = 2.62$ , 56% well / very well). Otherwise, there were no statistically significant differences between the results in 2021 and 2020.

Table 10. 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 (only those serving / served)						Supervisors of Novice Administrators					
		Statewide			Drake University			Statewide			Drake University		
		n	M	Percent Well / Very Well	n	M	Percent Well / Very Well	n	M	Percent Well / Very Well	n	M	Percent Well / Very Well
Engage in data-based decision-making.	All	68	3.35	85.3%	8	3.25	75.0%	--	--	--	--	--	--
	Employed	35	3.29	82.8%	8	3.25	75.0%	18	3.22	88.9%	3	3.33	100.0%
Participate in collaborative inquiry.	All	68	3.32	79.4%	8	3.25	75.0%	--	--	--	--	--	--
	Employed	35	3.20	77.1%	8	3.25	75.0%	18	3.44	94.4%	3	3.00	66.6%
Support equity for all students.	All	68	3.15	80.9%	8	3.00	75.0%	--	--	--	--	--	--
	Employed	35	3.06	77.1%	8	3.00	75.0%	19	3.37	89.4%	3	2.00	33.3%
Collaborate with teachers, school staff, and administrators on Rtl or MTSS.	All	68	3.13	78.0%	8	3.25	75.0%	--	--	--	--	--	--
	Employed	35	2.97	68.6%	8	3.25	75.0%	19	3.53	100%	3	3.33	100.0%
Support implementation of evidence-based instruction.	All	68	3.09	76.5%	8	2.88	75.0%	--	--	--	--	--	--
	Employed	35	2.91	71.4%	8	2.88	75.0%	18	3.11	77.8%	3	2.67	66.6%
Develop evidence-based interventions.	All	68	3.01	73.5%	8	2.50	37.5%	--	--	--	--	--	--
	Employed	35	2.83	65.7%	8	2.50	37.5%	18	3.22	83.3%	3	3.33	100.0%
Participate in school-based initiatives that support Iowa's Every Student Succeeds Act (ESSA) plan.	All	66	2.91	68.2%	8	3.38	75.0%	--	--	--	--	--	--
	Employed	35	2.73	60.6%	8	3.38	75.0%	18	3.39	94.4%	3	3.33	100.0%
Support the completion of progress monitoring.	All	68	2.85	64.7%	8	2.63	37.5%	--	--	--	--	--	--
	Employed	35	2.66	54.3%	8	2.63	37.5%	18	3.44	94.4%	3	3.33	100.0%
Support the performance of universal screening.	All	68	2.82	64.7%	8	3.00	75.0%	--	--	--	--	--	--
	Employed	35	2.57	51.4%	8	3.00	75.0%	18	3.33	83.3%	3	4.00	100.0%

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

## Level of Preparation for Serving as an Administrator During a Pandemic

Seven additional questions were added to the survey in 2021 regarding novice administrators' level of preparation to serve students and schools during a pandemic. The results from the five multiple-choice items are shown in Table 11. Responses on the two open-ended items are shown below the table. Novice administrators – both those employed as administrators and all respondents – felt most well prepared in supporting faculty and staff members and least well prepared in supporting students' mental health and wellness.

Supervisors of novice administrators felt novice administrators were more well prepared than the novice administrators rated themselves. Supervisors of novice administrators felt novice administrators were most well prepared to “provide educational resources to students and families in a remote learning environment” and least well prepared to “support their own mental health and wellness.”



Table 11. Overall level of preparation to serve in a pandemic.

"How well prepared were you for each of the following?"		Novice Administrators (only those serving / served)						Supervisors of Novice Administrators					
		Statewide			Drake University			Statewide			Drake University		
		n	M	Percent Well / Very Well	n	M	Percent Well / Very Well	n	M	Percent Well / Very Well	n	M	Percent Well / Very Well
Supporting my [their] faculty / staff members.	All	62	2.92	69.3%	6	3.00	66.7%	-	-	-	--	--	--
	Employed	32	2.75	62.5%	6	3.00	66.7%	18	2.94	77.8%	3	2.67	66.7%
Staying connected to students and families in a remote learning environment.	All	61	2.69	57.4%	6	2.83	50.0%	-	-	-	--	--	--
	Employed	31	2.42	48.4%	6	2.83	50.0%	19	3.05	73.6%	3	2.67	66.6%
Providing educational resources to students and families in a remote learning environment.	All	61	2.66	55.7%	6	2.67	66.7%	-	-	-	--	--	--
	Employed	31	2.39	48.4%	6	2.67	66.7%	19	2.95	79.0%	3	2.33	66.7%
Supporting my own [their own] mental health and wellness.	All	61	2.62	52.4%	6	3.00	80.0%	-	-	-	--	--	--
	Employed	31	2.42	45.2%	6	3.00	80.0%	18	2.72	66.7%	3	2.33	66.7%
Supporting students' mental health and wellness.	All	60	2.57	48.3%	6	2.80	60.0%	-	-	-	--	--	--
	Employed	30	2.33	40.0%	6	2.80	60.0%	18	2.94	72.2%	3	2.00	33.3%

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

*Novice administrators: What else could your preparation program have done to prepare you to serve students, faculty, staff, and schools during the pandemic?*

Prepare administrators to deal with ambiguity. There is no way to predict what the crisis will be. Administrators need to have the skills to adapt, be flexible, and problem solve.

Really not a lot. It has been a try as you go type of thing!

*Novice administrators: What are some examples of what your preparation program did that helped prepare you to support the mental health and wellness of faculty, staff, and students during the pandemic?*

I think that building a climate in the building before a pandemic happens is crucial!

## 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?*

Climate building and student equity

Systems thinking approaches to school improvement. The differences between leaders and managers. The importance of building relationships..

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

[Name] works hard and is a valuable team member. One of her successes this year was interviewing for and receiving an building principal position in our district.

instructional strategies in the area of reading and MTSS

*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?*

Resistance to new ideas or change from staff

Work-life balance

*Supervisor of Novice Administrator: What has been [name]'s biggest challenge so far this year?*  
demanding parents and how to navigate through these experiences

I believe the biggest challenge this year was supporting staff, students and families during the pandemic.

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

I enjoyed my program very much. The work and professors were fantastic. I would add that more emphasis on law would have been a good idea.

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

More internships with various administrative leaders.

Well prepared due to his time at another district. Continue to focus on creating and sustaining a vision/mission.