



## View xForm - Research Review Board (RRB) Submission

### New RRB Submission

#### Data Entry

- Submitted 10/23/2024 5:12 PM ET by Thurmond, Jasmine

#### Submission Type

RRB Number	2024-1987
Study Title	Critical Support Systems: High Impact Local School Council-Principal Supports for Novice Principals in Chicago Public Schools
Event Type	New Submission defined 08/22/2024
Schools Participating	No answer provided.

### SUBMISSION TYPE INSTRUCTIONS AND OPTIONS

**"New Submission"** - if this is a brand new RRB proposal OR you need to make requested revisions to an RRB submission that is NOT yet approved.

**"Entry of RRB project that was previously-approved outside of IRBManager"** - if you would like to enter a project into IRBManager that was reviewed and approved outside of IRBManager (i.e. before IRBManager was implemented at CPS). For this selection, there must be no changes in your study protocol from when your study was previously approved.

**"Modification/Continuing Review of RRB Project Previously approved outside of IRBManager"** - if you would like submit a modification for a study that was **approved outside of IRBManager (i.e. before IRBManager was implemented at CPS).**

#### Type of Submission

New Submission

### Pertinent CPS Documentation

#### Submitter

Thurmond, Jasmine

**Email:** jlthurmond@cps.edu

**Phone:**

## **Overview of Pertinent CPS Documentation**

**The RRB is composed of members representing various Central Office academic departments as well as the Law Department. The RRB meets quarterly to evaluate new proposals to conduct research. The RRB calendar and deadlines for submissions can be found on the CPS Research Website here. Decisions resulting from the research review process will be communicated to the applicant of the request as well as appropriate CPS staff in accordance with the estimated timelines outlined in the respective RRB calendar. External researchers may not begin any research activities or obtain data for research purposes without first following the procedures outlined in this policy and securing the necessary approvals.**

***We expect all researchers to be familiar with the guidelines and policies guiding research within the district. Please verify that you have read and acknowledged the following:***

### **External Research Study and Data Policy**

✔ I have read and understood the External Research Study and Data Policy

### **CPS RRB Guidelines**

✔ I have read and understood the CPS RRB Guidelines

### **CPS Equity Framework**

✔ I have read and understood the CPS Equity Framework

### **CPS Vision**

✔ I have read and understood the CPS Vision

### **CPS Volunteer Policy**

✔ I have read and understood the CPS Volunteer Policy, including background check requirements

## **Study Personnel Details**

### **Study Title**

Critical Support Systems: High Impact Local School Council-Principal Supports for Novice Principals in Chicago Public Schools

**Does your organization participate in a Research Practice Partnership (RPP) with Chicago Public Schools?**

No

**Primary Study Organization/University**

National Louis University

**Principal Investigator**

Thurmond, Jasmine

**Expirations:**

**Background  
Check  
Level:**

**PI Organization**

National Louis University

**If the form indicates "not found" when you add the Principal Investigator, please use the link below to add the contact to the IRBManager system.**

User had the option to start a different form here.

**Are there any other study contacts?**

No

*If the person completing this form is not the Principal Investigator, it is suggested that the submitter be entered as a contact.*

**Is the Principal Investigator a Student?**

Yes

**Degree**

Graduate - Doctoral

**University**

National Louis University

**College/Dept.**

College of Education

**Advisor Name/Title**

Elizabeth Minor

**Advisor Email**

eminor1@nl.edu

**Is the researcher a CPS Staff Member?**

Yes

**CPS Affiliation**

Central Office Staff Member

*Are you a CPS employee? If so, please select from one of the following.*

**Funding and Intervention Information**

**Is this project contracted by the CPS Board of Education?**

No

**Is a funding source associated with the proposed research?**

No

**Select the option that applies to your study**

My study will be occurring District-wide

**Will this research require any in-person interaction or intervention activities?**

Yes

**Will this research require any virtual interaction or intervention activities (Google Meets, Zoom, etc.)?**

Yes

*Please note that Zoom is not approved for use with CPS Students. Any virtual activities will need to be conducted via Google Meets and safe@cps.edu must be invited to Google Meet. Please adjust virtual methods accordingly. For more information on permitted interactions with students and staff, please visit <https://www.cps.edu/about/policies/acceptable-use-policy/external-volunteers/>.*

**Please review CPS's Acceptable Use of Technology Guidance (AUP)**



*Questions about eligibility or appropriate use of communication channels should be directed to the school principal or CPS External Research department. Only CPS-approved communication channels may be used.*

*Please be aware that virtual interviews involving students may only be conducted via Google Meets. A CPS Staff member must be present for the entire duration of the interview. For more information on CPS' Acceptable Use of Technology policies, please visit <https://www.cps.edu/about/policies/acceptable-use-policy/external-volunteers/>*

**Please check all of the following that apply to your research protocol:**

Interviews  
Questionnaire

**Please outline your protocol for individual interview activities, describing when, where, duration, frequency, and with whom.**

I will collect data in two phases, involving both surveys and one-on-one interviews, to ensure a comprehensive understanding of the experiences and perspectives of all participant groups.

**One-on-One Interviews:** In the second phase, I will conduct structured interviews with selected group participants based on their survey responses.

**Novice Principals:** 3-5 novice principals will be chosen for in-depth interviews to explore the themes identified in the survey data, with a particular focus on their interactions with LSCs, the most impactful supports they have received, and the additional support they need. Current and former principals may be used for this.

**Principal Supervisors:** 2-4 principal supervisors will be interviewed to provide a deeper understanding of district support structures' effectiveness and impact on novice principals' relationships with LSCs, along with their longevity and success. Current and former principal supervisors may be used for this.

**LSC Members:** 2-4 (non-student) LSC members will participate in interviews to further understand their perspective on the LSC-principal dynamic and how it can be improved, particularly for novice principals. Current and former LSC Members may be used for this.

The interviews, lasting no longer than one hour, will be conducted either in person or virtually, depending on participants' preferences and availability. All interviews will be audio-recorded (with participants' consent) and later transcribed for qualitative analysis. I will use the standardized open-ended interview method, and I will ensure questions for the interview are highly focused, as suggested by Patton (2002).

**Does this involve video, audio, or photograph recording?**

Yes

**Please describe the protocol for audio/video recording**

The interviews, lasting no longer than one hour, will be conducted either in person or virtually, depending on participants' preferences and availability. All interviews will be audio-recorded (with participants' consent) and later transcribed for qualitative analysis. I will use the standardized open-ended interview method, and I will ensure questions for the interview are highly focused, as suggested by Patton (2002).

**Please describe how data will be captured and stored securely**

To preserve the anonymity of participants, I will either use unique identifiers or pseudonyms during the data collection process. Also, I will record all interviews using an artificial intelligence tool to transcribe and support coding answers. I will ensure all data is warehoused in a secured location only accessible by me via password or lock and key. Within three years of completing the study, all data will be destroyed.

**Please attach all study materials corresponding to interview procedures (i.e., consent forms, protocol, recruitment and incentive plans)**

Updated Informed Consent	Consent Forms
Interview Protocols	Interview Protocols
Interview Protocols	Interview Protocols
Interview Protocols	Interview Protocols
Initial Email Request	Misc/Other
Initial Email Request	Misc/Other
Initial Email Request	Misc/Other
Recruitment Plan.pdf	Recruitment Materials

Deleted Attachments: 1 (Most Recent: Informed Consent on 10/23/2024 5:10 PM ET)

**Please outline your protocol for survey activities, describing when, where, duration, frequency, and with whom.**

Surveys: In the initial phase, I will distribute surveys to all three participant groups: novice principals, principal supervisors, and LSC members.

Novice Principals: Approximately 10-20 novice principals will receive surveys designed to capture their experiences with LSCs, the support they have received, and the challenges they face in their roles. Current and former principals may be used for this.

Principal Supervisors: A total of 5-10 principal supervisors will complete surveys focusing on their observations and experiences regarding the support structures available for novice principals and how these structures affect the LSC-principal relationship, as well as the longevity and success of principals. Current and former principal supervisors may be used for this.

LSC Members: Around 5-10 (non-student) LSC members from various CPS schools will be surveyed to gather their perspectives on the LSC-principal relationship, including the challenges and successes they experience when working with novice principals. Current and former LSC Members may be used for this.

The surveys will include both closed and open-ended questions, allowing for the collection of quantitative data and qualitative information across the different participant groups.

**Please describe how data will be captured and stored securely**

To preserve the anonymity of participants, I will either use unique identifiers or pseudonyms during the data collection process. Also, I will record all interviews using an artificial intelligence tool to transcribe and support coding answers. I will ensure all data is warehoused in a secured location only accessible by me via password or lock and key. Within three years of completing the study, all data will be destroyed.

**Please attach all study materials corresponding to interview procedures (i.e., consent forms, protocol, recruitment and incentive plans)**

Informed Consent.pdf    Consent Forms  
Recruitment Plan.pdf    Recruitment Materials  
Survey Questions.pdf    Surveys

**Detail the method of Survey Administration (e.g. paper, online, etc.)**

The survey will be administrated online using a secure platform.

**Will this research require the use or access of existing CPS data?**

No



**Will this research require the use or access of existing non-CPS data?**

Yes

**Detail all existing non-CPS data that will be analyzed in the research. If applicable, include links to the data in question and attach all applicable authorization agreements for private data**

No private data will be used. Only publicly available data will be used, including data on the

**Attach all applicable authorization agreements for private data**  
*No answer provided.*

**Study Details**

**Please select all of the following that will be participating in the study?**

Other Staff

**Has this project been reviewed by an Institutional Review Board (IRB)?**

No, it has not been reviewed by an IRB

**IRB of Record Name**

N/A

**IRB Protocol Number**

N/A

**Please attach all of your IRB documentation here (include approval/exemptions letters, IRB study protocol, etc.).**

IRRB Narrative.pdf IRB Protocol

**IRB of Record Primary Contact Email Address**

jalynthurmond@gmail.com

**Please select your primary area of research from the following:**

Education Leadership

**Secondary Study Subject(s)**

Administration  
Professional Development  
Program Evaluation

**Study Overview**

## Executive Summary or Abstract

*Please provide a high-level overview of your study, including a summary of the motivation, design, and implications of the project.*

In far too many schools across the United States, new and novice school principals feel overwhelmed, confused, and unsupported in their role (Grissom & Loeb, 2011). They need more confidence in their decision-making abilities; they question their ability to command the respect of the members of their school community (Leithwood & Jantzi, 2005). Some are trying to find the connection between and a path through the plethora of disjointed professional readings, PowerPoint presentations, flowcharts, one-pagers, cheat sheets, and other tools that are supposed to help make their role more manageable. Many new and novice school leaders are unsure of where or whom to turn for support. While some new and novice principals lack the guidance of an invested mentor or veteran school leader to support their development and growth, others are reluctant to rely on their assigned mentors and coaches lest they be perceived as weak, ill-equipped, or worse—an unqualified imposter. Darling-Hammond et al. (2007) posit professional learning opportunities, including mentoring structures, for new and novice principals, often fit the description of being too ambitious, too abstract, low quality, disconnected, and/or inconsistent. Therefore, when school leaders can grow the most in their professional learning and practice, they are stymied by a lack of targeted and effective support. In a cascading effect, their stagnation is transferred to their school community, which in turn stymies addressing the opportunity gaps needed to improve student achievement (Fullan, 2001).

The frustration and lack of reprieve from the demands of the role lead to the burnout and transition of school leaders at an astonishing rate. Research from Superville (2021) asserts that almost fifty percent of principals leave their schools after three years. According to Levin et al. (2019), a 2017 national survey found that 18 percent of school principals left their positions from a year prior. These statistics become even more astonishing in schools considered hard-to-staff. In one study on the state of Texas, the percentage of first-year principals is about 40 percent higher in schools with lower average prior achievement compared to those in the top quartile (Branch et al., 2013).

The aforementioned challenges and data speak to the typical experience of school leaders across the United States, whether they lead an urban, suburban, or rural school. Within Chicago Public Schools (CPS), the third largest school district in the United States, school leaders experience many of the same aforementioned challenges in addition to a unique aspect with far-reaching implications. Most principals in CPS lead schools that are governed by their Local School Council (LSC). In 513 of the district's 569 schools, principals have a LSC or some nuanced iteration of it. A Local School Council is an elected, autonomous governing body of a traditional public school within CPS. While often likened to the concept of school boards, several factors make LSCs more complex than school boards. Bryk et al. (2010) assert that one such factor is that LSCs are comprised of

members with varying levels of expertise within education. The membership of LSCs consists of the following representatives: 6 parents, 2 community members, 2 teachers, 1 non-teaching staff member, 1 (in elementary schools) or 3 (in high schools) students, and the principal. The LSCs also have the power to select and offer a four-year contract to, annually evaluate, and non-renew the principal of their school. Furthermore, LSCs are responsible for approving (or not approving) the annual budget and the Continuous Improvement Work Plan (CIWP), which is the school's improvement or strategic plan.

Another significant consideration is that LSCs were established in 1988 in a landmark piece of state-level legislation focused on decentralizing the governance of CPS and empowering local communities to have a greater say in the operation and management of their schools (Bryk et al., 1998). The state-level legislation, subsequently integrated into the Illinois School Code, was a mandate for CPS to implement. While the district is required to implement it, the district lacks the general ability to establish policies that can improve many aspects of its implementation, as they would limit the rights of LSCs as established by the legislation (Smylie & Wenzel, 2006). While the legislation is specific in how it outlines the general structures and procedures for LSCs, there is a lack of specificity for how the district can support the effectiveness of LSCs with operational procedures, as well as control mechanisms for oversight and supervision (Smylie & Wenzel, 2006). As a result, when LSC Members do not act in good faith or commit violations of the Open Meetings Act (OMA) or the Freedom of Information Act (FOIA), there is little if any recourse. This imbalance of power and recourse between LSCs and principals makes the LSC-Principal relationship quite delicate and often a minefield for school leaders (Hess, 1999).

Serving in the newly created role of Director of LSC Principal Supports within CPS, I am keenly aware of how the fragility of the LSC-Principal relationship is magnified for new and novice leaders, as they often lack the skills to navigate the professional and political dangers of the minefield. My role was created to evaluate, improve, and refine systems, structures, and tools to empower LSC Members to fulfill their roles and responsibilities. In addition, I am responsible for engaging various stakeholders to understand better their successes, challenges, and needs, as well as opportunities to improve the experience and impact of LSC Members. When engaging with school leaders who are within the first five years of their role, I consistently observe a lack of awareness of how to navigate their relationship with their LSC. Oftentimes, they focus on policy or procedural violations committed by council members in an attempt to compel the district to disqualify them from LSC membership—more often than not, to no avail.

While it is true that "Since the late 1980s, local control of schools has become an increasingly common strategy for improving public education," Chicago Public Schools is unique because of the LSC dynamic (Ryan et al., 1997). In many other school districts, the local control of schools simply manifests in the form of shared decision-making and some version of decentralization. Because of the previously referenced minefield, the unique structure and authority of LSCs, and the limited requirements for eligibility to be elected to LSCs, successful CPS principals of schools with LSCs must

have a strong understanding of and be equipped with robust skills in interpersonal communication, influence, adaptability, and navigating complex organizational relationships. The uniqueness of the operational and political stance of LSCs within the educational landscape results in extremely limited resources and support for new and novice principals navigating this aspect of their role.

Though some principal preparation programs support aspiring school leaders with how to independently engage with the varying stakeholder groups that are represented on LSCs, there is a void of well-developed curricula and tools specifically targeted for principals to successfully navigate their relationships with their LSCs (Darling-Hammond et al., 2010). Often, well-intentioned individuals who support new and novice CPS principals make recommendations to utilize resources related to board relations. Such recommendations are rather myopic and indicative of a lack of understanding of the complexities of the CPS principalship. Resources for executive leaders, such as executive directors or CEOs, and their relationship with their board of directors are often quite vague and not specific enough to education or school settings to be helpful for principals (Orr, 2006). Resources specific to navigating school boards are most applicable to superintendents. They usually lack the specifics that principals need to engage with their LSC, and they are often inclusive of information and/or references that are adjacent versus relevant to principals. For new and novice principals, who often need very targeted and concrete resources, attempting to use resources intended for a superintendent or other executive leaders can be overwhelming, confusing, and even useless (Jackson and Kelley, 2002).

## Research Questions and Hypothesis

*Please list all research questions and hypotheses associated with this project.*

The primary questions that will drive my research are as follows:

- What key competencies are needed for new and novice school leaders to have a thriving relationship with their LSC?
  - How is the LSC-principal relationship different for those in Title I or hard-to-staff schools versus school leaders of schools that identify as magnet, affluent, or selective enrollment?
  - What supports are essential for new and novice CPS school leaders to excel in those competencies for a thriving relationship with their LCS in the first five years as principal?
- What can CPS do to mitigate the issue of principal turnover as a result of the LSC-principal relationship?
- How can local educational leadership development organizations and entities support aspiring principals in CPS by providing the necessary support for principals to improve their skill set to engage with an LSC?

## **Purpose and Literature Review**

*Please provide an overview of the existing research and literature on this subject. What is the contextual history of this subject area and how does this research build upon the body of extant knowledge?*

The relationship between principal retention, leadership development, and governance structures like Local School Councils (LSCs) within Chicago Public Schools (CPS) has a long and complex history. The existing literature provides a foundation for understanding the unique challenges and opportunities faced by novice principals in large urban districts such as CPS. This review highlights the historical context of these issues and outlines how the proposed study will build on existing knowledge to further explore the effectiveness of support systems for novice principals in CPS.

### **Historical Context of Principal Retention in Hard-to-Staff Schools**

Principal retention has long been a critical issue, especially in hard-to-staff schools, where leadership turnover has a disproportionate impact on student outcomes. Research by Branch, Hanushek, and Rivkin (2013) in Texas revealed how high turnover rates in low-performing schools lead to disruptions in school stability and student progress. In a similar vein, CPS faces its own retention challenges, with many principals leaving their positions within their first five years, often due to the immense pressures of the role (Chicago Public Education Fund, 2015). Historically, CPS has struggled to maintain consistent leadership, particularly in schools serving high-poverty communities, where the need for strong, stable leadership is most critical.

The issue of principal retention is not new, but the urgency has increased as the expectations placed on school leaders have expanded. The proposed study will explore how specific support systems, particularly those connected to LSC-principal interactions, can mitigate these turnover rates and contribute to longer-term retention, especially in hard-to-staff schools.

### **The Role of Local School Councils in Governance and Leadership**

Since the establishment of LSCs in CPS in the late 1980s, their role in school governance has been a topic of considerable debate. LSCs were created as part of a broader movement toward decentralizing school governance and increasing community involvement in decision-making (Ryan et al., 1997). These councils have substantial authority, including approving school budgets and evaluating principals, which can significantly influence a principal's effectiveness and job satisfaction (Bryk et al., 2010).

Sanchez (2015) emphasized the dual role of LSCs as both supporters and challengers of school leadership. On one hand, LSCs have the potential to act as catalysts for positive change; on the other hand, they can also complicate the principal's ability to lead effectively if the relationship is not managed well. This study aims to further investigate the LSC-principal dynamic, particularly how LSCs can provide more effective support for novice principals, helping them navigate these governance structures while

still maintaining their focus on instructional leadership.

## **Challenges in Leadership Succession and Principal Development**

Leadership succession is a critical factor in maintaining continuity within schools, yet many districts, including CPS, struggle to implement effective succession planning. Cieminski (2018) argued that leadership succession planning is essential for maintaining school effectiveness and ensuring that novice principals are prepared to lead. Historically, CPS has faced difficulties in ensuring that leadership transitions are smooth and that incoming principals have the necessary supports to succeed.

The proposed study will build on Cieminski's findings by evaluating the current succession practices in CPS and identifying ways in which LSCs and other support structures can contribute to more effective transitions for novice principals. By focusing on the early years of a principal's tenure, this research seeks to identify the key supports that help prevent turnover and ensure that new principals are positioned for long-term success.

## **Professional Development and Mentorship for Novice Principals**

Darling-Hammond et al. (2007) and Darling-Hammond et al. (2010) provided a comprehensive examination of the professional development and mentorship structures that are intended to support novice principals. Their research highlights a significant gap between the ambition of these programs and their practical effectiveness, particularly in urban districts like CPS. Many professional development opportunities are disconnected from the day-to-day realities of school leadership, leaving novice principals underprepared to manage both instructional and operational responsibilities.

This study will examine how these professional development programs align with the needs of CPS principals, particularly those in their first five years. The research will also explore how LSCs can play a role in enhancing these support structures, providing mentorship and guidance that is more tailored to the specific challenges faced by novice principals in CPS.

## **Burnout and Leadership Challenges**

The issue of burnout among school principals is well-documented, with studies such as Friedman (2002) and Fullan (2001) highlighting how the overwhelming demands of the role, coupled with insufficient support, contribute to high levels of stress and eventual burnout. This burnout not only affects the principal's well-being but also has a ripple effect throughout the school, often leading to declines in student performance and teacher morale.

In CPS, where principals are often tasked with managing complex political and social environments, burnout is a significant concern. The proposed study will investigate how support systems—specifically those involving LSCs—can help reduce burnout by fostering more collaborative and supportive relationships between school leaders and their governing bodies.



## **Principal Effectiveness and Transformational Leadership**

Grissom and Loeb (2011) and Leithwood and Jantzi (2005) highlighted the importance of managerial skills and transformational leadership in determining a principal's effectiveness. Transformational leadership, which involves inspiring and motivating staff, setting clear goals, and fostering a collaborative school culture, has been shown to improve student outcomes. However, the success of transformational leadership often hinges on the principal's ability to effectively manage relationships with external stakeholders, including LSCs.

This research will explore how novice principals in CPS can develop and sustain transformational leadership practices while also managing the demands of LSCs. By examining the specific supports that enable principals to balance these dual roles, this study aims to provide actionable insights into how CPS can better support its school leaders.

## **Principal Turnover and Its Broader Implications**

Principal turnover has far-reaching implications for school stability and student success. Levin, Bradley, and Scott (2019) and Superville (2021) both identified principal turnover as a key issue in education today, noting that frequent leadership changes disrupt school progress and negatively impact staff and students. Understanding the root causes of turnover, particularly in CPS, is essential for developing strategies to improve retention.

The proposed study builds on this body of knowledge by focusing specifically on the relationship between LSCs and novice principals as a potential factor in turnover. By identifying the challenges and opportunities inherent in this relationship, the research aims to propose solutions that could help reduce turnover and ensure greater stability in CPS schools.

## **Evaluating Leadership Development Programs**

Finally, Patton's work on developmental evaluation (2011, 2012, 2015) provides a framework for assessing the effectiveness of leadership development programs. His utilization-focused evaluation approach emphasizes the importance of using both qualitative and quantitative methods to measure program outcomes and make evidence-based improvements. This study will incorporate Patton's evaluation techniques to assess the current support systems for CPS principals, with a focus on identifying areas where these systems can be improved to better meet the needs of novice principals.

## **Conclusion**

The history of principal retention, leadership development, and LSC



involvement in CPS reflects ongoing challenges in supporting novice principals. The proposed study seeks to build on this existing body of knowledge by investigating the specific supports that contribute to principal success in CPS, particularly those related to LSC interactions. By focusing on the early years of a principal's tenure, this research aims to identify strategies that can enhance retention, reduce burnout, and foster more effective school leadership in one of the nation's largest and most diverse school districts

## Research Activities and Student/Staff Involvement

*Please provide an overview of all primary and secondary research activities associated with this study. Please use this space to describe, as thoroughly as possible, all that will be asked of your research subjects (e.g. surveys, focus groups, observations, etc.)*

### Primary Research Activities

#### 1.

##### Surveys

- Target Groups: The surveys will be distributed to three key groups: novice principals (within their first five years), principal supervisors, and LSC members.
- Purpose: The surveys will collect both quantitative and qualitative data on participants' experiences, perceptions of support systems, challenges, and recommendations for improving the LSC-principal relationship.
- Content: Participants will be asked about their roles, experiences, and interactions. The survey will include Likert-scale questions to gauge overall satisfaction with support systems and open-ended questions for more detailed responses.
- Duration: The surveys are expected to take approximately 20-30 minutes to complete.
- Examples of Survey Questions:
  - Novice Principals: "How well do you feel supported by your Local School Council (LSC) in your role as a principal?"
  - Principal Supervisors: "How would you rate the effectiveness of your support for novice principals in navigating their relationships with LSCs?"
  - LSC Members: "What challenges have you observed novice principals facing when working with your LSC?"

#### 2.

##### One-on-One Interviews

-

Target Groups: A select subset of survey participants from each group (novice principals, principal supervisors, and LSC members) will be invited to participate in follow-up interviews.

◦

Purpose: The interviews will provide a deeper exploration of the participants' survey responses, offering detailed insights into their experiences with LSCs, challenges in the principalship, and the effectiveness of the support systems in place.

◦

Content: The structured interviews will involve open-ended questions allowing participants to discuss their experiences in greater depth, particularly regarding the impact of LSCs on their leadership effectiveness.

◦

Duration: Each interview will last approximately 45-60 minutes and will be conducted either in person or virtually.

◦

Examples of Interview Questions:

▪

Novice Principals: "Can you describe an instance where your Local School Council (LSC) provided significant support to you as a principal?"

▪

Principal Supervisors: "What specific strategies have you used to help novice principals build strong relationships with LSCs?"

▪

LSC Members: "In your experience, what role should the LSC play in supporting the professional development of novice principals?"

## **What Will Be Asked of Research Subjects?**

1.

### **Survey Participants**

◦

Time Commitment: Participants will be asked to complete an online survey, which will take approximately 20-30 minutes.

◦

Types of Questions: Surveys will include demographic questions, Likert-scale questions on satisfaction and perceptions, and open-ended questions about their experiences with LSCs and the support systems in place.

- Voluntary Participation: Participants can skip questions they do not wish to answer and can withdraw from the study at any time without penalty.

## 2.

### Interview Participants

- Time Commitment: Selected participants will be asked to engage in a one-on-one interview lasting 45-60 minutes.
- Depth of Inquiry: The interviews will delve into specific examples of challenges and successes, particularly focusing on the relational dynamics between LSC members and principals, as well as the effectiveness of support systems.

Confidentiality: Interviews will be audio-recorded (with consent) and transcribed for analysis, with pseudonyms used to protect participant identities.

## Research Methodology and Analytical Technique

*Please provide an overview of your research methodology and specific analytical techniques that will be utilized as part of this study.*

### Research Methodology

1.

#### Mixed-Methods Design

o

Rationale: A mixed-methods design will allow for a deeper exploration of the research questions by combining the strengths of both quantitative and qualitative approaches. Quantitative data will provide measurable insights into the effectiveness of support systems, while qualitative data will offer rich, contextual information about the experiences of novice principals, principal supervisors, and LSC members.

o

Integration: The quantitative and qualitative data will be integrated during the analysis phase to draw comprehensive conclusions. The qualitative findings will be used to explain and expand on the quantitative results, providing a more holistic view of the support systems' impact.

2.

#### Quantitative Methods

o

Surveys: Surveys will be administered to novice principals, LSC members, and principal supervisors. These surveys will include Likert-scale items, multiple-choice questions, and some open-ended responses.

o

Sampling: Participants will be selected using purposive sampling, targeting individuals who are likely to provide relevant data based on their experiences with LSCs and principal support systems.

o

Data Collection: Survey responses will be collected using an online survey platform, ensuring accessibility for participants across CPS.

o

Measurement Constructs: Survey items will focus on constructs such as:

▪

Perceived effectiveness of LSC support for principals

▪

Satisfaction with district-provided support systems (mentorship, professional development)

- Challenges in LSC-principal relationships
- Principal retention and job satisfaction metrics

### 3. Qualitative Methods

- Interviews: Structured interviews will be conducted with selected participants (novice principals, LSC members, and principal supervisors) based on their survey responses. These interviews will explore their personal experiences, challenges, and perceptions of the effectiveness of the support systems in place.

## **Analytical Techniques**

### 1. Quantitative Data Analysis

- Descriptive Statistics: Descriptive statistics (e.g., means, frequencies, percentages) will be used to summarize the responses from the survey data. This will provide an overview of the participants' perceptions and experiences, such as levels of satisfaction with LSC support and perceived challenges in their roles.
- Inferential Statistics: Depending on the sample size and the distribution of data, inferential statistics (e.g., t-tests, ANOVA, regression analysis) may be employed to examine relationships between variables. For instance, the relationship between the effectiveness of LSC support and principal job satisfaction could be analyzed.
- Cross-Tabulations: Cross-tabulations will be used to compare responses across different subgroups (e.g., Title I vs. non-Title I schools, gender differences). This will help identify any patterns or disparities in experiences across different types of schools or demographic groups.
- Correlation Analysis: Pearson's or Spearman's correlation coefficients will be calculated to determine the strength and direction of relationships between key variables, such as the level of LSC support and principal retention likelihood.

## 2. Qualitative Data Analysis

- Thematic Analysis: The qualitative data from interviews and open-ended survey questions will be analyzed using thematic analysis. The researcher will identify key themes and patterns in the participants' responses, coding the data to categorize it into major themes (e.g., "challenges in LSC-principal relationships," "effective mentorship strategies," "communication barriers").

- Steps:

- Familiarization: The researcher will read through the interview transcripts and notes to gain an initial understanding of the data.
- Coding: Segments of the data will be coded according to recurring topics or concepts.
- Theme Development: The codes will be organized into broader themes that capture the essence of participants' experiences.
- Reviewing Themes: The themes will be refined and reviewed to ensure they accurately reflect the data and answer the research questions.

- NVivo or Atlas.ti: Qualitative data analysis software, such as NVivo or Atlas.ti, will be used to organize and code the qualitative data systematically, facilitating the identification of themes across multiple data sources.

- Narrative Analysis: For individual case studies of novice principals or LSC members, narrative analysis will be applied to explore their stories and how they describe their experiences with LSCs and support systems. This technique will help capture the depth and complexity of their lived experiences.

## 3. Triangulation

- Data Triangulation: The study will employ triangulation by cross-referencing the findings from surveys, interviews, and an analysis of public data. This process will ensure that the conclusions drawn

are robust and supported by multiple data sources.

- Convergence and Divergence Analysis: Points of convergence (agreement across data sources) and divergence (discrepancies between sources) will be identified to provide a nuanced understanding of the research problem. For example, a principal's perception of LSC support might differ from what is perceived by LSC Members and principal supervisors.

#### 4. Interpretative Analysis

- Interpretation of Findings: The findings will be interpreted in the context of the existing literature on principal support systems, governance, and retention. Special attention will be paid to identifying how the unique structure of LSCs within CPS influences the effectiveness of novice principals. The results will be used to offer recommendations for improving support systems and policies within CPS.
- Linking to Theory: The themes and quantitative results will be analyzed in relation to transformational leadership theory and principal succession theories to provide a theoretical framework for the findings. For example, how transformational leadership practices interact with LSC support will be explored in detail.

### **Ethical Considerations**

- Informed Consent: All participants will be provided with informed consent forms explaining the study's purpose, their role, and the measures taken to protect their confidentiality. Participants will be reminded that their participation is voluntary and that they can withdraw from the study at any time.
- Confidentiality: Data will be stored securely, and pseudonyms will be used in all reports and publications to protect participant identities.
- Bias Mitigation: The researcher will be vigilant about reflexivity and bias, ensuring that personal assumptions do not interfere with data interpretation. Regular debriefing sessions with a peer or advisor will help to maintain objectivity.





## Benefit to CPS

### **Which (if any) CPS vision goals does your research support?**

*No answer provided.*

*[Click here to access more information on the CPS Vision Goals.](#)*

### **Which (if any) of the CPS core values does your research support?**

Continuous Learning

Equity

### **Please describe how your project supports each of the core values selected above.**

Continuous Learning

CPS emphasizes the importance of continuous learning to ensure that every individual, from students to staff, is engaged in ongoing growth and development. My project directly supports this value in several ways:

Improvement of Principal Support Systems:

The study examines how Local School Councils (LSCs) and district-level support systems can better assist novice principals in their leadership development. By identifying gaps in existing supports, my research promotes a culture of continuous improvement within CPS. The findings of my project will likely lead to actionable recommendations that enhance the mentorship, training, and professional development programs for novice principals.

This aligns with CPS's commitment to fostering a learning environment where leaders are encouraged to continuously refine their skills and knowledge, ultimately improving their effectiveness and ability to serve school communities.

Development of Effective Leadership:

By focusing on novice principals—those in the first five years of their role—my project contributes to the ongoing learning and professional development of school leaders. The investigation into the LSC-principal relationship emphasizes how principals can learn from real-world governance experiences, including decision-making, communication, and collaboration with community stakeholders.

Supporting principals in their early years ensures that they are equipped with the tools and knowledge needed to lead successfully, contributing to their lifelong learning and fostering a mindset of adaptability and growth.

Data-Informed Decision-Making:

The study's use of surveys, interviews, and observations reflects a commitment to data-informed decision-making, a key element of continuous learning. By gathering evidence on what works and what doesn't, my research will provide CPS with the information needed to adapt and refine its approaches to supporting school leaders, ensuring that the district continues to evolve in response to real-time needs and challenges.

## Equity

CPS's core value of equity is centered on ensuring that every student has access to a high-quality education, regardless of their background or circumstances. My project supports this value by addressing the systemic issues that affect leadership in schools serving diverse, often high-need communities.

### Supporting Leadership in High-Need Schools:

By examining the role of LSCs in supporting novice principals, particularly in Title I and hard-to-staff schools, my project focuses on how equitable leadership can be cultivated in schools that serve the most vulnerable students. Strong, well-supported principals are essential to closing achievement gaps and providing all students—especially those in underserved communities—with the leadership they need to thrive.

My focus on these high-need contexts ensures that equity is at the forefront of my research, with the goal of creating support structures that empower principals in all schools, particularly those that face the most significant challenges.

### Promoting Fair and Equitable Access to Resources:

My project seeks to understand how LSCs can be more effective in providing equitable support to novice principals. By identifying disparities in how LSCs and district resources are allocated and accessed across different types of schools (e.g., Title I versus non-Title I schools), my research highlights areas where equity can be improved.

This emphasis on equitable resource distribution aligns with CPS's commitment to ensuring that all schools—regardless of their location, student population, or socio-economic context—receive the support they need to provide high-quality education.

### Fostering Inclusive Leadership Practices:

The study's investigation into LSC-principal dynamics will likely yield insights into how inclusive leadership practices can be promoted within CPS. By exploring how LSCs and principals can work together more effectively, my research aims to foster leadership practices that are inclusive of diverse voices, perspectives, and community needs. This supports CPS's vision of equity by ensuring that leadership reflects and responds to the unique needs of each school community.

Additionally, by empowering novice principals with the skills and supports they need to navigate the complexities of LSC governance, my project contributes to a more equitable system of school leadership across the district.

My project strongly supports CPS's core values of continuous learning and equity by focusing on the development of novice principals and the improvement of support systems within diverse and high-need schools. By contributing to the ongoing professional growth of school leaders and promoting equitable access to resources and opportunities, my research will help ensure that CPS continues to build a district that fosters strong

leadership and provides every student with the opportunity to succeed, regardless of their background or circumstances.

### **How does this project support the district broadly?**

My study supports Chicago Public Schools (CPS) broadly by addressing critical aspects of leadership development, governance, and support systems that are vital to the district's overall effectiveness and success. Specifically, my research into the relationship between Local School Councils (LSCs) and novice principals helps CPS enhance its leadership pipeline, improve school governance, and create stronger, more sustainable schools. Here are the key ways in which my study supports CPS as a whole:

#### **Strengthening Leadership Development**

**Building a Stronger Leadership Pipeline:** My study focuses on novice principals, who are in a crucial phase of their leadership development. By identifying the supports and resources they need to thrive, my research helps CPS build a stronger pipeline of well-prepared leaders who are capable of driving school improvement. A more effective leadership pipeline leads to increased stability and continuity in schools, which is vital for long-term student achievement and community trust.

**Targeted Support for Novice Principals:** CPS depends on its school leaders to implement district-wide reforms and strategies that improve student outcomes. By studying the support systems available to novice principals and identifying gaps, my research provides CPS with actionable insights on how to better equip new leaders with the skills, confidence, and resilience they need to succeed.

#### **Enhancing Local Governance and Community Involvement**

**Optimizing the Role of Local School Councils:** LSCs are a unique feature of CPS governance, providing a direct link between schools and their communities. My research into the dynamics of LSC-principal relationships helps CPS refine and improve how these councils operate, ensuring that LSCs function as effective governance bodies that support rather than hinder school leadership. Strengthening the LSC-principal relationship ensures more consistent and productive collaboration, which benefits both the school environment and student success.

**Fostering Community Engagement:** LSCs are designed to give local communities a voice in the governance of their schools. By examining how LSCs interact with novice principals and contribute to decision-making, my study offers CPS insights into how to strengthen community engagement in ways that align with school improvement efforts.

#### **Supporting Stability and Reducing Turnover**

**Addressing Principal Turnover:** High principal turnover is a significant challenge for CPS, as it disrupts school progress and negatively affects student outcomes. My study helps CPS understand the factors contributing to turnover among novice principals, particularly in relation to their interactions with LSCs. By identifying the supports that reduce burnout and improve job satisfaction, my research supports district-wide efforts to retain principals, ensuring more stable leadership in schools across CPS.

**Improving School Performance:** Stable and effective leadership is directly linked to improved school performance. By providing recommendations for better supporting novice principals, my study aids CPS in maintaining strong leadership across its schools, which in turn leads to better academic results, improved teacher retention, and stronger school cultures.

#### **Promoting Equity Across Schools**

**Focusing on High-Need Schools:** My study pays particular attention to the experiences of novice principals in Title I and hard-to-staff schools, which often face the greatest challenges in terms of leadership retention and resource allocation. By identifying the specific supports needed for principals in these schools, my research contributes to CPS's efforts to promote equity across the district. Ensuring that high-need schools have strong, supported leaders helps close the achievement gap and ensures that all students receive a high-quality education.

**Equitable Distribution of Resources:** My research also supports CPS's efforts to ensure that support systems, professional development, and mentorship are equitably distributed across all schools. By examining how these resources are currently allocated and identifying areas for improvement, my study helps CPS better target its investments in leadership development to ensure that all schools benefit from effective leadership, regardless of their socio-economic context.

#### **Informing Policy and Practice**

**Evidence-Based Recommendations:** By generating new insights into the LSC-principal relationship and the effectiveness of support systems for novice principals, my study provides CPS with data-driven recommendations for improving policy and practice. This supports the district's commitment to continuous improvement and ensures that decisions about leadership development and governance are informed by the latest research.

**Scaling Best Practices:** The findings from my study can help CPS identify best practices in leadership support that can be scaled across the district. This not only improves the experiences of novice principals but also ensures that all schools benefit from proven strategies for leadership development and community governance.

## Commitment to Equity

### **In what ways does this project reflect/challenge/progress the district's commitment to equity?**

Reflecting the District's Commitment to Equity

Focus on Title I and High-Need Schools: The project explicitly considers the experiences of novice principals in Title I and hard-to-staff schools, which often serve the most underserved student populations. By examining the specific supports needed in these contexts, the project directly aligns with CPS's commitment to ensuring equitable access to resources, opportunities, and high-quality leadership across all schools, regardless of socio-economic status.

Improving Principal Retention in High-Need Areas: Equitable education relies on stable leadership, particularly in schools that face the greatest challenges. By addressing principal turnover and seeking to strengthen support systems for novice principals, especially in high-poverty areas, the project supports CPS's efforts to promote equity in school leadership and create consistent, supportive learning environments for all students.

Challenging the District's Commitment to Equity

Identifying Gaps in Support Systems:

This project may challenge CPS to confront disparities in how support systems (e.g., mentorship, professional development) are distributed across schools. If the study reveals that schools in higher-income areas or those with fewer challenges receive more robust support compared to Title I or under-resourced schools, it could prompt the district to reevaluate its approach to ensuring equity in leadership development.

*Reflect on the district's equity framework as well as the following: As a researcher, what is my privilege / bias when it comes to this question? Am I assuming that Black and brown students will inherently perform poorly? Have I consulted those whose communities I want to research? Is the research designed with the holistic humanity of the people I am researching in mind? Do I perceive the communities I want to research as allies, or as research subjects? Am I interrogating / challenging policies and systems that may be contributing to inequities? Will this project create an undue burden on the communities I am seeking to research?*

**Highlighting Inequities in LSC-Principals Relationships:** The project investigates the dynamics between Local School Councils (LSCs) and novice principals. If the findings show that certain LSCs are better equipped to support principals due to factors like community involvement, resources, or member experience, it could challenge CPS to consider how LSCs in disadvantaged areas can be better supported to ensure more equitable principal engagement and decision-making.

**Progressing the District's Commitment to Equity**

**Creating Tailored Support for Novice Principals:** The project advances CPS's commitment to equity by recommending more tailored, context-sensitive support systems for novice principals, particularly those in high-need schools. By developing strategies that account for the unique challenges faced by principals in different school contexts, the study can help CPS move closer to providing truly equitable support for all school leaders.

**Promoting Leadership Stability in Underserved Communities:** The research aims to reduce principal turnover, especially in schools serving marginalized populations. Stable leadership is key to addressing achievement gaps and fostering equity. The project's findings could lead to reforms that ensure novice principals in these schools receive the resources and mentorship they need to succeed and stay in their roles longer, thereby promoting equity in educational outcomes for students in these communities.

**Equity in Governance and Leadership Development:** By investigating how LSCs support or hinder novice principals, the project could progress

CPS's equity goals by promoting more equitable governance practices. If certain LSCs are found to be less effective in high-need schools, the study could lead to targeted interventions that enhance the ability of LSCs to support equitable leadership development across the district.

**How are your research activities accessible to individuals with disabilities?**

The online survey can be read aloud to blind participants. In addition, for the interview, accommodations can be made, as needed.

**Are your research activities translated into languages other than English as appropriate for the community?**

Yes. The survey will be available in Spanish speaking LSC members.

**Please use the table below to list all District CPS Supporters and the role they will have in your study. Use the details box to describe your supporters' title and role in the district. List your primary supporter first.**

*Please click "save" after each line.*

CPS Supporter Email Address		CPS Supporter Details
Tingwall, Allison Ed.D.		Executive Director,
<b>Email:</b> actingwall@cps.edu	<b>Business:</b> (773) 553-1515	Department of Principal Quality
		Will support as needed.

**Link to New Contact Form**

User had the option to start a different form here.

**How will you share your research findings with the population(s) you are studying?**

Executive Summary for Novice Principals and Principal Supervisors: I will create a concise executive summary that highlights the key findings of my study related to leadership development and support systems. This summary will focus on actionable recommendations, such as how to navigate the relationship with Local School Councils (LSCs), and practical tips for applying the findings in their roles. I will keep the language accessible and avoid jargon.

LSC-Focused Report: I will produce a separate report tailored to LSC members that emphasizes the findings related to their role in supporting principals. I will highlight best practices for fostering collaborative relationships with school leadership and include actionable steps LSCs can take to improve their effectiveness.

Presentation for District Leadership: I will present a more detailed report to



CPS district leadership, focusing on policy implications, systemic changes, and district-wide recommendations.

## Research Activities

### Start Date of Recruitment

11/01/2024

### End Date of Recruitment

11/30/2024

### Please provide the date that you will begin primary data collection

11/15/2024

### Please provide the end date of primary data collection

02/15/2025

### Please provide the date that you will begin analysis

12/15/2024

### Please provide the end date of analysis

03/15/2025

### Please provide the approximate date that you will finalize your research report.

04/15/2025

### Description of Deliverable/Final Product (i.e., academic/journal article, white paper, memo, report)

The final deliverable will be a written dissertation document following APA formatting guidelines. Additionally, an executive summary of the findings and recommendations will be provided to CPS district leadership and other key stakeholders who may benefit from the insights generated by the study. The summary will be written in a practical, accessible format.

### Will any portion of this research, including recruitment or consent, take place during or in any way interfere with standard activities?

No

*With very few exceptions, research procedures cannot be carried out during or in any way interfere with standard activities, including instruction time or professional development sessions.*

**Will this study involve study subject randomization or a control group?**

No

**Will your research employ study-subject deception or non-disclosure?**

No

**Will this research involve Product Testing?**

No

**Will this research involve collection of biological samples or biometric data?**

No

**Does this research involve other research procedures not described previously?**

No

**Is this research tied to a standard or novel curriculum, teaching or other program, staff professional development training or program, or other non-research activity or activities?**

No

**Does this study involve the use of educational technology (including survey tools, video conference platforms, and third party websites. See note for add'l details)?**

Yes

*Please be aware that under The Student Online Personal Protection Act, SOPPA (105 ILCS 85/), any platform students interact with must be compliant with current data security and student privacy regulations. Please note that this definition includes online survey tools such as Qualtrics. Please use the following website to check if your proposed platform is complaint with SOPPA: <https://cps.app.learnplatform.com/new/public/tools>*

**Please describe the use of educational technology as part of this study**

I will use tools within the Google Suite, specifically Google Forms and Google Meet. I will also use Zoom; however, I will not allow students to participate in this study.

**Is the described educational technology a CPS SOPPA operator?**

No

*Please use the following website to check if your proposed platform is complaint with SOPPA: <https://cps.app.learnplatform.com/new/public/tools>*

## Study Population

**Will you be submitting a secondary Data Request?**

No

**RRB Protocol Number**

2024-1987

*This is your assigned RRB Number. Please reference this in any data request associated with this study.*

## Study Subject Inclusion Criteria

**Novice Principals:** Individuals who are in their first five years of serving as a school principal within Chicago Public Schools (CPS) or served in the role for less than five year

*If the research involves more than one study subject population (e.g. students, parents, teachers, staff), please individually detail the inclusion criteria for each.*

**Tenure:** Must be in their first five years of serving as a principal in a CPS school

**Location:** Must currently serve at CPS school site, or have previously served at a CPS school site

**Role:** Must be (or have previously served as) the Contract, Interim, or Acting Principal

**School Type:** Principals from Title I schools, as well as non-Title I schools, are eligible to ensure a diverse sample based on school funding and resources

**Availability:** Must be willing to complete a survey and, if selected, participate in a follow-up interview

**Language:** Must be able to comprehend and respond to survey and interview questions in English

**Consent:** All participants must provide informed consent prior to participation in the study

**Demographic Diversity:** Efforts will be made to include participants from diverse demographic backgrounds (e.g., gender, race, socioeconomic status) to ensure a representative sample that reflects the diversity of CPS

**Voluntariness:** Participation must be voluntary, and participants must be informed that they can withdraw from the study at any time without any negative consequences

**Principal Supervisors:** Individuals who hold administrative roles within CPS and are responsible for mentoring, evaluating, and supporting school principals. This includes roles such as Chiefs of Schools or Deputy Chiefs with direct oversight of principals.

**Role:** Must currently hold a position as a principal supervisor within CPS, or previously served in the role within the last 5 years

**Tenure:** Must have a minimum of one year of experience supervising novice principals to ensure familiarity with the challenges faced by new principals and the available support systems

**Diverse School Contexts:** Principal supervisors who have experience working with principals in a variety of school contexts will be included to provide a range of perspectives

**Availability:** Must be willing to complete a survey and, if selected, participate in a follow-up interview

**Language:** Must be able to comprehend and respond to survey and interview questions in English

**Consent:** All participants must provide informed consent prior to participation in the study

**Demographic Diversity:** Efforts will be made to include participants from diverse demographic backgrounds (e.g., gender, race, socioeconomic status) to ensure a representative sample that reflects the diversity of CPS

**Voluntariness:** Participation must be voluntary, and participants must be informed that they can withdraw from the study at any time without any negative consequences

LSC Members: Elected or appointed individuals who serve on the Local School Council of a CPS school and are responsible for governing the school by approving budgets, evaluating the principal, and contributing to school improvement plans

Membership: Must currently serve on a CPS LSC in any of the designated roles (e.g., parent representative, community representative, teacher representative, non-teaching staff representative, or advocate) or have served on an LSC within the last 5 years

Tenure: Must have served on the LSC for at least one full year to ensure familiarity with the council's operations and relationship with the school's principal

School Representation: LSC members from both Title I and non-Title I schools are eligible, representing elementary, middle, or high schools within CPS

Experience: Must have been involved in at least one principal evaluation or budget approval process to ensure relevant experience with the responsibilities of the LSC

Availability: Must be willing to complete a survey and, if selected, participate in a follow-up interview

Language: Must be able to comprehend and respond to survey and interview questions in English or Spanish

## Study Subject Exclusion Criteria

### Novice Principals

Tenure: Principals who have more than five years of experience in the principalship, whether in CPS or another district, will be excluded to maintain the focus on novice principals

*If the research involves more than one study subject population, please individually detail the inclusion criteria for each*

Non-Principals: Individuals who hold assistant principal or other non-principal roles

Non-CPS Principals: Principals who are working outside of CPS will be excluded, as the study is focused on the specific dynamics of CPS and its LSC structure

Language Barriers: Principals who are unable to comprehend or respond to surveys and interviews in English will be excluded

Unwillingness to Participate: Principals who are unwilling to complete surveys, participate in interviews, or provide informed consent will be excluded

### Principal Supervisors

Role: Individuals who do not hold the official title of principal supervisor as Chief of Schools or Deputy Chief of Schools

Tenure: Principal supervisors with less than one year of experience in a principal supervisory role will be excluded, as they may lack sufficient experience working with novice principals

Non-CPS Supervisors: Principal supervisors who manage principals in districts outside of CPS will be excluded, as the study focuses specifically on CPS's support systems and governance structures

Language Barriers: Principal supervisors who are unable to comprehend or respond to surveys and interviews in English will be excluded

Unwillingness to Participate: Principal supervisors who are unwilling to complete surveys, participate in interviews, or provide informed consent will be excluded.

#### LSC Members

Representative Type: Student Representatives will be excluded

Tenure: LSC members who have served for less than one full year on the council will be excluded, as they may not have sufficient experience with the council's governance responsibilities, such as principal evaluations or budget approvals

Non-Governance Roles: Individuals who are involved with CPS but do not serve on an LSC (e.g., PTA members, PAC members, community organization leaders) will be excluded, as the study specifically examines the LSC-principal relationship

Language Barriers: LSC members who are unable to comprehend or respond to surveys and interviews in English or Spanish will be excluded, as the translation service for the study is limited to Spanish

Unwillingness to Participate: LSC members who do not consent to participate or are unwilling to complete the necessary surveys or interviews will be excluded.



**Please select all special populations that may be targeted for your study**

*No answer provided.*

## **Describe the potential direct and/or indirect benefits for all detailed research procedures and populations**

### Benefits for Novice Principals

#### Direct Benefits

**Increased Awareness of Support Systems:** Participation in the study can help novice principals become more aware of the specific supports available to them through the district, as well as the resources and strategies they can use to strengthen their relationships with LSCs.

**Reflection and Growth:** By participating in surveys and interviews, novice principals will have the opportunity to reflect on their leadership experiences, challenges, and successes. This reflection can help with their personal and professional growth as they identify areas for improvement and affirm their strengths.

**Empowerment and Advocacy:** Novice principals may feel empowered through their participation, as they contribute to research that could influence policy changes and improve the support systems available to them and their peers. Their voices and experiences could lead to actionable recommendations that directly impact their day-to-day work.

#### Indirect Benefits

**Improved Support Structures:** Although the benefits may not be immediate, the findings from the study could lead to improvements in CPS's mentorship programs, professional development opportunities, and district-wide policies that better support novice principals in the long term.

**Enhanced LSC Collaboration:** The research could result in better LSC-principal relationships across the district, fostering a more supportive and collaborative environment for principals, which indirectly benefits them by reducing conflict and improving job satisfaction.

### Benefits for Local School Council (LSC) Members

#### Direct Benefits

**Increased Understanding of Their Role:** LSC members who participate in the study may gain a deeper understanding of their role in supporting principals and contributing to school governance. The study offers them an opportunity to reflect on their practices and identify areas where they can improve their contributions to the school's success.

**Opportunity to Share Best Practices:** Participation allows LSC members to share their insights and experiences, which could lead to the identification of best practices that can be disseminated across the district to strengthen LSC effectiveness.

#### Indirect Benefits

**Enhanced Principal-LSC Relationships:** The study's findings could lead to improved training and support for LSC members, helping them work more effectively with principals. This would indirectly benefit LSC members by creating more collaborative and productive relationships, leading to more effective governance and school improvement efforts.

**Stronger Community Involvement:** By fostering better relationships between LSCs and principals, the study could strengthen the role of community members in school governance, making their contributions more impactful and recognized.

### Benefits for Principal Supervisors

#### Direct Benefits:

**Reflection on Supervisory Practices:** Principal supervisors will have the opportunity to reflect on their own practices, particularly on how they support novice principals. Participating in the study may help them identify new strategies for mentorship and leadership development, which can improve their effectiveness in their role.

**Feedback Loop:** Supervisors may gain insights from the study's findings that can inform how they tailor their support to individual principals, making their mentorship more responsive to the specific needs of novice leaders.

#### Indirect Benefits

**Improved Leadership Development Programs:** Over time, the study's recommendations could lead to enhanced professional development and training programs for principal supervisors, helping them better support novice principals in the future. This could streamline their work and increase their capacity to foster strong leadership in CPS schools.

**Stronger School Leadership:** By contributing to the development of more effective support systems for novice principals, supervisors may indirectly benefit from the stronger leadership that results from their improved mentorship, making their oversight responsibilities more rewarding and effective.

**Describe the anticipated potential risks, however minimal, associated with the detailed research procedures and subject populations**

Confidentiality Risks: Novice Principals, LSC Members, and Principal Supervisors

Risk: The nature of the study involves the collection of personal and potentially sensitive information regarding participants' professional experiences, relationships with LSCs, and perceptions of support systems within CPS. There is a risk that participants may fear their comments or responses could be traced back to them, particularly if critical feedback is given about colleagues, supervisors, or the school district.

Emotional and Psychological Discomfort: Novice Principals

Risk: Novice principals may experience emotional discomfort when reflecting on their challenges, such as feelings of burnout, inadequacy, or frustration with their relationship with LSCs or lack of support. Discussing negative experiences or reflecting on difficult periods in their professional life may cause distress.

Emotional and Psychological Discomfort: LSC Members

Risk: LSC members may experience discomfort discussing potentially tense or contentious relationships with principals or reflecting on areas where they feel unprepared or ineffective in their governance roles. This discomfort could stem from perceived criticism of their performance or their contribution to the school community.

Emotional and Psychological Discomfort: Principal Supervisors

Risk: Principal supervisors may experience discomfort when discussing their effectiveness in mentoring and supporting novice principals, especially if they reflect on areas where they feel they have not provided adequate support. There may be concerns about how their responses could be interpreted by district leadership.

Risks Related to Power Dynamics: Novice Principals

Risk: Novice principals may be hesitant to speak openly about challenges with their LSCs or principal supervisors due to concerns about potential repercussions. The hierarchical nature of their roles might make them worry about retaliation or negative impacts on their professional standing if their feedback is perceived as critical of higher-level administrators or governance structures.

Risks Related to Power Dynamics: LSC Members and Principal Supervisors

Risk: LSC members and principal supervisors might also experience concerns about power dynamics, particularly if they perceive their involvement in the study as potentially exposing gaps in their performance or effectiveness in supporting novice principals. They may fear that their

feedback could be misinterpreted by district leadership or other stakeholders.

#### Risk of Breach of Confidentiality: All Participants

Risk: As with any study involving personal and professional experiences, there is a risk of a breach of confidentiality, where identifying information might be inadvertently disclosed, leading to negative consequences for participants. This is especially pertinent given the potential for sensitive discussions around school governance, leadership challenges, and interpersonal dynamics.

#### Time Commitment and Participant Burden: All Participants

Risk: Participants may perceive the time required to complete surveys, participate in interviews, or engage in focus groups as burdensome, particularly given the already high demands of their roles in CPS.

**How will the identified risks for all research procedures and subject populations be minimized and/or mitigated to the greatest extent possible?**

**Mitigating Confidentiality Risks**

**Anonymization of Data**

All data collected from participants will be anonymized. Surveys will be designed to collect no identifiable personal information unless it is voluntarily provided for follow-up interviews. Any identifying details shared during interviews will be removed from transcripts, and participants will be assigned pseudonyms in the data analysis and reporting process.

**Secure Data Storage**

Data will be stored securely in encrypted, password-protected digital files. Access to the data will be restricted to the principal investigator (PI), and any physical documents will be kept in locked storage. The research will comply with institutional data protection policies, ensuring that data breaches are highly unlikely.

**Clear Informed Consent Procedures**

The informed consent process will clearly outline the confidentiality measures being taken, including anonymization, secure data storage, and the use of pseudonyms. Participants will be fully informed of their rights, including their ability to withdraw from the study at any time without penalty.

**Mitigating Emotional and Psychological Discomfort**

**Sensitive Interview Techniques**

Interviews will be conducted with sensitivity and care. I will use open-ended questions that allow participants to control the depth of their responses. If any distressing topics arise, participants will be reminded that they can pause or stop the interview at any time, or skip questions they find uncomfortable.

**Option to Decline Participation or Specific Questions**

Participants will be explicitly informed that they have the right to decline to answer any question and can withdraw from the study at any point. They will also have the opportunity to debrief with me after the interview, should they wish to discuss any emotions or concerns that arose during the session.

**Access to Support Resources**

If participants experience emotional discomfort, they will be provided with resources for support, such as contact information for counseling services available through CPS or community organizations.

**Mitigating Risks Related to Power Dynamics**

**Emphasizing Voluntariness and Confidentiality**

During recruitment and throughout the study, I will emphasize that participation is entirely voluntary and confidential. Participants will be reassured that their responses will not be shared with supervisors, LSC

members, or other CPS personnel in a way that could identify them.

#### Separating Reporting from Individual Responses

Findings will be presented in aggregate form, with no specific feedback linked to individual participants. This will apply to both internal reports shared with CPS and any publications or presentations derived from the research.

#### Mitigating the Risk of Breach of Confidentiality

##### Implementing Rigorous Data Protection Protocols

In addition to encrypted digital storage, all communication with participants (e.g., via email or during interviews) will follow data protection protocols, ensuring that personal information is handled securely. The study will also adhere to institutional and legal requirements for data protection, such as General Data Protection Regulation (GDPR) or other relevant privacy laws.

#### Mitigating the Time Commitment and Participant Burden

##### Efficient and Flexible Data Collection

Surveys will be designed to be as concise as possible while still gathering the necessary data. Interviews will be scheduled at times convenient for participants, with the option to conduct them virtually to reduce travel or time-related burdens.

##### Clear Communication of Time Expectations

Participants will be informed upfront about the expected time commitment for each stage of the study. Efforts will be made to respect their time by keeping interviews and surveys within the communicated timeframes.

### **What procedures will you use in the event that research questions/processes produce observable stress/distress in subjects?**

#### Immediate Response to Observable Stress/Distress

-Pause the Interview/Session: If I observe signs of distress, the session will be paused immediately. I will check in with the participant by asking open-ended and non-invasive questions, such as, "How are you feeling right now?" or "Would you like to take a break?"

Offer a Break: The participant will be offered a break or the option to reschedule or end the session entirely. Providing space and time to recover can help alleviate immediate stress.

Reassurance and Support: The participant will be reassured that their feelings are valid, that they are not required to continue, and that their well-being is the priority. I will also remind them that they can withdraw from the study at any time without any consequences.

**Will you compensate study subjects?**

No

**Study Recruitment**



**Outline every aspect of the recruitment process for non-teacher staff participants.**

**1. Identification of Eligible Participants**

Eligibility Criteria by Group: Novice Principals (Current and Previously Serving):

- Must be within their first five years of service as a principal in a CPS school or have served as a CPS principal for less than five years before leaving the position
- Currently or previously served as a principal (not assistant principal)
- Working or worked in either a Title I or non-Title I CPS school

Local School Council (LSC) Members (Current and Previously Serving):

- Must currently serve or have previously served on an LSC in a CPS school, including parents, teachers, non-teacher staff, community members, students, or advocates
- Must have served for at least one full year on the LSC

Principal Supervisors (Current and Previously Serving):

- Currently hold or have previously held a role with direct supervisory responsibilities over principals (e.g., Chief of Schools, Deputy Chief)
- Must have supervised novice principals and have at least one year of experience in this supervisory role

**2. Initial Outreach and Recruitment Strategy**

Direct Email Invitation

Access to Contact Information: Contact information will be gathered through personal outreach through professional connections

Email Invitations: Recruitment emails will be customized for each participant group. Each email will include:

- A clear introduction to the study, its purpose, and its significance
- An explanation of what participation entails (e.g., survey completion and possible one-on-one interviews)
- Details about the voluntary nature of the study, confidentiality assurances, and the estimated time commitment
- Links to the informed consent form and the initial survey
- Contact information for the researcher for any questions or further information

Subject Line Examples:

- Novice Principals (Current and Previously Serving): "Invitation to Participate in CPS Principal Support Research Study"
- LSC Members (Current and Previously Serving): "Invitation to Participate in CPS Local School Council Research Study"
- Principal Supervisors (Current and Previously Serving): "Invitation to Participate in CPS Principal Supervisory Support Research Study"

Principal and Supervisor Endorsement: Current school principals and principal supervisors will be informed of the study and encouraged to share

the recruitment information with eligible novice principals and LSC members within their schools. They will be asked to encourage any current or previously serving individuals who meet the eligibility criteria to participate.

### 3. Pre-Screening and Consent Process

**Survey Pre-Screening Questions:** All participants will be directed to complete an online pre-screening survey to verify their eligibility. The survey will include questions confirming their role (current or previously serving novice principal, LSC member, or principal supervisor), tenure, and school type (e.g., Title I or non-Title I)

**Follow-Up Verification:** For participants who pass the pre-screening, follow-up verification may occur to confirm their eligibility and clarify their commitment to participation.

#### Informed Consent Process

**Detailed Consent Forms:** Each participant group will receive an informed consent form that outlines:

- The purpose of the study, research procedures, and participant involvement
- Risks and benefits associated with participation
- The voluntary nature of participation and the right to withdraw at any time
- Contact details for the researcher and the Institutional Review Board (IRB) for any questions or concerns

**Consent Confirmation:** Participants will be asked to provide digital consent (via an online form) before proceeding with the study.

### 4. Participation Scheduling

**Online Survey Distribution:** Once consent is received, participants will be directed to complete an online survey specific to their group. Surveys will be designed to take 20 minutes, with both quantitative (e.g., Likert-scale questions) and qualitative (open-ended) items.

**Survey Reminders:** Participants who have not completed the survey within a specified timeframe (e.g., one week) will receive email reminders, encouraging their participation.

#### One-on-One Interviews

**Voluntary Participation in Interviews:** Participants who indicate interest in follow-up interviews at the end of the survey will be contacted to schedule a one-on-one interview. These interviews will be conducted either in person or virtually, based on participant preference.

**Scheduling Flexibility:** Interviews will be scheduled at times convenient for participants. The researcher will offer flexible options to accommodate participants' schedules and preferences, including daytime, evening, or weekend slots, as well as virtual meeting options to minimize logistical challenges.

Confirmation of Sessions: Once scheduled, participants will receive email confirmation with details regarding the time, date, and virtual/in-person meeting link.

## 5. Engagement and Retention

Regular Communication: Participants will receive ongoing communication, such as reminder emails for incomplete surveys or upcoming interview sessions. These emails will emphasize the importance of their contribution to the study.

Participant Appreciation: All participants will receive thank-you emails after participation.

## 6. Ethical Considerations and Safeguards

Emphasis on Voluntariness: Every recruitment communication will make it clear that participation is entirely voluntary. Participants will be reminded of their right to withdraw from the study at any point without facing any consequences.

Confidentiality Protections: Confidentiality will be emphasized throughout the recruitment process. Personal identifiers will not be linked to survey responses or interview data. Only the researcher will have access to raw data, and findings will be reported in a way that ensures anonymity.

## 7. Phased Recruitment Approach

Initial Outreach: The first phase will involve direct email invitations and word-of-mouth dissemination, focusing on raising awareness and recruiting participants for the survey phase.

Ongoing Engagement: In the second phase, participants who complete the survey may be invited to volunteer for one-on-one interviews. Regular reminders and communication will be sent during this phase to ensure continued engagement.

Interview Participation: The final phase will focus on conducting one-on-one interviews with participants who volunteered. Scheduling flexibility and follow-up communication will be key during this phase.

## 8. Closing the Recruitment Loop

Final Thank-You Communications: After completing their participation, each participant will receive a thank-you email or letter acknowledging their contribution to the study.

Access to Study Findings: Participants will be given the option to receive a summary of the study's findings once the research is completed. This summary will be shared via email, providing participants with insight into

how their input contributed to the study's outcomes.

**Please attach all recruitment materials not attached elsewhere (Optional).**

Pre-Screening Questions.pdf Recruitment Materials

**Please attach all consent/assent forms associated with this study not already attached elsewhere (Optional).**

*No answer provided.*

**Identify study team members who will recruit subjects.**

Jasmine L. Thurmond

## Will this research involve screening procedures

Yes

### Please provide a description of your screening procedure.

#### Pre-Screening and Consent Process

Survey Pre-Screening Questions: All participants will be directed to complete an online pre-screening survey to verify their eligibility. The survey will include questions confirming their role (current or previously serving novice principal, LSC member, or principal supervisor), tenure, and school type (e.g., Title I or non-Title I)

Follow-Up Verification: For participants who pass the pre-screening, follow-up verification may occur to confirm their eligibility and clarify their commitment to participation.

#### Informed Consent Process

Detailed Consent Forms: Each participant group will receive an informed consent form that outlines:

- The purpose of the study, research procedures, and participant involvement
- Risks and benefits associated with participation
- The voluntary nature of participation and the right to withdraw at any time
- Contact details for the researcher and the Institutional Review Board (IRB) for any questions or concerns

Consent Confirmation: Participants will be asked to provide digital consent (via an online form) before proceeding with the study.

### **Attach all instruments, including, but not limited to, questionnaires, surveys, assessments, etc, that will be used for screening procedures.**

Informed Consent.pdf      Consent Forms  
Pre-Screening Quesstions   Recruitment Materials

Deleted Attachments: 1 (Most Recent: Pre-Screening Quesstions on 08/22/2024 6:12 PM ET)

## Compliance

### FERPA

*For more information on FERPA, click here.*

### **Is any aspect of this research subject to FERPA?**

No

## ISSRA

*For more information on ISSRA, click here.*

**Is any aspect of this research subject to ISSRA?**

No

## PPRA

*For more information on PPRA, click here.*

**Is any aspect of this research subject to PPRA?**

No

## Permission, Confidentiality, and Security

**Attach a draft of the permission letter that will be sent to school Principals**

Draft Permission Letter  
to Principals.pdf

Support  
Letters

*Please note that Principals have final  
authority over what happens in their  
schools.*

**How will you protect the privacy of prospective research subjects? Please detail how study subject privacy will be protected during recruitment, screening, consent, and all research procedures. Provide an accounting for all applicable research procedures and study populations.**

-Anonymization of Data: All data collected from participants will be anonymized. Surveys will be designed to collect no identifiable personal information unless it is voluntarily provided for follow-up interviews. Any identifying details shared during interviews will be removed from transcripts, and participants will be assigned pseudonyms in the data analysis and reporting process.

-Secure Data Storage: Data will be stored securely in encrypted, password-protected digital files. Access to the data will be restricted to the principal investigator (PI), and any physical documents will be kept in locked storage. The research will comply with institutional data protection policies, ensuring that data breaches are highly unlikely.

-Clear Informed Consent Procedures: The informed consent process will clearly outline the confidentiality measures being taken, including anonymization, secure data storage, and the use of pseudonyms. Participants will be fully informed of their rights, including their ability to withdraw from the study at any time without penalty.

-Implementing Rigorous Data Protection Protocols: In addition to encrypted digital storage, all communication with participants (e.g., via email or during interviews) will follow data protection protocols, ensuring that personal information is handled securely. The study will also adhere to institutional and legal requirements for data protection, such as General Data Protection Regulation (GDPR) or other relevant privacy laws.

**Describe the data confidentiality or security provisions that will be in place for all research data.**

The study will ensure that all data is anonymized, and pseudonyms will be used to protect participant identities. Survey data will be collected anonymously, and interview recordings will be stored securely, with access limited to the researcher. Any identifying information will be removed from transcriptions and reports. Participants will be informed of these measures during the informed consent process.

-Anonymization of Data: All data collected from participants will be anonymized. Surveys will be designed to collect no identifiable personal information unless it is voluntarily provided for follow-up interviews. Any identifying details shared during interviews will be removed from transcripts, and participants will be assigned pseudonyms in the data analysis and reporting process.

-Secure Data Storage: Data will be stored securely in encrypted, password-protected digital files. Access to the data will be restricted to the principal investigator (PI), and any physical documents will be kept in locked storage. The research will comply with institutional data protection policies, ensuring that data breaches are highly unlikely.

-Clear Informed Consent Procedures: The informed consent process will clearly outline the confidentiality measures being taken, including anonymization, secure data storage, and the use of pseudonyms. Participants will be fully informed of their rights, including their ability to withdraw from the study at any time without penalty.

-Implementing Rigorous Data Protection Protocols: In addition to encrypted digital storage, all communication with participants (e.g., via email or during interviews) will follow data protection protocols, ensuring that personal information is handled securely. The study will also adhere to institutional and legal requirements for data protection, such as General Data Protection Regulation (GDPR) or other relevant privacy laws.



## How will you store participant data?

With codes

*These details must be included in all applicable consent forms*

**Describe the coding mechanism, indicate where links to codes will be stored, identify the individuals who will have access to coding keys or links, and clarify if codes will be deleted at a later date.**

Assignment of Codes:

Each participant will be assigned a unique code at the beginning of their participation in the study. The codes will replace personal identifiers (e.g., names, email addresses) in all data records, including survey responses, interview transcripts, and any related documents.

The coding structure will follow a simple alphanumeric format, such as:

-Novice Principals: NP001, NP002, NP003, etc.

-LSC Members: LSC001, LSC002, LSC003, etc.

-Principal Supervisors: PS001, PS002, PS003, etc.

This format allows for easy categorization by participant type while maintaining anonymity.

Data Usage with Codes

Throughout the research process, only the assigned codes will be used when referring to participants in survey data, interview transcripts, field notes, and any reports or presentations derived from the study.

The coding system will ensure that no personal identifiers are linked to any participant responses, preserving their anonymity.

Storage of Links to Codes

Storage Location:

The coding key will be stored in a secure, encrypted digital file separate from the actual data. The coding key will be password-protected and stored in a secure cloud storage service that complies with institutional data security policies (e.g., Google Drive for Education, OneDrive, or another approved platform).

The survey data, interview transcripts, and other related documents, which will only contain the participant codes, will be stored in a separate encrypted file.

Encryption and Backup:

Both the coding key and anonymized data files will be encrypted using AES-256 encryption or similar, ensuring that they are secure from unauthorized access. Regular backups of the encrypted coding key will be made to prevent data loss. These backups will also be stored in a secure, encrypted format.

Access to Coding Keys or Links

Principal Investigator (PI): I, as the primary researcher conducting the study, will have access to the coding key. I will be responsible for ensuring the security of the coding key and ensuring that it is used solely for research purposes, such as linking survey responses and interview transcripts back to the correct participants when necessary.

Institutional Review Board (IRB): The IRB may request access to the coding key for audit purposes, but this would only occur under strict confidentiality agreements and in compliance with institutional and ethical guidelines.

#### Confidentiality Agreements

All individuals with access to the coding key will sign a confidentiality agreement to ensure that they handle the data responsibly and do not disclose any participant information outside of the research context.

#### Deletion of Codes

The coding key will be retained for the duration of the study to ensure that any follow-up with participants can be conducted if necessary.

#### Deletion of Codes:

Once the study is complete and all necessary data analysis and reporting have been finalized, the coding key will be permanently deleted to ensure that participants' identities can no longer be linked to their responses. This deletion will be documented as part of the study's data security protocol.

The anonymized data, which contains only the participant codes, will be retained for future research or publication purposes, as long as it complies with ethical guidelines and participants' consent for data retention.

#### **Will you keep participants' contact information on file after the data have been collected?**

No

#### **Will you share individual-level data with other researchers or practitioners beyond the designated key research personnel?**

No

#### **What will you do with the data once the research has been completed (choose all that apply)?**

Destroy the data immediately after study conclusion.

*Please note that the district discourages storing study data for longer than three years after study completion.*

#### **Attachments**

##### **Please attach all miscellaneous attachments**

*No answer provided.*

*If you are resubmitting your protocol following initial review, please attach your response letter here.*

**Are there any additional finalized contracts or agreements associated with this research that have not been attached elsewhere as part of this application (e.g. CPS Data Authorization Agreements)?**

No

**Are there any pending (i.e. not yet signed by both parties) contracts or agreements associated with this research that have not been attached elsewhere as part of this application?**

No

### **Acknowledgements**

## Acknowledgements

### Please acknowledge the following:

- ✓ All parts of this submission are accurate, complete, consistent, and clear.
- ✓ I have accurately and completely described all intended human subjects research procedures and the populations with whom they will be carried out.
- ✓ I have attached all study materials, including, but not limited to, all materials that will be given to, sent to, read to, or otherwise used with all prospective study subject populations.
- ✓ This submission adhere to all CPS policies and guidance as outlined in the link below  
<https://www.cps.edu/about/district-data/conduct-primary-research/>
- ✓ I have accurately identified all personnel who will be involved in this study.
- ✓ I acknowledge that any/all changes required by the CPS RRB in the course of its review of this submission will be reported to my IRB of record during the entire lifetime of this study.
- ✓ I attest that I will work with my IRB of record to address any concerns raised in the review of this submission.
- ✓ I attest that all of the research procedures detailed in this submission have been carried out with prospective IRB review and approval.
- ✓ I agree to comply with all background check and volunteer procedures required of my study, per the official CPS Volunteer Policy (link provided below):  
<https://policy.cps.edu/download.aspx?ID=272>

## Submission Date

08/08/2024

**All RRB new submissions, modifications, continuing reviews require a \$50 processing fee. Please click on the following link to access our payment system. You will need to reference your assigned RRB number listed below:**

**CPS RRB/Data Request ePay System**

*Once you navigate to the Illinois E-Pay Site, please click on the blue text "RRB / Data Request Payment Option " to display the appropriate payment options. Once selected, your total will be displayed. Do not attempt to type in your total manually.*

**RRB Protocol #**

2024-1987

**Payment Confirmation Number**

20000354

**Load Initial Submission into IRBManager**  
**- Submitted 10/23/2024 5:12 PM ET by System, The**

**Research Office Pre-Review**  
**- Submitted 08/30/2024 3:40 PM ET by Corson, Adam**

**Pre-Review**

**RRB Number**

2024-1987

**Ready for Review**

Ready for Review

**Type of Review**

Full Board

**Primary Reviewer**

Krishnan, Samhitha

**Review Due Date**

09/17/2024

**Comments for Reviewer**

n/a

**Supplementary Site Output**

*No answer provided.*

**School Contacts**

*No answer provided.*

**Administrative Processor**

Corson, Adam

**Email:** ACorson1@cps.edu

**Phone:**

**RRB Meeting Date**

09/16/2024

**Payment Received**

Yes

**Return for Stakeholder Re-Review**

*No answer provided.*

## Current associated projects

N/A

### Associated Projects

No answer provided.

*Please enter the record number of any data request or projects associated with this project. Each record number will need to be provided with a link to the project screen using the Hyperlink Manager icon.*



**Primary Reviewer Recommendation**  
**- Submitted 10/23/2024 3:13 PM ET by Krishnan, Samhitha**

**Primary Reviewer Recommendation**

Primary Reviewer Recommendation					
Type	Reviewer	Outcome	Assigned	Due	Complete
Primary Initial Review	Krishnan, Samhitha		08/30/2024	09/17/2024	

**Reviewer Notes**

**Under Convened Board Review**

**- Submitted 10/23/2024 3:29 PM ET by Corson, Adam**

**Post Board Meeting Processing**

**Do not process this stage until after the board meeting**

**Post Board Determination**

Re-Submit with Changes

**Post Board Summary for Researcher**

We would like to see an attestation that this is not related to or accessed by CPS DPQ. Submitter should disclose their role within CPS, and note that this is not connected to or accessed by CPS DPQ, on the consent form itself.

*If this submission has been rejected, approved with recommendations, or conditionally approved, the above information will be included in the generated letter.*

*If this submission requires re-submission with changes, the information above will be included in an email.*

**Follow Up Required**

No Follow-up required

**After you click "Next" and "Submit", this form will automatically send an email with the post-board summary included to indicate the revisions required to this application.**

**Administrative Processing of Revise and Resubmit**  
**- Submitted 10/28/2024 1:05 PM ET by Corson, Adam**

**Administrative Processing**

**This submission was previously reviewed at the convened board that had requested revisions prior to approval, as listed below:**

We would like to see an attestation that this is not related to or accessed by CPS DPQ. Submitter should disclose their role within CPS, and note that this is not connected to or accessed by CPS DPQ, on the consent form itself.

**This submission had required follow-up by the convened board by the primary reviewer who has required the following revisions.**

**Re-submission Date**

10/23/2024

**Requested Revisions Completed?**

Requested Revisions Completed

**Administrative Comments**

*No answer provided.*

**Administrative Determination**

Approve

**Approval Actions**

Simple Approval

**Approval Date**

10/28/2024

**Approval Period in Number of Months**

12

**Notes for Letter**

*No answer provided.*

## Background Check Determination

### Reviewer Background Check Recommendation

N/A

### Display Proposed Study Participants

Other Staff

### Display Study Interventions

Interviews

Questionnaire

### Display Study Contacts

**Please select the level of background check required for researchers involved with primary data collection.**

CPS Staff Background Check

### Justification for Background Check

No Add'l Background Check Required

*This will appear in the "Other Notes" section of the letter received by the researcher. Please start this statement by identifying the level of background check required.*

Determination Letter Finalization

- Submitted 10/28/2024 3:48 PM ET by Corson, Adam

Review Generated Letter and Confirm Before Sending

RRB #

2024-1987

Study Title

Critical Support Systems: High Impact Local School Council-Principal Supports for Novice Principals in Chicago Public Schools

Principal Investigator

Thurmond, Jasmine

Email: jltrhurmond@cps.edu

Phone:

Redisplayed Board Determination

Re-Submit with Changes

Determination Letter

In some cases you may see other determination letters attached by the submitter. However, only the generated determination letter will be sent in the decision email.

Name	Type	Date	
RRB#2024-1987- Jasmine Thurmond 2024-10-28.docx	Determination Letter	10/28/2024	<i>This determination letter will be automatically attached to an email being sent to the principal investigator.</i>

Please use the link below, click on the Attachments link on the left side of the page if you need to upload an edited version of the above letter.

New Submission defined 08/22/2024

Output Background Check Level

N/A

Additional Attachments to Decision Email

No answer provided.

### Notes for Determination Email

*No answer provided.*

### Study Site Contact Background Check Expirations

Name	Role	Background Check Expiration
Thurmond, Jasmine	Principal Investigator	Missing

**Please use the text box above to indicate the background check level required or any other pertinent information.**

CPS Staff Background Check

### Background Check Level Justification

No Add'l Background Check Required

### Other Notes in Letter

N/A

### RRB Meeting Date for Acknowledgment of Final Determination

12/06/2024

*Please select the next meeting date of the RRB.*

**Please enter the date by which the coordinator should submit the Data Use Agreement. Automatic notifications will be sent out based upon this date.**

11/08/2024

## Appendix IV: Informed Consent for Confirmed Participants

### Informed Consent Online Survey and Interview

My name is Jasmine L. Thurmond, and I am a doctoral student at National Louis University. **Currently, I serve as the Director of LSC Principal Supports in the Department of Principal Quality (DPQ) in Chicago Public Schools. This study, however, is not connected to the DPQ, nor will the information collected in the study be accessed by the DPQ.** I am asking you to participate in this study, *Critical Support Systems: High Impact Local School Council-Principal Supports for Novice Principals in Chicago Public Schools*, occurring from 11-2024 to 04-2025. The purpose of this study is to explore and evaluate the effectiveness of support systems for novice principals within Chicago Public Schools (CPS), specifically focusing on their relationships with Local School Councils (LSCs). This research will contribute to identifying key competencies and developing recommendations for enhancing support for novice principals. This form outlines the purpose of the study and describes your involvement and rights as a participant.

By signing below, you are providing consent to participate in a research project conducted by Jasmine L. Thurmond, a student at National Louis University, Chicago. Please understand that the purpose of the study is to explore the process and impact of induction coaching and not to evaluate coaching or teaching. Participation in this study involves two components:

1. **Online Survey:** You will be asked to complete an online survey, which will take approximately 20 minutes. The survey will include both closed and open-ended questions designed to capture your experiences, challenges, and perspectives related to the LSC-principal relationship and support systems.
2. **One-on-One Interview:** If selected for the second phase, you may be invited to participate in a one-on-one interview. These interviews will last approximately 60 minutes and will be scheduled at your convenience. The interviews will only be audio-recorded (with your consent) to ensure accuracy and will focus on your experiences as a principal, principal supervisor, or LSC member. No video recording will occur. Interviews will be audio recorded and participants may listen and/or review the transcripts for final approval on the content of interview transcripts, if requested.

Your participation is voluntary and can be discontinued at any time without penalty or bias. Any data collected, interviews, or transcripts will be destroyed if a participant chooses to withdraw from the study. The results of this study may be published or otherwise reported at conferences, and employed to inform practices within Chicago Public Schools, but participants' identities will in no way be revealed (data will be reported anonymously and bear no identifiers that could connect data to individual participants). To ensure confidentiality, the researcher will secure recordings, transcripts, and field notes in a locked cabinet in her home office. Only the principal investigator will have access to data.

There are no anticipated risks or benefits, no greater than that encountered in daily life. Further, the information gained from this study could be useful to the Chicago Public Schools and other school districts looking to initiate or refine induction coaching.

Upon request, you may receive summary results from this study and copies of any publications that may occur. Please email the researcher, Jasmine L. Thurmond at [JThurmond@my.nl.edu](mailto:JThurmond@my.nl.edu) to request results from this study.

In the event that you have questions or require additional information, please contact the researcher, Jasmine L. Thurmond at [JThurmond@my.nl.edu](mailto:JThurmond@my.nl.edu) or 773-859-0027.

If you have any concerns or questions before or during participation that have not been addressed by the researcher, you may contact Dr. Elizabeth Minor at [eminor1@nl.edu](mailto:eminor1@nl.edu), the co-chairs of NLU's Institutional Research Board: Dr. Shaunti Knauth; email: [Shaunti.Knauth@nl.edu](mailto:Shaunti.Knauth@nl.edu); phone: (312) 261-3526; or Dr. Carla Sparks; email: [CSparks3@nl.edu](mailto:CSparks3@nl.edu); phone: (813) 928-6889.

Co-chairs are located at National Louis University, 122 South Michigan Avenue, Chicago, IL.

Thank you for your consideration.

Consent: I understand that by signing below, I am agreeing to participate in the study (Critical Support Systems: High Impact Local School Council-Principal Supports for Novice Principals in Chicago Public Schools). My participation will consist of the activities below during a five-month time period:

- An online survey, which will take approximately 20 minutes
- An interview lasting approximately 60 minutes

☐ By checking this box, you are providing your consent to any audio recordings associated with your participation in the study. Participants may request a review of audio recordings or transcripts of their interview by sending an email request to the principal investigator.

\_\_\_\_\_  
Participant’s Name

\_\_\_\_\_  
Participant’s Signature

\_\_\_\_\_  
Researcher’s Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



## Appendix V: Interview Protocol for Principals

**Title:** *Critical Support Systems: High Impact Local School Council-Principal Supports for Novice Principals in Chicago Public Schools*

**Interviewer:** Jasmine L. Thurmond

**Interviewee:** [Participant's Pseudonym]

**Date:** [Insert Date]

**Location/Format:** [Insert Location or Virtual Format]

**Duration:** Approximately 60 minutes

### Introduction

1. **Purpose of the Interview:**

Thank you for agreeing to participate in this interview. The purpose of this interview is to gain a deeper understanding of your experiences as a novice principal in Chicago Public Schools, particularly focusing on your relationship with the Local School Council (LSC) and the support systems available to you. Your insights will help identify areas where the current support systems are effective and where they can be improved to better assist novice principals in their roles.

2. **Confidentiality:**

I want to remind you that your participation is voluntary, and you may choose to withdraw at any time without penalty. Your responses will be kept confidential, and your identity will be anonymized in all reports using a pseudonym. With your permission, I will be recording this interview for accuracy, and the recording will be transcribed and securely stored. Is it okay if I record our conversation?

3. **Consent:**

Before we begin, do you have any questions about the study or your participation?

[Pause for questions]

If you are ready, we can begin the interview.

---

### Interview Questions

#### Background Information

1. Can you tell me about your background and how long you have been serving as a principal in Chicago Public Schools?

*Follow-Up: What led you to pursue the role of principal?*

2. Could you describe the type of school where you are currently serving?

*Follow-Up: What are the key characteristics of your school community (e.g., demographics, academic focus, challenges)?*

#### Experiences with the Local School Council (LSC)

3. What has been your experience working with your Local School Council (LSC) as a novice principal?

*Follow-Up: What are some of the positive aspects of this relationship? What have been some challenges?*

4. How would you describe the role your LSC plays in your decision-making as a school leader?

*Follow-Up: How involved is your LSC in key decisions such as budgeting, strategic planning, or principal evaluations?*

5. In what ways, if any, do you feel that your LSC has supported or hindered your effectiveness as a principal?

*Follow-Up: Are there specific examples of support or conflict you've encountered?*

### **Support Systems for Novice Principals**

6. Can you describe the support systems available to you as a novice principal in CPS?

*Follow-Up: What types of mentorship, coaching, or professional development have been offered to you in relation to your LSC?*

7. Which of these support systems have been most beneficial to your growth as a principal?

*Follow-Up: Can you share a specific example of how a particular support system helped you navigate your role, especially in relation to the LSC?*

8. What gaps do you perceive in the support provided to novice principals, particularly in the context of working with LSCs?

*Follow-Up: Are there areas where you feel additional support would be helpful?*

### **Competency Development**

9. What do you believe are the most critical competencies for a principal to develop in order to maintain a strong and effective relationship with their LSC?

*Follow-Up: How did you develop these competencies? Were there any you found especially challenging?*

10. How have your leadership skills evolved since you began your role as a principal, especially in relation to managing your LSC?

*Follow-Up: What specific skills have been most valuable in navigating the political and operational dynamics of the LSC?*

### **Recommendations for Improvement**

11. Based on your experiences, what recommendations would you make to CPS to improve the support systems for novice principals' engagement with their LSC?

*Follow-Up: What specific changes would have helped you in your early years as a principal?*

12. How do you think the LSC-principal relationship could be improved across CPS?

*Follow-Up: What role should the district play in fostering a stronger partnership between principals and LSCs?*

### **Conclusion**

13. Is there anything else you would like to share about your experiences as a novice principal or your relationship with your LSC that we haven't covered?

*Follow-Up: Any additional insights or stories that could help inform the study?*

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### **Closing**

Thank you for your time and for sharing your experiences with me. Your insights are incredibly valuable and will help inform recommendations for improving support systems for novice principals in CPS. If you have any questions or think of anything else you'd like to add after the interview, please feel free to reach out to me. I will also follow up with a summary of the study's findings when it is completed.

## Appendix VI: Interview Protocol for LSC Members

**Title:** *Critical Support Systems: High Impact Local School Council-Principal Supports for Novice Principals in Chicago Public Schools*

**Interviewer:** Jasmine L. Thurmond

**Interviewee:** [Participant's Pseudonym]

**Date:** [Insert Date]

**Location/Format:** [Insert Location or Virtual Format]

**Duration:** Approximately 60 minutes

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### Introduction

1. **Purpose of the Interview:**

Thank you for agreeing to participate in this interview. The purpose of this interview is to better understand your experiences as a Local School Council (LSC) member working with principals, particularly novice principals, within Chicago Public Schools (CPS). Your insights will contribute to identifying the strengths and challenges of the LSC-principal relationship and will help us develop recommendations for improving support systems for both principals and LSC members.

2. **Confidentiality:**

I want to remind you that your participation is voluntary, and you may withdraw at any time without penalty. Your responses will be kept confidential, and your identity will be anonymized in all reports using a pseudonym. With your permission, I will be recording this interview for accuracy, and the recording will be transcribed and securely stored. Is it okay if I record our conversation?

3. **Consent:**

Before we begin, do you have any questions about the study or your participation?

[Pause for questions]

If you are ready, we can begin the interview.

---

### Interview Questions

#### Background Information

1. Can you tell me a bit about your background, and what experiences or skills you bring to this role? How long have you served on an LSC?

*Follow-Up: What initially motivated you to serve on the LSC, and how has your role evolved over time?*

2. Could you describe the type of school you serve on the LSC and the key characteristics of the school community?

*Follow-Up: What are some of the unique challenges or strengths of your school's community?*

#### Working with Novice Principals

3. What has been your experience working with novice principals (those within their first five years) in your role on the LSC?

*Follow-Up: How would you describe the relationship between the LSC and novice principals at your school?*

4. In what ways have you supported or worked with novice principals to help them succeed in their role?  
*Follow-Up: Can you share specific examples of how the LSC has contributed to the principal's development or success?*
5. What challenges have you observed novice principals facing when working with the LSC?  
*Follow-Up: Are there specific areas where LSCs could provide more effective support to novice principals?*

### **Role of the LSC in Principal Support**

6. How do you view the role of the LSC in supporting the professional development and growth of principals, particularly those who are new to the role?  
*Follow-Up: What actions or initiatives has your LSC undertaken to support the principal?*
7. What do you believe are the most critical competencies for a principal to develop in order to build a strong relationship with the LSC?  
*Follow-Up: How does the LSC help principals develop these competencies?*
8. How does your LSC balance its governance role (e.g., approving budgets, evaluating the principal) with supporting the principal's growth and success?  
*Follow-Up: How do these dual responsibilities impact your relationship with the principal?*

### **Effectiveness of Support Systems**

9. Based on your experience, how effective do you think the current district-level support systems are in helping novice principals succeed in their roles, particularly in relation to their work with LSCs?  
*Follow-Up: Are there specific areas where these systems could be improved?*
10. What additional support or resources do you believe could be helpful for LSCs to better support novice principals in CPS?  
*Follow-Up: How can CPS or external organizations provide more tailored support for LSCs working with new principals?*

### **Improving the LSC-Principal Relationship**

11. What recommendations would you make for improving the LSC-principal relationship, particularly for novice principals in CPS?  
*Follow-Up: Are there specific strategies or practices you believe would help foster stronger collaboration and trust between LSCs and principals?*
12. How do you think public-private partnerships or community engagement could be leveraged to enhance the support provided to both LSCs and principals?  
*Follow-Up: Are there existing partnerships that have been particularly beneficial for your school or LSC?*

### **Conclusion**

13. Is there anything else you would like to share about your experiences working with novice principals or your role on the LSC that we haven't discussed?  
*Follow-Up: Any additional insights or examples that could help inform the study?*

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### **Closing**

Thank you for taking the time to participate in this interview and for sharing your valuable insights. Your experiences will help us better understand the support needs of novice principals and how the LSC-principal

relationship can be strengthened. If you have any questions or think of anything else you'd like to add after the interview, please feel free to reach out to me. I will also follow up with a summary of the study's findings when it is completed.

## Appendix VII: Interview Protocol for Principal Supervisors

**Title:** *Critical Support Systems: High Impact Local School Council-Principal Supports for Novice Principals in Chicago Public Schools*

**Interviewer:** Jasmine L. Thurmond

**Interviewee:** [Participant's Pseudonym]

**Date:** [Insert Date]

**Location/Format:** [Insert Location or Virtual Format]

**Duration:** Approximately 60 minutes

---

### Introduction

1. **Purpose of the Interview:**

Thank you for agreeing to participate in this interview. The purpose of this interview is to gain a deeper understanding of your experiences as a principal supervisor within Chicago Public Schools (CPS), specifically focusing on your role in supporting novice principals and their engagement with Local School Councils (LSCs). Your insights will help identify strengths and areas for improvement in the support systems available to novice principals.

2. **Confidentiality:**

I want to remind you that your participation is voluntary, and you may withdraw at any time without penalty. Your responses will be kept confidential, and your identity will be anonymized in all reports using a pseudonym. With your permission, I will be recording this interview for accuracy, and the recording will be transcribed and securely stored. Is it okay if I record our conversation?

3. **Consent:**

Before we begin, do you have any questions about the study or your participation?

[Pause for questions]

If you are ready, we can begin the interview.

---

### Interview Questions

#### Background Information

1. Can you tell me about your background and your role as a principal supervisor in CPS?

*Follow-Up: How long have you been serving as a supervisor, and what are the key responsibilities of your role?*

2. Could you describe the types of schools and principals you supervise?

*Follow-Up: What is the range of experience and contexts (e.g., elementary, high-poverty, selective enrollment) among the principals you oversee?*

#### Supporting Novice Principals

3. What do you believe are the most significant challenges faced by novice principals in CPS, particularly in their first five years?

*Follow-Up: Are there specific challenges related to their interactions with Local School Councils (LSCs)?*

4. In your role as a principal supervisor, how do you support novice principals in navigating their relationships with LSCs?

*Follow-Up: Can you provide examples of successful strategies or interventions you've implemented to help principals manage LSC dynamics?*

5. What types of district-level support are currently available to novice principals to help them build competencies in working with their LSCs?

*Follow-Up: How effective are these supports in preparing principals for the unique challenges of the CPS context?*

### **Competency Development**

6. From your perspective, what are the key competencies that novice principals need to thrive in their roles, particularly in relation to their interactions with LSCs?

*Follow-Up: How do you assess whether a principal has developed these competencies?*

7. How do you help novice principals develop these competencies over the course of their early years in the role?

*Follow-Up: Can you share a specific example of how you've guided a principal in developing a crucial leadership skill or competency?*

### **Measuring Success and Thriving**

8. What does it mean for a principal to “thrive” in their role, particularly in the context of CPS and their interactions with LSCs?

*Follow-Up: What indicators do you look for to determine whether a principal is thriving personally and professionally?*

9. How do you evaluate the overall success of novice principals under your supervision?

*Follow-Up: Are there specific metrics or outcomes (e.g., student performance, LSC relationships, principal retention) that you prioritize?*

### **Improvement and Recommendations**

10. Based on your experiences, what recommendations would you make to improve the support systems for novice principals in CPS, particularly in relation to their relationships with LSCs?

*Follow-Up: What changes at the district level could make the most impact in strengthening these relationships and supporting principal success?*

11. How do you think public-private partnerships or community engagement could be leveraged to enhance the support systems for novice principals in CPS?

*Follow-Up: Are there specific partnerships or resources you believe could provide additional support to principals and their LSCs?*

### **Conclusion**

12. Is there anything else you would like to share about your experiences supporting novice principals in CPS, particularly in their work with LSCs, that we haven't covered?

*Follow-Up: Any additional insights or stories that could help inform the study?*

---

### **Closing**

Thank you for your time and for sharing your experiences with me. Your insights are incredibly valuable and will help inform recommendations for improving support systems for novice principals in CPS. If you have any questions or think of anything else you'd like to add after the interview, please feel free to reach out to me. I will also follow up with a summary of the study's findings when it is completed.

## **Appendix I: Initial Email Request for Participation to Principals**

**Subject:** Invitation to Participate in Research Study on Local School Council-Principal Supports

Dear [Principal's Name],

I hope this message finds you well. My name is Jasmine L. Thurmond, and I am a doctoral student at National Louis University. As a doctoral student, I am conducting a research study titled *Critical Support Systems: High Impact Local School Council-Principal Supports for Novice Principals in Chicago Public Schools*. I would like to invite you to participate in this study, which aims to evaluate the effectiveness of support systems available to new and novice principals, particularly concerning your interactions with Local School Councils (LSCs).

### **Purpose of the Study:**

This study seeks to identify key competencies and supports that are critical for new and novice principals to navigate the complexities of their relationships with LSCs. Through surveys and one-on-one interviews, I hope to gather in-depth data that will inform district-level policy and practice changes aimed at reducing principal turnover and improving student outcomes.

### **What Participation Involves:**

As part of the study, you will be asked to complete a survey that captures your experiences with LSCs, the support you have received, and the challenges you face as a novice principal. Following the survey, a smaller group of participants will be selected for one-on-one interviews to explore these topics in greater depth. Your participation is entirely voluntary, and you may withdraw from the study at any time without penalty.

### **Benefits of Participation:**

Your insights and experiences will contribute to a broader understanding of how support systems for novice principals can be improved. By participating, you will help shape recommendations that could enhance job satisfaction for principals and ultimately improve outcomes for students in Chicago Public Schools. Additionally, you will receive a summary of the study's findings, which may provide valuable insights for your own practice.

### **Confidentiality:**

Your identity will remain confidential throughout the study. Pseudonyms and unique identifiers will be used in all data collection and reporting processes to protect your privacy.



If you are interested in participating, please reply to this email by **November 1st**. I will then send you the consent form and further details regarding the survey. If you have any questions or would like more information before deciding, please feel free to reach out.

Thank you for considering this opportunity to contribute to important research that aims to support the success of school leaders like yourself. I look forward to the possibility of working with you.

Warm regards,

Jasmine L. Thurmond

Principal Investigator

JThurmond@my.nl.edu

### **Appendix III: Initial Email Request for Participation to Principal Supervisors**

**Subject:** Invitation to Participate in Research Study on Support Systems for Novice Principals

Dear [Principal Supervisor's Name],

I hope this message finds you well. My name is Jasmine L. Thurmond, and I am a doctoral student at National Louis University. As a doctoral student, I am conducting a research study titled *Critical Support Systems: High Impact Local School Council-Principal Supports for Novice Principals in Chicago Public Schools*. I am reaching out to invite you to participate in this study, which aims to evaluate the effectiveness of current support systems for novice principals, particularly in their interactions with Local School Councils (LSCs).

#### **Purpose of the Study:**

This study seeks to understand how support systems provided to novice principals (those within their first five years) impact their ability to successfully navigate the complexities of their relationships with LSCs. As a principal supervisor, your perspective is essential in shedding light on the effectiveness of district-level supports and identifying potential improvements.

#### **What Participation Involves:**

Your participation will involve completing a brief survey regarding your observations of the support structures available to novice principals and the challenges they face in relation to LSCs. A smaller group of principal supervisors will be selected for one-on-one interviews based on survey responses, allowing for a deeper exploration of these themes. Participation is voluntary, and you may withdraw at any time without any penalties.

#### **Benefits of Participation:**

Your insights will contribute to actionable recommendations for improving support systems within CPS, ultimately leading to better outcomes for principals and the school communities they serve. As a participant, you will receive a summary of the research findings, which could offer valuable insights into your professional practice as well.

#### **Confidentiality:**

To ensure your privacy, pseudonyms will be used in all data collection and reporting processes. Your identity will be protected, and all information shared will remain confidential.

If you are interested in participating, please reply to this email by **November 1st**. I will follow up with the consent form and survey link, along with more details about the study. Should you have any questions or need further clarification, please feel free to reach out to me.

Thank you for considering this opportunity to contribute to meaningful research that aims to enhance the support structures for school leadership in CPS. I look forward to the possibility of collaborating with you.

Warm regards,

Jasmine L. Thurmond

Principal Investigator

JThurmond@my.nl.edu

## **Appendix II: Initial Email Request for Participation to LSC Members**

**Subject:** Invitation to Participate in Research Study on Local School Council-Principal Supports

Dear [LSC Member's Name],

I hope this message finds you well. My name is Jasmine L. Thurmond, and I am a doctoral student at National Louis University. As a doctoral student, I am conducting a research study titled *Critical Support Systems: High Impact Local School Council-Principal Supports for Novice Principals in Chicago Public Schools*. As a valuable member of your Local School Council (LSC), I would like to invite you to participate in this important research study that explores the effectiveness of support systems for novice principals, particularly focusing on the LSC-principal relationship.

### **Purpose of the Study:**

The study aims to identify the key competencies and supports that are crucial for novice principals (within their first five years) to successfully collaborate with LSCs. Your insights as an LSC member are vital in understanding how we can strengthen these relationships to support both school leadership and student outcomes.

### **What Participation Involves:**

Your participation will involve completing a brief survey to share your experiences and perspectives on working with novice principals. Following the survey, a smaller group of LSC members will be invited to participate in a one-on-one interview to further explore these topics. Your participation is entirely voluntary, and you may withdraw at any time without any consequences.

### **Benefits of Participation:**

By contributing to this study, you will help inform recommendations for improving the support systems that empower LSCs and principals to work more effectively together. The findings could lead to better support structures within Chicago Public Schools, which will ultimately benefit the entire school community. As a participant, you will also receive a summary of the research findings.

### **Confidentiality:**

Please be assured that your identity will be kept confidential throughout the study. Pseudonyms will be used in all data collection and reporting processes to protect your privacy.

If you are interested in participating, please reply to this email by **November 1st**. I will then provide further details, including the consent form and survey link. If you have any questions or need additional information before making your decision, please feel free to contact me directly.

Thank you for considering this opportunity to contribute to important research that aims to enhance the collaboration between LSCs and school principals. I look forward to the possibility of working with you.

Warm regards,

Jasmine L. Thurmond

Principal Investigator

JThurmond@my.nl.edu

## Appendix VIII: Recruitment Plan

### Recruitment Plan for Survey and Interview Participants

**Study Title:** *Critical Support Systems: High Impact Local School Council-Principal Supports for Novice Principals in Chicago Public Schools*

#### Purpose of the Study

This study aims to evaluate the effectiveness of support systems available to novice principals within Chicago Public Schools (CPS), with a focus on the Local School Council (LSC)-principal relationship. The research will contribute to understanding the competencies and supports essential for novice principals to thrive in their role and develop actionable recommendations for improving district-level policies and practices.

#### Participant Groups

The study involves three distinct participant groups:

1. **Novice Principals** (10-20 participants): These are principals within their first five years of service in CPS. A diverse representation in terms of gender and school type (e.g., Title I schools) will be ensured.
2. **Principal Supervisors** (5-10 participants): This group includes current and former CPS principal supervisors, such as Deputy Chiefs of Schools and Chiefs of Schools.
3. **LSC Members** (5-10 participants): LSC members from various CPS schools with at least one year of service will be recruited.

#### Recruitment Strategy

1. **Direct Invitations via Email**  
Recruitment for each group will be initiated through formal email invitations that clearly outline the study's purpose, the nature of participation, and the benefits of contributing to this important research. These invitations will be sent to novice principals, principal supervisors, and LSC members who meet the inclusion criteria outlined in the IRRB proposal.
  - **Email templates** have been drafted (Appendices I, II, and III) and will be tailored to address each participant group personally.
  - **Email follow-ups** will be sent to non-respondents within two weeks of the initial invitation to maximize participation rates.
2. **Use of Existing Networks and Relationships**  
The recruitment will leverage the principal investigator's established professional relationships within CPS to identify potential participants. School leaders, administrators, and educational organizations may be asked to recommend potential participants from the three target groups. This method will ensure a targeted recruitment process that gathers participants with relevant experience.
3. **Diverse and Inclusive Sample Selection**
  - **Gender Balance:** Efforts will be made to have a representative sample in terms of gender diversity, with a majority of female participants among novice principals (reflecting the gender distribution in CPS), as well as an inclusion of male and non-binary participants.
  - **Title I Representation:** At least 50% of the recruited novice principals will be from Title I schools to ensure the study captures insights from a variety of school contexts.
  - **Diversity Across Schools:** LSC members and principals will be selected from schools with diverse characteristics (e.g., elementary, high-poverty, selective enrollment) to provide a comprehensive view of the LSC-principal relationship across CPS.
4. **Pre-Screening Participants** Before surveys are distributed, participants will be pre-screened via email to confirm their interest and ensure that they meet the study criteria. This pre-screening will clarify the study's objectives and ascertain participants' willingness to engage in both the survey and potential follow-up interviews.

5. **Informed Consent** Once participants agree to join the study, they will receive an **informed consent form** (Appendix IV). This form will outline the nature of their participation, the voluntary nature of the study, and the confidentiality measures in place. Consent will be obtained before any data collection begins.

### **Survey and Interview Recruitment**

- **Surveys:** Once participants have provided informed consent, they will be sent a link to an online survey. Each group will receive a unique survey tailored to their role (novice principal, principal supervisor, or LSC member).
- **Interviews:** Survey responses will be reviewed, and participants who provide particularly insightful or relevant data will be invited for one-on-one interviews. In total:
  - **Novice Principals:** 3-5 participants will be selected for in-depth interviews.
  - **Principal Supervisors:** 2-4 participants will be selected for interviews.
  - **LSC Members:** 2-4 participants will be selected for interviews.

### **Timing**

The recruitment process will begin once IRB approval is received, with emails distributed within one week of approval. Surveys will be distributed over a period of four weeks, followed by interviews with selected participants. Data collection is expected to conclude within three months.

## Appendix IV: Informed Consent for Confirmed Participants

### Informed Consent Online Survey and Interview

My name is Jasmine L. Thurmond, and I am a doctoral student at National Louis University. I am asking you to participate in this study, *Critical Support Systems: High Impact Local School Council-Principal Supports for Novice Principals in Chicago Public Schools*, occurring from 11-2024 to 04-2025. The purpose of this study is to explore and evaluate the effectiveness of support systems for novice principals within Chicago Public Schools (CPS), specifically focusing on their relationships with Local School Councils (LSCs). This research will contribute to identifying key competencies and developing recommendations for enhancing support for novice principals. This form outlines the purpose of the study and describes your involvement and rights as a participant.

By signing below, you are providing consent to participate in a research project conducted by Jasmine L. Thurmond, a student at National Louis University, Chicago. Please understand that the purpose of the study is to explore the process and impact of induction coaching and not to evaluate coaching or teaching. Participation in this study involves two components:

1. **Online Survey:** You will be asked to complete an online survey, which will take approximately 20 minutes. The survey will include both closed and open-ended questions designed to capture your experiences, challenges, and perspectives related to the LSC-principal relationship and support systems.
2. **One-on-One Interview:** If selected for the second phase, you may be invited to participate in a one-on-one interview. These interviews will last approximately 60 minutes and will be scheduled at your convenience. The interviews will be audio-recorded (with your consent) to ensure accuracy and will focus on your experiences as a principal, principal supervisor, or LSC member. Interviews will be recorded and participants may view and have final approval on the content of interview transcripts.

Your participation is voluntary and can be discontinued at any time without penalty or bias. The results of this study may be published or otherwise reported at conferences, and employed to inform practices within Chicago Public Schools, but participants' identities will in no way be revealed (data will be reported anonymously and bear no identifiers that could connect data to individual participants). To ensure confidentiality, the researcher will secure recordings, transcripts, and field notes in a locked cabinet in her home office. Only the principal investigator will have access to data.

There are no anticipated risks or benefits, no greater than that encountered in daily life. Further, the information gained from this study could be useful to the Chicago Public Schools and other school districts looking to initiate or refine induction coaching.

Upon request, you may receive summary results from this study and copies of any publications that may occur. Please email the researcher, Jasmine L. Thurmond at [JThurmond@my.nl.edu](mailto:JThurmond@my.nl.edu) to request results from this study.

In the event that you have questions or require additional information, please contact the researcher, Jasmine L. Thurmond at [JThurmond@my.nl.edu](mailto:JThurmond@my.nl.edu) or 773-859-0027.

If you have any concerns or questions before or during participation that have not been addressed by the researcher, you may contact Dr. Elizabeth Minor at [eminor1@nl.edu](mailto:eminor1@nl.edu), the co-chairs of NLU's Institutional Research Board: Dr. Shaunti Knauth; email: [Shaunti.Knauth@nl.edu](mailto:Shaunti.Knauth@nl.edu); phone: (312) 261-3526; or Dr. Carla Sparks; email: [CSparks3@nl.edu](mailto:CSparks3@nl.edu); phone: (813) 928-6889.

Co-chairs are located at National Louis University, 122 South Michigan Avenue, Chicago, IL.

Thank you for your consideration.



*Consent:* I understand that by signing below, I am agreeing to participate in the study (*Critical Support Systems: High Impact Local School Council-Principal Supports for Novice Principals in Chicago Public Schools*). My participation will consist of the activities below during a five-month time period:

- An online survey, which will take approximately 20 minutes
- An interview lasting approximately 60 minutes

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Participant's Signature

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Date

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Researcher's Signature

---

Date

## Appendix VIII: Recruitment Plan

### Recruitment Plan for Survey and Interview Participants

**Study Title:** *Critical Support Systems: High Impact Local School Council-Principal Supports for Novice Principals in Chicago Public Schools*

#### Purpose of the Study

This study aims to evaluate the effectiveness of support systems available to novice principals within Chicago Public Schools (CPS), with a focus on the Local School Council (LSC)-principal relationship. The research will contribute to understanding the competencies and supports essential for novice principals to thrive in their role and develop actionable recommendations for improving district-level policies and practices.

#### Participant Groups

The study involves three distinct participant groups:

1. **Novice Principals** (10-20 participants): These are principals within their first five years of service in CPS. A diverse representation in terms of gender and school type (e.g., Title I schools) will be ensured.
2. **Principal Supervisors** (5-10 participants): This group includes current and former CPS principal supervisors, such as Deputy Chiefs of Schools and Chiefs of Schools.
3. **LSC Members** (5-10 participants): LSC members from various CPS schools with at least one year of service will be recruited.

#### Recruitment Strategy

1. **Direct Invitations via Email**  
Recruitment for each group will be initiated through formal email invitations that clearly outline the study's purpose, the nature of participation, and the benefits of contributing to this important research. These invitations will be sent to novice principals, principal supervisors, and LSC members who meet the inclusion criteria outlined in the IRRB proposal.
  - **Email templates** have been drafted (Appendices I, II, and III) and will be tailored to address each participant group personally.
  - **Email follow-ups** will be sent to non-respondents within two weeks of the initial invitation to maximize participation rates.
2. **Use of Existing Networks and Relationships**  
The recruitment will leverage the principal investigator's established professional relationships within CPS to identify potential participants. School leaders, administrators, and educational organizations may be asked to recommend potential participants from the three target groups. This method will ensure a targeted recruitment process that gathers participants with relevant experience.
3. **Diverse and Inclusive Sample Selection**
  - **Gender Balance:** Efforts will be made to have a representative sample in terms of gender diversity, with a majority of female participants among novice principals (reflecting the gender distribution in CPS), as well as an inclusion of male and non-binary participants.
  - **Title I Representation:** At least 50% of the recruited novice principals will be from Title I schools to ensure the study captures insights from a variety of school contexts.
  - **Diversity Across Schools:** LSC members and principals will be selected from schools with diverse characteristics (e.g., elementary, high-poverty, selective enrollment) to provide a comprehensive view of the LSC-principal relationship across CPS.
4. **Pre-Screening Participants** Before surveys are distributed, participants will be pre-screened via email to confirm their interest and ensure that they meet the study criteria. This pre-screening will clarify the study's objectives and ascertain participants' willingness to engage in both the survey and potential follow-up interviews.

5. **Informed Consent** Once participants agree to join the study, they will receive an **informed consent form** (Appendix IV). This form will outline the nature of their participation, the voluntary nature of the study, and the confidentiality measures in place. Consent will be obtained before any data collection begins.

### **Survey and Interview Recruitment**

- **Surveys:** Once participants have provided informed consent, they will be sent a link to an online survey. Each group will receive a unique survey tailored to their role (novice principal, principal supervisor, or LSC member).
- **Interviews:** Survey responses will be reviewed, and participants who provide particularly insightful or relevant data will be invited for one-on-one interviews. In total:
  - **Novice Principals:** 3-5 participants will be selected for in-depth interviews.
  - **Principal Supervisors:** 2-4 participants will be selected for interviews.
  - **LSC Members:** 2-4 participants will be selected for interviews.

### **Timing**

The recruitment process will begin once IRB approval is received, with emails distributed within one week of approval. Surveys will be distributed over a period of four weeks, followed by interviews with selected participants. Data collection is expected to conclude within three months.

## **Appendix VII: Online Survey Questions**

### **Online Survey for Principals**

#### **Section 1: Identifying Information**

- 1. What is your current role?**
  - a) Novice Principal (1-4 years of experience)
  - b) Experienced Principal (5 or more years of experience)
- 2. How long have you served as a principal in Chicago Public Schools (CPS)?**
  - a) Less than 1 year
  - b) 1-2 years
  - c) 3-5 years
  - d) More than 5 years
- 3. What is your gender?**
  - a) Male
  - b) Female
  - c) Non-binary
  - d) Prefer not to say
  - e) Prefer to self-describe: [open text]
- 4. Is your school designated as a Title I school?**
  - a) Yes
  - b) No
  - c) Unsure
- 5. Would you be willing to participate in a follow-up interview to discuss your experiences further?**
  - a) Yes
  - b) No

#### **Section 2: Experience with Local School Councils (LSC)**

- 6. How would you rate your overall experience working with your Local School Council (LSC)?**
  - a) Very Positive
  - b) Positive
  - c) Neutral/Mixed
  - d) Negative
  - e) Very Negative
- 7. How well do you feel supported by your LSC in your role as a principal?**
  - a) Very Well Supported
  - b) Somewhat Supported
  - c) Neutral/Mixed
  - d) Somewhat Unsupported
  - e) Very Unsupported
- 8. How effective are the current CPS support systems in helping you manage your relationship with the LSC?**
  - a) Very Effective
  - b) Effective
  - c) Neutral/Mixed
  - d) Ineffective
  - e) Very Ineffective

#### **Section 3: Open-Ended Questions**

9. **What do you believe are the most critical competencies for a principal to develop in order to build a strong relationship with the LSC?**
  10. **What has been your biggest challenge in working with your Local School Council (LSC) as a principal?**  
*Please provide examples or situations that illustrate these challenges.*
  11. **Can you describe an instance where your LSC provided significant support in your leadership role?**  
*What impact did that support have on your ability to lead effectively?*
  12. **What specific supports or resources do you believe would help improve your relationship with your LSC?**  
*Consider any gaps in the current support systems.*
  13. **How do you balance the demands of the LSC with your other leadership responsibilities?**  
*Please explain any strategies you use to manage this relationship alongside your broader role as principal.*
  14. **Looking back, what advice would you give to a new principal about working with their LSC?**  
*What lessons have you learned from your experience?*
  15. **Is there anything else you would like me to know?**
  16. **If you are willing to participate in a follow-up interview, please enter your name, email address, and phone number below.**
- 

## **Online Survey for Local School Council (LSC) Members**

### **Section 1: Identifying Information**

1. **What is your current role on the Local School Council (LSC)?**
  - a) Parent Representative
  - b) Community Representative
  - c) Teacher Representative
  - d) Non-Teaching Staff Representative
  - e) Student Representative
  - f) Advocate
2. **How long have you served on the LSC?**
  - a) Less than 1 year
  - b) 1-2 years
  - c) 3-5 years
  - d) More than 5 years
3. **What is your gender?**
  - a) Male
  - b) Female
  - c) Non-binary
  - d) Prefer not to say
  - e) Prefer to self-describe: [open text]
4. **Would you be willing to participate in a follow-up interview to discuss your experiences further?**
  - a) Yes
  - b) No

### **Section 2: Experience with Principals**

5. **How would you rate your overall experience working with the principal(s) at your school?**
  - a) Very Positive
  - b) Positive
  - c) Neutral/Mixed

- d) Negative
- e) Very Negative
- 6. **How effective do you believe your LSC has been in supporting the principal's leadership and school management?**
  - a) Very Effective
  - b) Effective
  - c) Neutral/Mixed
  - d) Ineffective
  - e) Very Ineffective
- 7. **How well do you feel prepared to fulfill your responsibilities in supporting the principal and overseeing school matters?**
  - a) Very Well Prepared
  - b) Somewhat Prepared
  - c) Neutral/Mixed
  - d) Somewhat Unprepared
  - e) Very Unprepared

### Section 3: Open-Ended Questions

- 8. **What do you believe are the most critical competencies for a principal to develop in order to build a strong relationship with the LSC?**
- 9. **What has been your most significant challenge in supporting the principal at your school?**  
*Please provide examples or situations that illustrate these challenges.*
- 10. **Can you describe a specific instance where you felt the LSC made a positive impact on the principal's leadership?**  
*What was the outcome of that support?*
- 11. **In what areas do you feel the LSC could better support the principal's professional growth and leadership?**  
*Please consider any additional training or resources that might be needed.*
- 12. **How do you perceive the balance between your role as an LSC member and the governance of school matters?**  
*Please explain how you balance these responsibilities with supporting the principal.*
- 13. **What advice would you offer to new LSC members about working effectively with principals?**  
*What lessons have you learned from your time on the LSC?*
- 14. **Is there anything else you would like me to know?**
- 15. **If you are willing to participate in a follow-up interview, please enter your name, email address, and phone number below.**

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## Online Survey for Principal Supervisors

### Section 1: Identifying Information

- 1. **What is your current role?**
  - a) Principal Supervisor/Advisor
  - b) Chief of Schools
  - c) Deputy Chief of Schools
  - d) Other (please specify)
- 2. **How long have you been serving in this role?**
  - a) Less than 1 year
  - b) 1-2 years
  - c) 3-5 years
  - d) More than 5 years

3. **What is your gender?**
  - a) Male
  - b) Female
  - c) Non-binary
  - d) Prefer not to say
  - e) Prefer to self-describe: [open text]
4. **Would you be willing to participate in a follow-up interview to discuss your experiences further?**
  - a) Yes
  - b) No

## **Section 2: Experience with Supporting Principals**

5. **How would you rate the effectiveness of your support for novice principals in navigating their relationships with LSCs?**
  - a) Very Effective
  - b) Effective
  - c) Neutral/Mixed
  - d) Ineffective
  - e) Very Ineffective
6. **How well do the current CPS support systems assist you in mentoring or advising novice principals?**
  - a) Very Well
  - b) Well
  - c) Neutral/Mixed
  - d) Poorly
  - e) Very Poorly
7. **How prepared do you feel to guide novice principals in building strong relationships with their LSCs?**
  - a) Very Well Prepared
  - b) Somewhat Prepared
  - c) Neutral/Mixed
  - d) Somewhat Unprepared
  - e) Very Unprepared

## **Section 3: Open-Ended Questions**

8. **What do you believe are the most critical competencies for a principal to develop in order to build a strong relationship with the LSC?**
9. **What are the most common challenges you see novice principals facing when working with LSCs?**  
*Please provide examples of specific challenges you've encountered in your advisory role.*
10. **Can you describe an instance where you provided support to a principal that positively impacted their relationship with the LSC?**  
*What strategies or interventions did you use, and what was the outcome?*
11. **What do you believe are the most important competencies for novice principals to develop in managing their relationship with LSCs?**  
*How do you help foster these competencies?*
12. **In what areas do you think CPS support systems could improve in helping novice principals with LSC interactions and engagement?**  
*Please explain any gaps you've noticed in the current support structure.*
13. **What advice would you give to new principal supervisors regarding helping novice principals manage their relationships with LSCs?**  
*What have been the most successful strategies in your experience?*
14. **Is there anything else you would like me to know?**

**15. If you are willing to participate in a follow-up interview, please enter your name, email address, and phone number below.**



Critical Support Systems: High Impact Local School Council-Principal Supports for Novice Principals in  
Chicago Public Schools

Jasmine L. Thurmond

IRRB Application

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## **Appendix VII: Interview Protocol for Principal Supervisors**

### Narrative Description of Research

#### **Research Purpose**

This study aims to explore and evaluate the effectiveness of support systems available to novice principals within Chicago Public Schools (CPS), focusing on their relationship with Local School Councils (LSCs). The primary objective is to identify the competencies and supports essential for novice principals (those within their first four years) to successfully navigate their relationships with LSCs. By using qualitative research methods, including surveys and one-on-one interviews, this study will gather in-depth data from school principals, principal supervisors, and LSC members. The findings will contribute to the development of actionable recommendations for district-level policy and practice changes within CPS, ultimately aimed at reducing principal turnover and improving student outcomes.

The primary questions that will drive my research are as follows:

- What key competencies are needed for new and novice school leaders to have a thriving relationship with their LSC?
  - How is the LSC-principal relationship different for those in Title I or hard-to-staff schools versus school leaders of schools that identify as magnet, affluent, or selective enrollment?
  - What supports are essential for new and novice CPS school leaders to excel in those competencies for a thriving relationship with their LCS in the first five years as principal?
- What can CPS do to mitigate the issue of principal turnover as a result of the LSC-principal relationship?
- How can local educational leadership development organizations and entities support aspiring principals in CPS by providing the necessary support for principals to improve their skill set to engage with an LSC?

## Participants

The study will include three distinct groups of participants:

- **Novice Principals:** A total of 10 - 20 novice principals within CPS, specifically those who are within their first five years of service or served in the role less than five years. According to Blanchard et al. (2023), approximately 69% of principals in CPS are female and 21% are male. Subsequently, I will try to have a majority of principals as female and the remainder as male or non-binary. Participants' ages will not be used as a factor for selection. These participants will first complete surveys to gather initial data on their experiences and challenges related to LSC interactions. From this group, 3-5 principals will be selected for in-depth one-on-one interviews.
- **Principal Supervisors:** A total of 5-10 principal supervisors (currently or previously employed) within CPS will be selected for surveys. These individuals are responsible for overseeing and supporting school principals and will provide insights into the district's support structures and their effectiveness. I will try to have an equal distribution of females and males. If possible, I will select at least one non-binary participant from this group. These participants will first complete surveys to gather initial data on their experiences and observations related to LSC-principal interactions. From this group, 2-4 principal supervisors will be selected for interviews.
- **LSC Members:** The study will include 5-10 LSC members representing various schools within CPS. Surveys and interviews with these members will explore their perspectives on the LSC-principal relationship, their views on the challenges faced by novice principals, and the essential supports for LSCs to effectively engage with principals. I will try to have an equal distribution of females and males. If possible, I will select at least one non-binary participant from this group. These participants will first complete surveys to gather initial data on their experiences and observations related to LSC-principal interactions. From this group, 2-4 LSC Members will be selected for interviews.

I will utilize my established relationships with colleagues to select principal, principal supervisor, and LSC member participants that will cover various demographics. Novice principals (less than five years in the role) who identify as male, female, or non-binary will be selected. I will use my established relationships to recruit current and formerly employed principal supervisors. These participants will be selected from those who currently serve in the role of Deputy Chief of Schools or Chief of Schools, or they will have served in the role within the last five years. LSC Members who have served for at least one year will be selected for participation and receive an email invitation.

Having these three distinct groups of participants within the study will allow me to have a holistic understanding of how supports are provided, received, and perceived by the stakeholders with the greatest proximity to and roles within the LSC-principal relationships. Including a variety of experiences within my participant group will improve how I evaluate the current supports and help me identify the most important and impactful ones. This aligns with Patton's idea that "it is possible to describe the variation in the group more thoroughly and to understand variations in experiences while also investigating core elements and shared outcomes" (Patton, 1990, p. 172). I will pre-screen participants through email by outlining the purpose and goals of my research and confirming their interest in participating.

## **Recruitment**

Participants for both surveys and interviews will be recruited through direct invitations to participants based on my knowledge of their experience as a principal, principal supervisor, or LSC Member. Initial recruitment for the study will involve sending formal emails to principals within their first five years in the role (Appendix I), LSC Members who have served for at least one year (Appendix II), and current or previously serving principal supervisors (Appendix III) explaining the study's purpose, the expected time commitment, and the voluntary nature of participation. The emails will include details about the study's goals and how participation can contribute to improving support systems for LSCs, principals, and principal supervisors within CPS. For principal supervisors and LSC members, recommendations for participants may also be sought from school

administrators to ensure a diverse and representative sample. To ensure my study can examine nuances of the LSC-principal relationship within Title I schools, at least 50% of principals who receive invitations to participate will work at schools that receive Title I funding.

I will inform participants that a pseudonym or a unique identifier will be utilized during the entire data collection process, as well as during the dissertation writing and publication. Once I confirm their participation, I will provide the informed consent form (Appendix IV) via email. In addition, I will ascertain the participants' interview preferences (virtual or in-person) and answer any clarifying questions they may have. Anyone who communicates that they no longer want to participate will be removed from the study, and any additional communication with them will end immediately. To reduce any undue coercion, it will be communicated repeatedly, in writing and orally, that participation is voluntary and can be withdrawn at any time by the participant.

## **Data Collection**

I will collect data in two phases, involving both surveys and one-on-one interviews, to ensure a comprehensive understanding of the experiences and perspectives of all participant groups.

1. **Surveys:** In the initial phase, I will distribute surveys to all three participant groups: novice principals, principal supervisors, and LSC members.
  - **Novice Principals:** Approximately 10-20 novice principals will receive surveys designed to capture their experiences with LSCs, the support they have received, and the challenges they face in their roles.
  - **Principal Supervisors:** A total of 5-10 principal supervisors will complete surveys focusing on their observations and experiences regarding the support structures available for novice principals and how these structures affect the LSC-principal relationship, as well as the longevity and success of principals.

- **LSC Members:** Around 5-10 LSC members from various CPS schools will be surveyed to gather their perspectives on the LSC-principal relationship, including the challenges and successes they experience when working with novice principals.

The surveys will include both closed and open-ended questions, allowing for the collection of quantitative data and qualitative information across the different participant groups.

2. **One-on-One Interviews:** In the second phase, I will conduct structured interviews with selected group participants based on their survey responses.

- **Novice Principals:** 3-5 novice principals will be chosen for in-depth interviews to explore the themes identified in the survey data, with a particular focus on their interactions with LSCs, the most impactful supports they have received, and the additional support they need.
- **Principal Supervisors:** 2-4 principal supervisors will be interviewed to provide a deeper understanding of district support structures' effectiveness and impact on novice principals' relationships with LSCs, along with their longevity and success.
- **LSC Members:** 2-4 LSC members will participate in interviews to further understand their perspective on the LSC-principal dynamic and how it can be improved, particularly for novice principals.

The interviews, lasting no longer than one hour (Appendix V, VI, & VII), will be conducted either in person or virtually, depending on participants' preferences and availability. All interviews will be audio-recorded (with participants' consent) and later transcribed for qualitative analysis. I will use the standardized open-ended interview method, and I will ensure questions for the interview are highly focused, as suggested by Patton (2002). Furthermore, I will use publicly available data for additional insights on the research and discussion points.

By using both surveys and interviews, this study aims to gather a comprehensive set of data that reflects the diverse experiences of the participants and allows for the development of actionable recommendations for improving the LSC-principal relationship and support structures within CPS.

To preserve the anonymity of participants, I will either use unique identifiers or pseudonyms during the data collection process. Also, I will record all interviews using an artificial intelligence tool to transcribe and support coding answers. I will ensure all data is warehoused in a secured location only accessible by me via password or lock and key. Within three years of completing the study, all data will be destroyed.

### **Risks and Benefits**

The risks associated with this study are minimal. Potential risks include the loss of time during participation and possible discomfort when discussing challenges or negative experiences related to LSC interactions. These risks will be mitigated by ensuring that all participation is voluntary, and participants can withdraw from the study at any time without penalty. Participants' anonymity will be protected through the use of pseudonyms or unique identifiers in all data collection and reporting processes.

The benefits of participation include contributing to research that has the potential to improve support systems for novice principals, which could lead to enhanced job satisfaction, reduced principal turnover, and ultimately better outcomes for students. Participants may also gain insights into their own experiences and receive a summary of the research findings, which could inform their professional practice.

### **Consent and Assent**

Informed consent will be obtained from all participants before their involvement in the study. The consent form will outline the study's purpose, procedures, potential risks and benefits, and the voluntary nature of participation. Participants will be informed that they can withdraw from the study at any time without penalty. All data collected will be stored securely, and participants' identities will remain confidential. Pseudonyms will be used throughout the data collection and reporting phases to ensure anonymity.



## **Appendix I: Initial Email Request for Participation to Principals**

**Subject:** Invitation to Participate in Research Study on Local School Council-Principal Supports

Dear [Principal's Name],

I hope this message finds you well. My name is Jasmine L. Thurmond, and I am a doctoral student at National Louis University. As a doctoral student, I am conducting a research study titled *Critical Support Systems: High Impact Local School Council-Principal Supports for Novice Principals in Chicago Public Schools*. I would like to invite you to participate in this study, which aims to evaluate the effectiveness of support systems available to new and novice principals, particularly concerning your interactions with Local School Councils (LSCs).

### **Purpose of the Study:**

This study seeks to identify key competencies and supports that are critical for new and novice principals to navigate the complexities of their relationships with LSCs. Through surveys and one-on-one interviews, I hope to gather in-depth data that will inform district-level policy and practice changes aimed at reducing principal turnover and improving student outcomes.

### **What Participation Involves:**

As part of the study, you will be asked to complete a survey that captures your experiences with LSCs, the support you have received, and the challenges you face as a novice principal. Following the survey, a smaller group of participants will be selected for one-on-one interviews to explore these topics in greater depth. Your participation is entirely voluntary, and you may withdraw from the study at any time without penalty.

### **Benefits of Participation:**

Your insights and experiences will contribute to a broader understanding of how support systems for novice principals can be improved. By participating, you will help shape recommendations that could enhance job satisfaction for principals and ultimately improve outcomes for students in Chicago Public Schools.

Additionally, you will receive a summary of the study's findings, which may provide valuable insights for your own practice.

**Confidentiality:**

Your identity will remain confidential throughout the study. Pseudonyms and unique identifiers will be used in all data collection and reporting processes to protect your privacy.

**If you are interested in participating, please reply to this email by November 1st.** I will then send you the consent form and further details regarding the survey. If you have any questions or would like more information before deciding, please feel free to reach out.

Thank you for considering this opportunity to contribute to important research that aims to support the success of school leaders like yourself. I look forward to the possibility of working with you.

Warm regards,

Jasmine L. Thurmond

Principal Investigator

JThurmond@my.nl.edu

## **Appendix II: Initial Email Request for Participation to LSC Members**

**Subject:** Invitation to Participate in Research Study on Local School Council-Principal Supports

Dear [LSC Member's Name],

I hope this message finds you well. My name is Jasmine L. Thurmond, and I am a doctoral student at National Louis University. As a doctoral student, I am conducting a research study titled *Critical Support Systems: High Impact Local School Council-Principal Supports for Novice Principals in Chicago Public Schools*. As a valuable member of your Local School Council (LSC), I would like to invite you to participate in this important research study that explores the effectiveness of support systems for novice principals, particularly focusing on the LSC-principal relationship.

### **Purpose of the Study:**

The study aims to identify the key competencies and supports that are crucial for novice principals (within their first five years) to successfully collaborate with LSCs. Your insights as an LSC member are vital in understanding how we can strengthen these relationships to support both school leadership and student outcomes.

### **What Participation Involves:**

Your participation will involve completing a brief survey to share your experiences and perspectives on working with novice principals. Following the survey, a smaller group of LSC members will be invited to participate in a one-on-one interview to further explore these topics. Your participation is entirely voluntary, and you may withdraw at any time without any consequences.

### **Benefits of Participation:**

By contributing to this study, you will help inform recommendations for improving the support systems that empower LSCs and principals to work more effectively together. The findings could lead to better support

structures within Chicago Public Schools, which will ultimately benefit the entire school community. As a participant, you will also receive a summary of the research findings.

**Confidentiality:**

Please be assured that your identity will be kept confidential throughout the study. Pseudonyms will be used in all data collection and reporting processes to protect your privacy.

**If you are interested in participating, please reply to this email by November 1st.** I will then provide further details, including the consent form and survey link. If you have any questions or need additional information before making your decision, please feel free to contact me directly.

Thank you for considering this opportunity to contribute to important research that aims to enhance the collaboration between LSCs and school principals. I look forward to the possibility of working with you.

Warm regards,

Jasmine L. Thurmond

Principal Investigator

JThurmond@my.nl.edu

### **Appendix III: Initial Email Request for Participation to Principal Supervisors**

**Subject:** Invitation to Participate in Research Study on Support Systems for Novice Principals

Dear [Principal Supervisor's Name],

I hope this message finds you well. My name is Jasmine L. Thurmond, and I am a doctoral student at National Louis University. As a doctoral student, I am conducting a research study titled *Critical Support Systems: High Impact Local School Council-Principal Supports for Novice Principals in Chicago Public Schools*. I am reaching out to invite you to participate in this study, which aims to evaluate the effectiveness of current support systems for novice principals, particularly in their interactions with Local School Councils (LSCs).

#### **Purpose of the Study:**

This study seeks to understand how support systems provided to novice principals (those within their first five years) impact their ability to successfully navigate the complexities of their relationships with LSCs. As a principal supervisor, your perspective is essential in shedding light on the effectiveness of district-level supports and identifying potential improvements.

#### **What Participation Involves:**

Your participation will involve completing a brief survey regarding your observations of the support structures available to novice principals and the challenges they face in relation to LSCs. A smaller group of principal supervisors will be selected for one-on-one interviews based on survey responses, allowing for a deeper exploration of these themes. Participation is voluntary, and you may withdraw at any time without any penalties.

#### **Benefits of Participation:**

Your insights will contribute to actionable recommendations for improving support systems within CPS, ultimately leading to better outcomes for principals and the school communities they serve. As a participant,

you will receive a summary of the research findings, which could offer valuable insights into your professional practice as well.

**Confidentiality:**

To ensure your privacy, pseudonyms will be used in all data collection and reporting processes. Your identity will be protected, and all information shared will remain confidential.

**If you are interested in participating, please reply to this email by November 1st.** I will follow up with the consent form and survey link, along with more details about the study. Should you have any questions or need further clarification, please feel free to reach out to me.

Thank you for considering this opportunity to contribute to meaningful research that aims to enhance the support structures for school leadership in CPS. I look forward to the possibility of collaborating with you.

Warm regards,

Jasmine L. Thurmond

Principal Investigator

JThurmond@my.nl.edu

## Appendix IV: Informed Consent for Confirmed Participants

### Informed Consent Online Survey and Interview

My name is Jasmine L. Thurmond, and I am a doctoral student at National Louis University. I am asking you to participate in this study, *Critical Support Systems: High Impact Local School Council-Principal Supports for Novice Principals in Chicago Public Schools*, occurring from 11-2024 to 04-2025. The purpose of this study is to explore and evaluate the effectiveness of support systems for novice principals within Chicago Public Schools (CPS), specifically focusing on their relationships with Local School Councils (LSCs). This research will contribute to identifying key competencies and developing recommendations for enhancing support for novice principals. This form outlines the purpose of the study and describes your involvement and rights as a participant.

By signing below, you are providing consent to participate in a research project conducted by Jasmine L. Thurmond, a student at National Louis University, Chicago. Please understand that the purpose of the study is to explore the process and impact of induction coaching and not to evaluate coaching or teaching. Participation in this study involves two components:

1. **Online Survey:** You will be asked to complete an online survey, which will take approximately 20 minutes. The survey will include both closed and open-ended questions designed to capture your experiences, challenges, and perspectives related to the LSC-principal relationship and support systems.
2. **One-on-One Interview:** If selected for the second phase, you may be invited to participate in a one-on-one interview. These interviews will last approximately 60 minutes and will be scheduled at your convenience. The interviews will be audio-recorded (with your consent) to ensure accuracy and will focus on your experiences as a principal, principal supervisor, or LSC member. Interviews will be recorded and participants may view and have final approval on the content of interview transcripts.

Your participation is voluntary and can be discontinued at any time without penalty or bias. The results of this study may be published or otherwise reported at conferences, and employed to inform practices within Chicago Public Schools, but participants' identities will in no way be revealed (data will be reported anonymously and bear no identifiers that could connect data to individual participants). To ensure confidentiality, the researcher will secure recordings, transcripts, and field notes in a locked cabinet in her home office. Only the principal investigator will have access to data.

There are no anticipated risks or benefits, no greater than that encountered in daily life. Further, the information gained from this study could be useful to the Chicago Public Schools and other school districts looking to initiate or refine induction coaching.

Upon request, you may receive summary results from this study and copies of any publications that may occur. Please email the researcher, Jasmine L. Thurmond at [JThurmond@my.nlu.edu](mailto:JThurmond@my.nlu.edu) to request results from this study.

In the event that you have questions or require additional information, please contact the researcher, Jasmine L. Thurmond at [JThurmond@my.nlu.edu](mailto:JThurmond@my.nlu.edu) or 773-859-0027.

If you have any concerns or questions before or during participation that have not been addressed by the researcher, you may contact Dr. Elizabeth Minor at [eminor1@nlu.edu](mailto:eminor1@nlu.edu), the co-chairs of NLU's Institutional Research Board: Dr. Shaunti Knauth; email: [Shaunti.Knauth@nlu.edu](mailto:Shaunti.Knauth@nlu.edu); phone: (312) 261-3526; or Dr. Carla Sparks; email: [CSparks3@nlu.edu](mailto:CSparks3@nlu.edu); phone: (813) 928-6889.

Co-chairs are located at National Louis University, 122 South Michigan Avenue, Chicago, IL.

Thank you for your consideration.

*Consent:* I understand that by signing below, I am agreeing to participate in the study (*Critical Support Systems: High Impact Local School Council-Principal Supports for Novice Principals in Chicago Public Schools*). My participation will consist of the activities below during a five-month time period:

- An online survey, which will take approximately 20 minutes
- An interview lasting approximately 60 minutes

---

Participant's Signature

---

Date

---

Researcher's Signature

---

Date



## Appendix V: Interview Protocol for Principals

**Title:** *Critical Support Systems: High Impact Local School Council-Principal Supports for Novice Principals in Chicago Public Schools*

**Interviewer:** Jasmine L. Thurmond

**Interviewee:** [Participant's Pseudonym]

**Date:** [Insert Date]

**Location/Format:** [Insert Location or Virtual Format]

**Duration:** Approximately 60 minutes

### Introduction

1. **Purpose of the Interview:**

Thank you for agreeing to participate in this interview. The purpose of this interview is to gain a deeper understanding of your experiences as a novice principal in Chicago Public Schools, particularly focusing on your relationship with the Local School Council (LSC) and the support systems available to you. Your insights will help identify areas where the current support systems are effective and where they can be improved to better assist novice principals in their roles.

2. **Confidentiality:**

I want to remind you that your participation is voluntary, and you may choose to withdraw at any time without penalty. Your responses will be kept confidential, and your identity will be anonymized in all reports using a pseudonym. With your permission, I will be recording this interview for accuracy, and the recording will be transcribed and securely stored. Is it okay if I record our conversation?

3. **Consent:**

Before we begin, do you have any questions about the study or your participation?

[Pause for questions]

If you are ready, we can begin the interview.

---

### Interview Questions

#### Background Information

1. Can you tell me about your background and how long you have been serving as a principal in Chicago Public Schools?

*Follow-Up: What led you to pursue the role of principal?*

2. Could you describe the type of school where you are currently serving?

*Follow-Up: What are the key characteristics of your school community (e.g., demographics, academic focus, challenges)?*

#### Experiences with the Local School Council (LSC)

3. What has been your experience working with your Local School Council (LSC) as a novice principal?

*Follow-Up: What are some of the positive aspects of this relationship? What have been some challenges?*

4. How would you describe the role your LSC plays in your decision-making as a school leader?

*Follow-Up: How involved is your LSC in key decisions such as budgeting, strategic planning, or principal evaluations?*

5. In what ways, if any, do you feel that your LSC has supported or hindered your effectiveness as a principal?

*Follow-Up: Are there specific examples of support or conflict you've encountered?*

### **Support Systems for Novice Principals**

6. Can you describe the support systems available to you as a novice principal in CPS?

*Follow-Up: What types of mentorship, coaching, or professional development have been offered to you in relation to your LSC?*

7. Which of these support systems have been most beneficial to your growth as a principal?

*Follow-Up: Can you share a specific example of how a particular support system helped you navigate your role, especially in relation to the LSC?*

8. What gaps do you perceive in the support provided to novice principals, particularly in the context of working with LSCs?

*Follow-Up: Are there areas where you feel additional support would be helpful?*

### **Competency Development**

9. What do you believe are the most critical competencies for a principal to develop in order to maintain a strong and effective relationship with their LSC?

*Follow-Up: How did you develop these competencies? Were there any you found especially challenging?*

10. How have your leadership skills evolved since you began your role as a principal, especially in relation to managing your LSC?

*Follow-Up: What specific skills have been most valuable in navigating the political and operational dynamics of the LSC?*

### **Recommendations for Improvement**

11. Based on your experiences, what recommendations would you make to CPS to improve the support systems for novice principals' engagement with their LSC?

*Follow-Up: What specific changes would have helped you in your early years as a principal?*

12. How do you think the LSC-principal relationship could be improved across CPS?

*Follow-Up: What role should the district play in fostering a stronger partnership between principals and LSCs?*

### **Conclusion**

13. Is there anything else you would like to share about your experiences as a novice principal or your relationship with your LSC that we haven't covered?

*Follow-Up: Any additional insights or stories that could help inform the study?*

---

### **Closing**

Thank you for your time and for sharing your experiences with me. Your insights are incredibly valuable and will help inform recommendations for improving support systems for novice principals in CPS. If you have any questions or think of anything else you'd like to add after the interview, please feel free to reach out to me. I will also follow up with a summary of the study's findings when it is completed.

## Appendix VI: Interview Protocol for LSC Members

**Title:** *Critical Support Systems: High Impact Local School Council-Principal Supports for Novice Principals in Chicago Public Schools*

**Interviewer:** Jasmine L. Thurmond

**Interviewee:** [Participant's Pseudonym]

**Date:** [Insert Date]

**Location/Format:** [Insert Location or Virtual Format]

**Duration:** Approximately 60 minutes

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### Introduction

1. **Purpose of the Interview:**

Thank you for agreeing to participate in this interview. The purpose of this interview is to better understand your experiences as a Local School Council (LSC) member working with principals, particularly novice principals, within Chicago Public Schools (CPS). Your insights will contribute to identifying the strengths and challenges of the LSC-principal relationship and will help us develop recommendations for improving support systems for both principals and LSC members.

2. **Confidentiality:**

I want to remind you that your participation is voluntary, and you may withdraw at any time without penalty. Your responses will be kept confidential, and your identity will be anonymized in all reports using a pseudonym. With your permission, I will be recording this interview for accuracy, and the recording will be transcribed and securely stored. Is it okay if I record our conversation?

3. **Consent:**

Before we begin, do you have any questions about the study or your participation?

[Pause for questions]

If you are ready, we can begin the interview.

---

### Interview Questions

#### Background Information

1. Can you tell me a bit about your background, and what experiences or skills you bring to this role? How long have you served on an LSC?

*Follow-Up: What initially motivated you to serve on the LSC, and how has your role evolved over time?*

2. Could you describe the type of school you serve on the LSC and the key characteristics of the school community?

*Follow-Up: What are some of the unique challenges or strengths of your school's community?*

#### Working with Novice Principals

3. What has been your experience working with novice principals (those within their first five years) in your role on the LSC?

*Follow-Up: How would you describe the relationship between the LSC and novice principals at your school?*

4. In what ways have you supported or worked with novice principals to help them succeed in their role?  
*Follow-Up: Can you share specific examples of how the LSC has contributed to the principal's development or success?*
5. What challenges have you observed novice principals facing when working with the LSC?  
*Follow-Up: Are there specific areas where LSCs could provide more effective support to novice principals?*

### **Role of the LSC in Principal Support**

6. How do you view the role of the LSC in supporting the professional development and growth of principals, particularly those who are new to the role?  
*Follow-Up: What actions or initiatives has your LSC undertaken to support the principal?*
7. What do you believe are the most critical competencies for a principal to develop in order to build a strong relationship with the LSC?  
*Follow-Up: How does the LSC help principals develop these competencies?*
8. How does your LSC balance its governance role (e.g., approving budgets, evaluating the principal) with supporting the principal's growth and success?  
*Follow-Up: How do these dual responsibilities impact your relationship with the principal?*

### **Effectiveness of Support Systems**

9. Based on your experience, how effective do you think the current district-level support systems are in helping novice principals succeed in their roles, particularly in relation to their work with LSCs?  
*Follow-Up: Are there specific areas where these systems could be improved?*
10. What additional support or resources do you believe could be helpful for LSCs to better support novice principals in CPS?  
*Follow-Up: How can CPS or external organizations provide more tailored support for LSCs working with new principals?*

### **Improving the LSC-Principal Relationship**

11. What recommendations would you make for improving the LSC-principal relationship, particularly for novice principals in CPS?  
*Follow-Up: Are there specific strategies or practices you believe would help foster stronger collaboration and trust between LSCs and principals?*
12. How do you think public-private partnerships or community engagement could be leveraged to enhance the support provided to both LSCs and principals?  
*Follow-Up: Are there existing partnerships that have been particularly beneficial for your school or LSC?*

### **Conclusion**

13. Is there anything else you would like to share about your experiences working with novice principals or your role on the LSC that we haven't discussed?  
*Follow-Up: Any additional insights or examples that could help inform the study?*

---

### **Closing**

Thank you for taking the time to participate in this interview and for sharing your valuable insights. Your experiences will help us better understand the support needs of novice principals and how the LSC-principal

relationship can be strengthened. If you have any questions or think of anything else you'd like to add after the interview, please feel free to reach out to me. I will also follow up with a summary of the study's findings when it is completed.

## Appendix VII: Interview Protocol for Principal Supervisors

**Title:** *Critical Support Systems: High Impact Local School Council-Principal Supports for Novice Principals in Chicago Public Schools*

**Interviewer:** Jasmine L. Thurmond

**Interviewee:** [Participant's Pseudonym]

**Date:** [Insert Date]

**Location/Format:** [Insert Location or Virtual Format]

**Duration:** Approximately 60 minutes

---

### Introduction

1. **Purpose of the Interview:**

Thank you for agreeing to participate in this interview. The purpose of this interview is to gain a deeper understanding of your experiences as a principal supervisor within Chicago Public Schools (CPS), specifically focusing on your role in supporting novice principals and their engagement with Local School Councils (LSCs). Your insights will help identify strengths and areas for improvement in the support systems available to novice principals.

2. **Confidentiality:**

I want to remind you that your participation is voluntary, and you may withdraw at any time without penalty. Your responses will be kept confidential, and your identity will be anonymized in all reports using a pseudonym. With your permission, I will be recording this interview for accuracy, and the recording will be transcribed and securely stored. Is it okay if I record our conversation?

3. **Consent:**

Before we begin, do you have any questions about the study or your participation?

[Pause for questions]

If you are ready, we can begin the interview.

---

### Interview Questions

#### Background Information

1. Can you tell me about your background and your role as a principal supervisor in CPS?

*Follow-Up: How long have you been serving as a supervisor, and what are the key responsibilities of your role?*

2. Could you describe the types of schools and principals you supervise?

*Follow-Up: What is the range of experience and contexts (e.g., elementary, high-poverty, selective enrollment) among the principals you oversee?*

#### Supporting Novice Principals

3. What do you believe are the most significant challenges faced by novice principals in CPS, particularly in their first five years?

*Follow-Up: Are there specific challenges related to their interactions with Local School Councils (LSCs)?*

4. In your role as a principal supervisor, how do you support novice principals in navigating their relationships with LSCs?

*Follow-Up: Can you provide examples of successful strategies or interventions you've implemented to help principals manage LSC dynamics?*

5. What types of district-level support are currently available to novice principals to help them build competencies in working with their LSCs?

*Follow-Up: How effective are these supports in preparing principals for the unique challenges of the CPS context?*

### **Competency Development**

6. From your perspective, what are the key competencies that novice principals need to thrive in their roles, particularly in relation to their interactions with LSCs?

*Follow-Up: How do you assess whether a principal has developed these competencies?*

7. How do you help novice principals develop these competencies over the course of their early years in the role?

*Follow-Up: Can you share a specific example of how you've guided a principal in developing a crucial leadership skill or competency?*

### **Measuring Success and Thriving**

8. What does it mean for a principal to “thrive” in their role, particularly in the context of CPS and their interactions with LSCs?

*Follow-Up: What indicators do you look for to determine whether a principal is thriving personally and professionally?*

9. How do you evaluate the overall success of novice principals under your supervision?

*Follow-Up: Are there specific metrics or outcomes (e.g., student performance, LSC relationships, principal retention) that you prioritize?*

### **Improvement and Recommendations**

10. Based on your experiences, what recommendations would you make to improve the support systems for novice principals in CPS, particularly in relation to their relationships with LSCs?

*Follow-Up: What changes at the district level could make the most impact in strengthening these relationships and supporting principal success?*

11. How do you think public-private partnerships or community engagement could be leveraged to enhance the support systems for novice principals in CPS?

*Follow-Up: Are there specific partnerships or resources you believe could provide additional support to principals and their LSCs?*

### **Conclusion**

12. Is there anything else you would like to share about your experiences supporting novice principals in CPS, particularly in their work with LSCs, that we haven't covered?

*Follow-Up: Any additional insights or stories that could help inform the study?*

---

### **Closing**

Thank you for your time and for sharing your experiences with me. Your insights are incredibly valuable and will help inform recommendations for improving support systems for novice principals in CPS. If you have any questions or think of anything else you'd like to add after the interview, please feel free to reach out to me. I will also follow up with a summary of the study's findings when it is completed.

## **Appendix VII: Online Survey Questions**

### **Online Survey for Principals**

#### **Section 1: Identifying Information**

- 1. What is your current role?**
  - a) Novice Principal (1-4 years of experience)
  - b) Experienced Principal (5 or more years of experience)
- 2. How long have you served as a principal in Chicago Public Schools (CPS)?**
  - a) Less than 1 year
  - b) 1-2 years
  - c) 3-5 years
  - d) More than 5 years
- 3. What is your gender?**
  - a) Male
  - b) Female
  - c) Non-binary
  - d) Prefer not to say
  - e) Prefer to self-describe: [open text]
- 4. Is your school designated as a Title I school?**
  - a) Yes
  - b) No
  - c) Unsure
- 5. Would you be willing to participate in a follow-up interview to discuss your experiences further?**
  - a) Yes
  - b) No

#### **Section 2: Experience with Local School Councils (LSC)**

- 6. How would you rate your overall experience working with your Local School Council (LSC)?**
  - a) Very Positive
  - b) Positive
  - c) Neutral/Mixed
  - d) Negative
  - e) Very Negative
- 7. How well do you feel supported by your LSC in your role as a principal?**
  - a) Very Well Supported
  - b) Somewhat Supported
  - c) Neutral/Mixed
  - d) Somewhat Unsupported
  - e) Very Unsupported
- 8. How effective are the current CPS support systems in helping you manage your relationship with the LSC?**
  - a) Very Effective
  - b) Effective
  - c) Neutral/Mixed
  - d) Ineffective
  - e) Very Ineffective

#### **Section 3: Open-Ended Questions**



9. **What do you believe are the most critical competencies for a principal to develop in order to build a strong relationship with the LSC?**
  10. **What has been your biggest challenge in working with your Local School Council (LSC) as a principal?**  
*Please provide examples or situations that illustrate these challenges.*
  11. **Can you describe an instance where your LSC provided significant support in your leadership role?**  
*What impact did that support have on your ability to lead effectively?*
  12. **What specific supports or resources do you believe would help improve your relationship with your LSC?**  
*Consider any gaps in the current support systems.*
  13. **How do you balance the demands of the LSC with your other leadership responsibilities?**  
*Please explain any strategies you use to manage this relationship alongside your broader role as principal.*
  14. **Looking back, what advice would you give to a new principal about working with their LSC?**  
*What lessons have you learned from your experience?*
  15. **Is there anything else you would like me to know?**
  16. **If you are willing to participate in a follow-up interview, please enter your name, email address, and phone number below.**
- 

## **Online Survey for Local School Council (LSC) Members**

### **Section 1: Identifying Information**

1. **What is your current role on the Local School Council (LSC)?**
  - a) Parent Representative
  - b) Community Representative
  - c) Teacher Representative
  - d) Non-Teaching Staff Representative
  - e) Student Representative
  - f) Advocate
2. **How long have you served on the LSC?**
  - a) Less than 1 year
  - b) 1-2 years
  - c) 3-5 years
  - d) More than 5 years
3. **What is your gender?**
  - a) Male
  - b) Female
  - c) Non-binary
  - d) Prefer not to say
  - e) Prefer to self-describe: [open text]
4. **Would you be willing to participate in a follow-up interview to discuss your experiences further?**
  - a) Yes
  - b) No

### **Section 2: Experience with Principals**

5. **How would you rate your overall experience working with the principal(s) at your school?**
  - a) Very Positive
  - b) Positive
  - c) Neutral/Mixed

- d) Negative
- e) Very Negative
- 6. **How effective do you believe your LSC has been in supporting the principal's leadership and school management?**
  - a) Very Effective
  - b) Effective
  - c) Neutral/Mixed
  - d) Ineffective
  - e) Very Ineffective
- 7. **How well do you feel prepared to fulfill your responsibilities in supporting the principal and overseeing school matters?**
  - a) Very Well Prepared
  - b) Somewhat Prepared
  - c) Neutral/Mixed
  - d) Somewhat Unprepared
  - e) Very Unprepared

### Section 3: Open-Ended Questions

- 8. **What do you believe are the most critical competencies for a principal to develop in order to build a strong relationship with the LSC?**
- 9. **What has been your most significant challenge in supporting the principal at your school?**  
*Please provide examples or situations that illustrate these challenges.*
- 10. **Can you describe a specific instance where you felt the LSC made a positive impact on the principal's leadership?**  
*What was the outcome of that support?*
- 11. **In what areas do you feel the LSC could better support the principal's professional growth and leadership?**  
*Please consider any additional training or resources that might be needed.*
- 12. **How do you perceive the balance between your role as an LSC member and the governance of school matters?**  
*Please explain how you balance these responsibilities with supporting the principal.*
- 13. **What advice would you offer to new LSC members about working effectively with principals?**  
*What lessons have you learned from your time on the LSC?*
- 14. **Is there anything else you would like me to know?**
- 15. **If you are willing to participate in a follow-up interview, please enter your name, email address, and phone number below.**

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## Online Survey for Principal Supervisors

### Section 1: Identifying Information

- 1. **What is your current role?**
  - a) Principal Supervisor/Advisor
  - b) Chief of Schools
  - c) Deputy Chief of Schools
  - d) Other (please specify)
- 2. **How long have you been serving in this role?**
  - a) Less than 1 year
  - b) 1-2 years
  - c) 3-5 years
  - d) More than 5 years

3. **What is your gender?**
  - a) Male
  - b) Female
  - c) Non-binary
  - d) Prefer not to say
  - e) Prefer to self-describe: [open text]
4. **Would you be willing to participate in a follow-up interview to discuss your experiences further?**
  - a) Yes
  - b) No

## **Section 2: Experience with Supporting Principals**

5. **How would you rate the effectiveness of your support for novice principals in navigating their relationships with LSCs?**
  - a) Very Effective
  - b) Effective
  - c) Neutral/Mixed
  - d) Ineffective
  - e) Very Ineffective
6. **How well do the current CPS support systems assist you in mentoring or advising novice principals?**
  - a) Very Well
  - b) Well
  - c) Neutral/Mixed
  - d) Poorly
  - e) Very Poorly
7. **How prepared do you feel to guide novice principals in building strong relationships with their LSCs?**
  - a) Very Well Prepared
  - b) Somewhat Prepared
  - c) Neutral/Mixed
  - d) Somewhat Unprepared
  - e) Very Unprepared

## **Section 3: Open-Ended Questions**

8. **What do you believe are the most critical competencies for a principal to develop in order to build a strong relationship with the LSC?**
9. **What are the most common challenges you see novice principals facing when working with LSCs?**  
*Please provide examples of specific challenges you've encountered in your advisory role.*
10. **Can you describe an instance where you provided support to a principal that positively impacted their relationship with the LSC?**  
*What strategies or interventions did you use, and what was the outcome?*
11. **What do you believe are the most important competencies for novice principals to develop in managing their relationship with LSCs?**  
*How do you help foster these competencies?*
12. **In what areas do you think CPS support systems could improve in helping novice principals with LSC interactions and engagement?**  
*Please explain any gaps you've noticed in the current support structure.*
13. **What advice would you give to new principal supervisors regarding helping novice principals manage their relationships with LSCs?**  
*What have been the most successful strategies in your experience?*
14. **Is there anything else you would like me to know?**

**15. If you are willing to participate in a follow-up interview, please enter your name, email address, and phone number below.**

## References

Blanchard, A., Sartain, L., Smith, C., & Gordon, M. F. (2023). *New Principals in Chicago Public Schools: Diversity and Their Prior Experiences*. NORC at the University of Chicago.

Patton, M. (1990). *Qualitative evaluation and research methods*. Beverly Hills, CA: Sage.

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3 ed.). Sage Publications.

## Survey Pre-Screening Questions

**Question 1: What is your current or most recent role in Chicago Public Schools (CPS)?**

- ☐ a. Novice Principal (within the first five years of serving as a principal)
- ☐ b. Former Principal (served for less than five years as a principal)
- ☐ c. Current Local School Council (LSC) Member
- ☐ d. Former Local School Council (LSC) Member
- ☐ e. Current Principal Supervisor (e.g., Chief of Schools, Deputy Chief)
- ☐ f. Former Principal Supervisor
- ☐ g. None of the above (If selected, participant will be directed out of the survey)

**Question 2 (For Novice Principals and Former Principals): How many years have you served (or did you serve) as a principal in CPS?**

- ☐ a. Less than 1 year
- ☐ b. 1-2 years
- ☐ c. 3-4 years
- ☐ d. 5 years
- ☐ e. More than 5 years (If selected, participant will be directed out of the survey)

**Question 3 (For Current and Former LSC Members): How many years have you served (or did you serve) on a Local School Council in CPS?**

- ☐ a. Less than 1 year (If selected, participant will be directed out of the survey)
- ☐ b. 1-2 years
- ☐ c. 3-4 years
- ☐ d. 5 or more years

**Question 4 (For Principal Supervisors): How many years have you served (or did you serve) as a principal supervisor in CPS?**

- ☐ a. Less than 1 year (If selected, participant will be directed out of the survey)
- ☐ b. 1-2 years
- ☐ c. 3-4 years
- ☐ d. 5 or more years

**Question 5 (For Novice and Former Principals): During your tenure as a principal, was your school designated as a Title I school?**

- ☐ a. Yes
- ☐ b. No
- ☐ c. Unsure

**Question 6 (For Current and Former LSC Members): The school where you served as an LSC member was designated as a:**

- ☐ a. Title I School

- b. Non-Title I School
- c. Unsure

**Question 7 (For Principal Supervisors): The schools you supervised were primarily designated as:**

- a. Title I Schools
- b. Non-Title I Schools
- c. A mix of both
- d. Unsure

**Question 8: Are you willing to complete a follow-up interview as part of this study?**

- a. Yes
- b. No
- c. Maybe (please provide your contact information if interested)

## Appendix IV: Informed Consent for Confirmed Participants

### Informed Consent Online Survey and Interview

My name is Jasmine L. Thurmond, and I am a doctoral student at National Louis University. I am asking you to participate in this study, *Critical Support Systems: High Impact Local School Council-Principal Supports for Novice Principals in Chicago Public Schools*, occurring from 11-2024 to 04-2025. The purpose of this study is to explore and evaluate the effectiveness of support systems for novice principals within Chicago Public Schools (CPS), specifically focusing on their relationships with Local School Councils (LSCs). This research will contribute to identifying key competencies and developing recommendations for enhancing support for novice principals. This form outlines the purpose of the study and describes your involvement and rights as a participant.

By signing below, you are providing consent to participate in a research project conducted by Jasmine L. Thurmond, a student at National Louis University, Chicago. Please understand that the purpose of the study is to explore the process and impact of induction coaching and not to evaluate coaching or teaching. Participation in this study involves two components:

1. **Online Survey:** You will be asked to complete an online survey, which will take approximately 20 minutes. The survey will include both closed and open-ended questions designed to capture your experiences, challenges, and perspectives related to the LSC-principal relationship and support systems.
2. **One-on-One Interview:** If selected for the second phase, you may be invited to participate in a one-on-one interview. These interviews will last approximately 60 minutes and will be scheduled at your convenience. The interviews will be audio-recorded (with your consent) to ensure accuracy and will focus on your experiences as a principal, principal supervisor, or LSC member. Interviews will be recorded and participants may view and have final approval on the content of interview transcripts.

Your participation is voluntary and can be discontinued at any time without penalty or bias. The results of this study may be published or otherwise reported at conferences, and employed to inform practices within Chicago Public Schools, but participants' identities will in no way be revealed (data will be reported anonymously and bear no identifiers that could connect data to individual participants). To ensure confidentiality, the researcher will secure recordings, transcripts, and field notes in a locked cabinet in her home office. Only the principal investigator will have access to data.

There are no anticipated risks or benefits, no greater than that encountered in daily life. Further, the information gained from this study could be useful to the Chicago Public Schools and other school districts looking to initiate or refine induction coaching.

Upon request, you may receive summary results from this study and copies of any publications that may occur. Please email the researcher, Jasmine L. Thurmond at [JThurmond@my.nl.edu](mailto:JThurmond@my.nl.edu) to request results from this study.

In the event that you have questions or require additional information, please contact the researcher, Jasmine L. Thurmond at [JThurmond@my.nl.edu](mailto:JThurmond@my.nl.edu) or 773-859-0027.

If you have any concerns or questions before or during participation that have not been addressed by the researcher, you may contact Dr. Elizabeth Minor at [eminor1@nl.edu](mailto:eminor1@nl.edu), the co-chairs of NLU's Institutional Research Board: Dr. Shaunti Knauth; email: [Shaunti.Knauth@nl.edu](mailto:Shaunti.Knauth@nl.edu); phone: (312) 261-3526; or Dr. Carla Sparks; email: [CSparks3@nl.edu](mailto:CSparks3@nl.edu); phone: (813) 928-6889.

Co-chairs are located at National Louis University, 122 South Michigan Avenue, Chicago, IL.

Thank you for your consideration.



*Consent:* I understand that by signing below, I am agreeing to participate in the study (*Critical Support Systems: High Impact Local School Council-Principal Supports for Novice Principals in Chicago Public Schools*). My participation will consist of the activities below during a five-month time period:

- An online survey, which will take approximately 20 minutes
- An interview lasting approximately 60 minutes

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Participant's Signature

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Date

---

Researcher's Signature

---

Date

## Survey Pre-Screening Questions

**Question 1: What is your current or most recent role in Chicago Public Schools (CPS)?**

- ☐ a. Novice Principal (within the first five years of serving as a principal)
- ☐ b. Former Principal (served for less than five years as a principal)
- ☐ c. Current Local School Council (LSC) Member
- ☐ d. Former Local School Council (LSC) Member
- ☐ e. Current Principal Supervisor (e.g., Chief of Schools, Deputy Chief)
- ☐ f. Former Principal Supervisor
- ☐ g. None of the above (If selected, participant will be directed out of the survey)

**Question 2 (For Novice Principals and Former Principals): How many years have you served (or did you serve) as a principal in CPS?**

- ☐ a. Less than 1 year
- ☐ b. 1-2 years
- ☐ c. 3-4 years
- ☐ d. 5 years
- ☐ e. More than 5 years (If selected, participant will be directed out of the survey)

**Question 3 (For Current and Former LSC Members): How many years have you served (or did you serve) on a Local School Council in CPS?**

- ☐ a. Less than 1 year (If selected, participant will be directed out of the survey)
- ☐ b. 1-2 years
- ☐ c. 3-4 years
- ☐ d. 5 or more years

**Question 4 (For Principal Supervisors): How many years have you served (or did you serve) as a principal supervisor in CPS?**

- ☐ a. Less than 1 year (If selected, participant will be directed out of the survey)
- ☐ b. 1-2 years
- ☐ c. 3-4 years
- ☐ d. 5 or more years

**Question 5 (For Novice and Former Principals): During your tenure as a principal, was your school designated as a Title I school?**

- ☐ a. Yes
- ☐ b. No
- ☐ c. Unsure

**Question 6 (For Current and Former LSC Members): The school where you served as an LSC member was designated as a:**

- ☐ a. Title I School

- b. Non-Title I School
- c. Unsure

**Question 7 (For Principal Supervisors): The schools you supervised were primarily designated as:**

- a. Title I Schools
- b. Non-Title I Schools
- c. A mix of both
- d. Unsure

**Question 8: Are you willing to complete a follow-up interview as part of this study?**

- a. Yes
- b. No
- c. Maybe (please provide your contact information if interested)

# Draft Permission Letter to School Principals

Jasmine L. Thurmond  
Doctoral Student  
National Louis University  
JThurmond@my.nl.edu  
November 1st, 2024

## Subject: Request for Permission to Conduct Research Study in Your School

Dear [Principal's Name],

I hope this message finds you well. My name is Jasmine Thurmond, and I am conducting a research study as part of my doctoral studies and dissertation at National Louis University. I am writing to request your permission to invite you and members of your school community to participate in a study titled "*Critical Support Systems: High Impact Local School Council-Principal Supports for Novice Principals in Chicago Public Schools*."

### Purpose of the Study

The purpose of this study is to explore the relationship between Local School Councils (LSCs) and novice principals (those within their first five years of service), as well as the support systems available to them. The goal is to gather insights into how these relationships and support structures influence principal success and retention, particularly in diverse school environments within Chicago Public Schools (CPS). The findings from this study will contribute to improving support systems for novice principals across the district.

### Participants Involved

The study will involve:

- **Novice Principals:** Current principals who are within their first five years of service, as well as former principals who served for less than five years
- **LSC Members:** Current and former LSC members who have served for at least one year, including parents, teachers, non-teacher staff, community members, and students
- **Principal Supervisors:** Current and former principal supervisors with at least one year of experience in overseeing novice principals

### Study Procedures

Participation in the study will involve:

1. **Online Survey:** Participants will be invited to complete a brief online survey designed to gather data on their experiences, challenges, and the effectiveness of support systems.
2. **Optional One-on-One Interviews:** Participants who express interest may be invited to participate in follow-up interviews to provide more in-depth insights. These interviews can be conducted virtually or in person, depending on the participant's preference.

## **Confidentiality and Voluntary Participation**

I want to emphasize that participation in this study is completely voluntary, and all data collected will be kept confidential. Personal identifiers will be anonymized, and findings will be reported in aggregate to protect the identities of participants and ensure that no individual's information can be traced back to them. Participants may withdraw from the study at any time without consequence.

## **Request for Permission**

I am seeking your permission to:

- Distribute recruitment emails to LSC members within your school

No school operations will be disrupted, and participation will be designed to fit around the existing schedules of participants. The study has been reviewed and approved by the Institutional Review Board (IRB) to ensure compliance with ethical standards.

## **Next Steps**

If you are willing to grant permission for this study to take place within your school, please reply to this email with your written consent. I am happy to answer any questions or provide additional information if needed.

Thank you for considering this request. Your support is invaluable to the success of this study, which aims to improve the experience of novice principals and strengthen school leadership across CPS. I look forward to your response and hope to work with you on this important initiative.

Sincerely,  
Jasmine L. Thurmond  
Doctoral Student  
National Louis University  
JThurmond@my.nl.edu



42 W. Madison | 2<sup>nd</sup> Floor | Chicago, IL 60602  
Telephone: (773) 553-4444  
Fax: (773) 553-2421

10/28/2024

Jasmine Thurmond

Dear Thurmond,

Thank you for your interest in conducting research in The Chicago Public Schools. The Research Review Board has reviewed your proposal and has approved your request to conduct this research, including the submitted modifications dated 10/23/2024 to your research project, titled: Critical Support Systems: High Impact Local School Council-Principal Supports for Novice Principals in Chicago Public Schools.

Although your study is approved, school principals have final authority over activities that are allowed to take place in the school. If data collection continues beyond a year from this approval, please complete the Modification & Continuing Review Process Form which can be found on IRBManager.

Please note the following--

Background Check Level Required: CPS Staff Background Check

Other Notes: No Add'l Background Check Required

Upon completion of the research study, a copy of the final report or summary of the results must be provided to the Research Review Board. The Board reserves the right to use the information in the research report or summary for planning, solicitation or grants, and staff development.

Please note that your study has been assigned Project ID #2024-1987. If you have any questions, please contact our office by email at [research@cps.edu](mailto:research@cps.edu).

Sincerely,

A handwritten signature in black ink, appearing to read "Sarah Dickson".

Sarah Dickson  
Co-Chair, Research Review Board