

GUIDE TO THE STATE EVALUATION OF PRINCIPAL PREPARATION PROGRAMS

SREB Learning-Centered
Leadership Program

March 13, 2016



University Council for Educational Administration
Quality Leadership Matters since 1954

New Leaders 





University Council for Educational Administration

The University Council for Educational Administration ([UCEA](http://www.UCEA.org)) is a consortium of RESEARCH Universities committed to advancing high QUALITY and EQUITY-focused educational leadership PREPARATION, RESEARCH and PRACTICE. [UCEA](http://www.UCEA.org) is headquartered in the Curry School of Education at the University of Virginia.

Quality Leadership Matters

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Universities

High Quality
Institutions

Fostering Excellent
Leadership
Research,
Preparation &
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UCEA publishes

RESEARCH

Curriculum Modules

CASES

Utilization Briefs

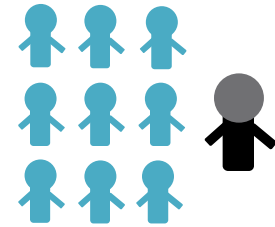
Journals

Monographs & Books



UCEA impacts

The **PRACTICE**
of **1,000s** of
professors, graduate
students and practicing
leaders annually



UCEA provides

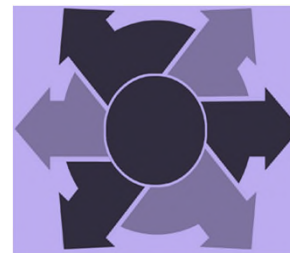
RESOURCES

For PROGRAM

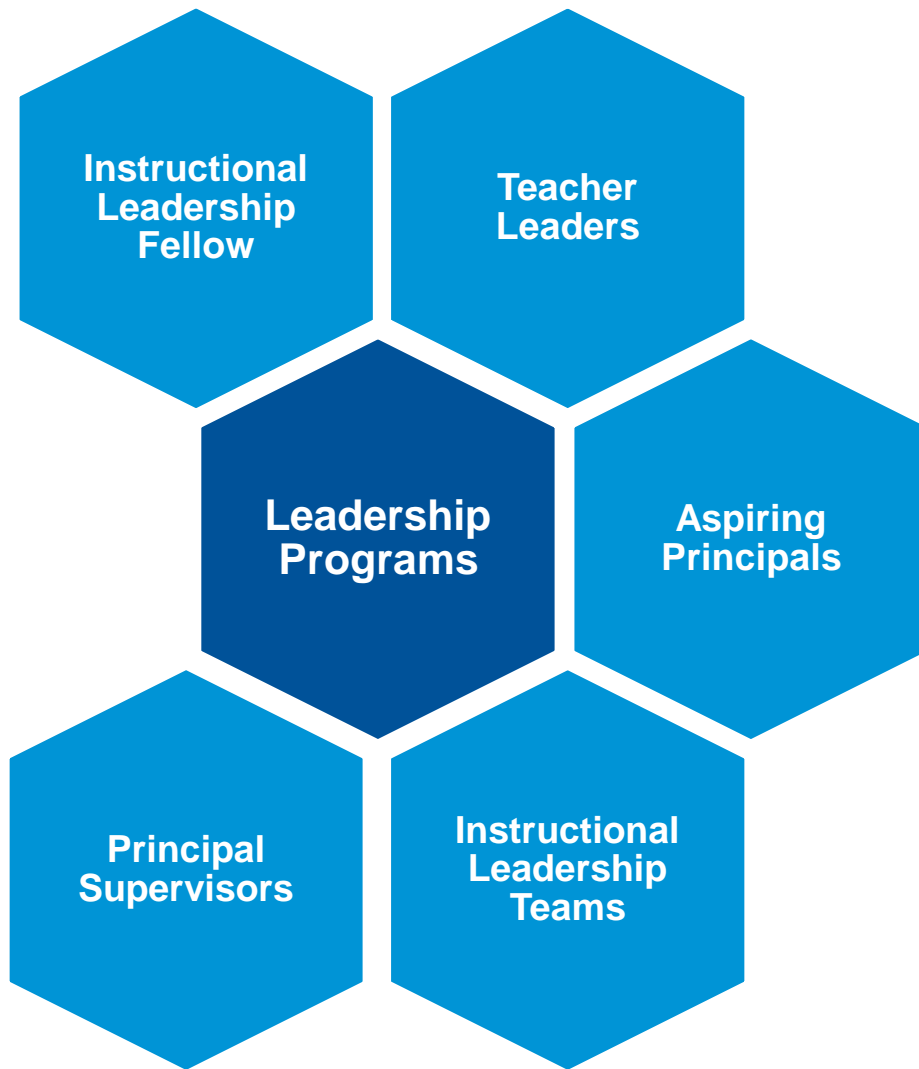
QUALITY

EVALUATION &

IMPROVEMENT



New Leaders



Our mission is to ensure high academic achievement for *all* children, especially students in poverty and students of color, by **developing transformational school leaders** and advancing the policies and practices that allow great leaders to succeed.

A RAND study found that **students at New Leader-led schools outperform peers** by a statistically significant margin.

79% of New Leader principals remain in their roles for at least three years.

We influence policies and practices by:

Publishing original research and white papers



Providing policy recommendations to officials at all levels



Disseminating key findings by leading workshops and presentations



Through our services and policy work, we have impacted **13,000 leaders** and **7 million students** across the country.

Project Rationale

School leadership critical for improving student learning

- Leaders create school conditions that promote quality teaching and learning
- Leaders improve instructional practice through leadership on implementation of curriculum and instructional strategies

School leader preparation must be of high quality

- Many completers not prepared to assume leadership roles
- Programs need new incentives to embrace effective practices and build stronger relationships with districts

States have critical role in improving school leader preparation

- Unique authority to approve operation of programs

States are seeking guidance and support to improve the rigor, quality and feasibility of their review processes

- Limited state capacity, few models, and imperfect data

Review of state policy related to principal preparation

Characteristics of State Policy: Ideas from “Resource A”



Policy tends to emphasize program standards and oversight, not content or outcomes

Data collected are highly variable

Recommended data are typically not collected

High Leverage State Policies

Preparation Policy (4)

1. Explicit Selection Process

- Plan for recruitment
- Performance-based assessments

2. Clinically Rich Internship

- Deliberately structured
- Integrated with curriculum
- Core leadership responsibilities
- Supervision by expert mentor
- Multiple sites and diverse populations
- 300+ hours of experience

3. University-District Partnerships

- Commitment to internship
- Collaboration on selection
- Alignment of district needs and program design

4. Program Oversight

- Specified intervals
- Documentation and site visits
- Trained oversight team
- Feedback mechanism

Licensure Policy (1)

5. Experience Requirement

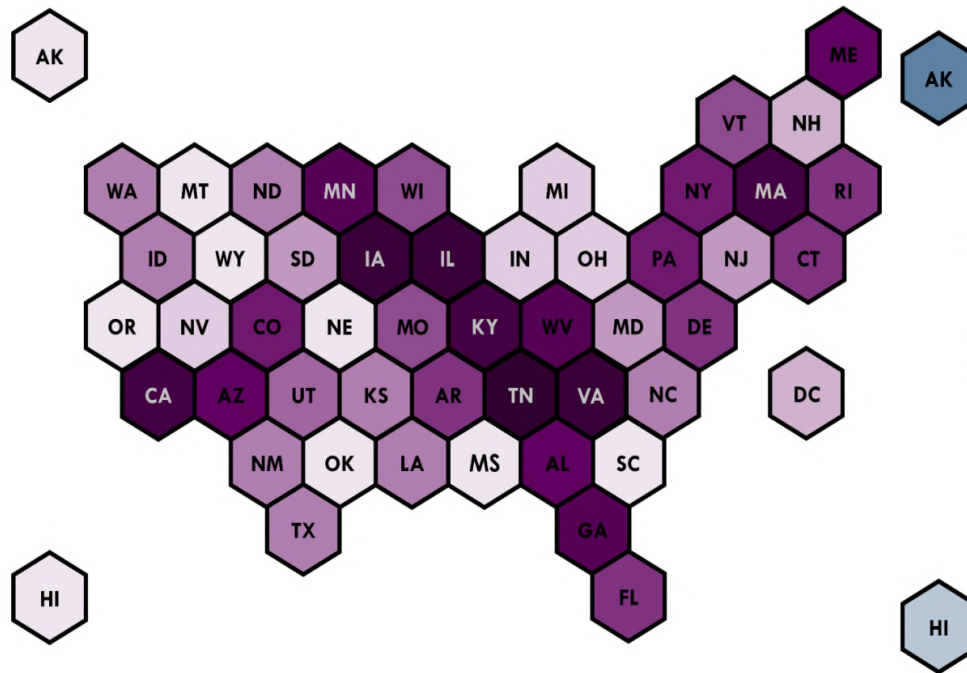
- 3+ years teaching
- Master's in educational leadership
- Accredited/ approved preparation program

Policy Findings

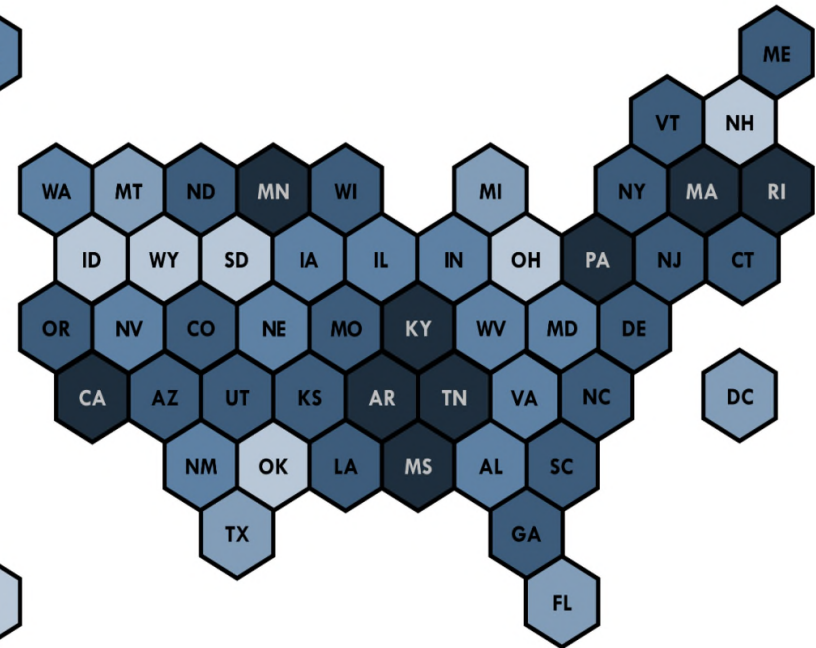
Number of High Leverage Policy Areas Met (total of 5)	Number of States	Percent of States
5	2	4%
4	5	18%
3	9	24%
2	12	24%
1	12	22%
0	11	22%

Greater number of policies for licensure than program approval

Preparation Program Approval



Candidate Licensure



Scale:

Darker shade=More policies; Lighter shade= Fewer policies

Review of UCEA/New Leaders Project: Methods and Tools

Our Charge

School leadership critical for improving student learning

School leader preparation must be of high quality

States have critical role in improving school leader preparation

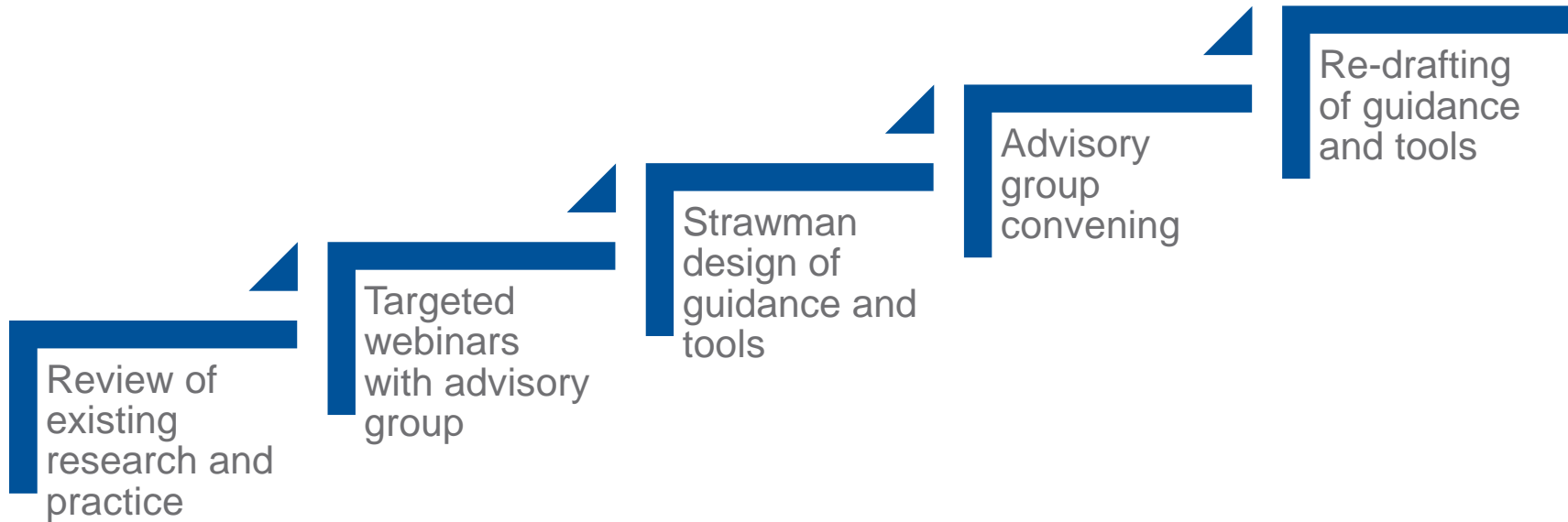
States are seeking guidance and support to improve the rigor, quality and feasibility of their review processes



Trying to fill a huge gap:

- Limited state capacity
- Few models
- Imperfect data
- Previous unsuccessful efforts

Our Methodology



Advisory Group consisted of leaders from all relevant sectors: state board staff, state education agency staff, university deans, preparation program leaders, school district leaders, principals, researchers, advocates, principal association staff, and representatives from national organizations

Design Principles

- ✓ **Promote continuous program improvement**
- ✓ **Support states in holding programs accountable for improving practices and outcomes**
- ✓ **Provide key consumers and partners with accurate and useful information**
- ✓ **Use sophisticated and nuanced approach to data collection, analysis, and use**
- ✓ **Adhere to characteristics of high-quality program evaluation**

Our Approach to Tool Design: Everything is Awesome!



Appropriate Use of Imperfect Data

**MEDICAL HISTORY/PHYSICAL/
FUNCTIONAL ASSESSMENT**

SECTION 1 - TO BE COMPLETED BY RESIDENT OR FAMILY

PERTINENT BACKGROUND INFORMATION

Physician _____
Recent Hospitalization? No Yes Date: ____/____/____
Reason: _____
Degree(s) Condition(s): _____
Other Prior Hospitalization(s)? No Yes, how many times: _____
Reason(s) / When: _____

COMMUNICATION

Methods of Communication:
 Verbal Written
 Signs / Gestures
 Reach Lips Reach Braille
 Other: Specify: _____

Primary Language: _____
 Difficulty Understanding English
 Needs Interpreter
 Hard of Hearing

LEVEL OF FUNCTIONING - ACTIVITIES OF DAILY LIVING
(Functional Levels: I - Totally Independent, A - Needs Assistance, D - Dependent)

ACTIVITY	I	A	D	COMMENTS (assistive devices used)
Bathing				
Dressing/Grooming				
Eating				
Walking				
Transferring				
Communication				
Personal Care (e.g., hair, teeth)				
Light Housework				
Personal Safety				
Medication Management				
Using Telephone				
Reading				
Writing				
Managing Medication				
Other: Specify: _____				

APPLIANCES / AIDS / EQUIPMENT

Cane Walker Crutches
 Wheelchair
 Brace / Orthotics (Specify): _____
 Bedside Commode
 Footstool
 Right arm/hand Left arm/hand
 Right leg/foot Left leg/foot
 Other: _____
 Dripless / Leaking Co. _____
Leaking Co. Phone: _____
 Other Equipment: _____
 Oven Stove
Leaking Co. Phone: _____

SECTION 2 - TO BE COMPLETED BY HEALTHCARE PROFESSIONAL

EYES

Vision _____ Glaucoma Cataracts Retina _____
 Contact R / L Burned Injury Ptosis _____
 Prosthesis: R / L Legally Blind _____
 Infections: _____
 Current surgery: Site: _____ Date: ____/____/____
 Other (specify, incl. hx): _____
 NO PROBLEM

HEARING

Hx: R / L Deaf: R / L Hearing aid: R / L
 Surgery: _____
 Other (specify, incl. hx): _____
 NO PROBLEM

HEAD/NECK

Headache (see Neurological section)
 Hoarse/Roars (see Skin Condition/Wound section)
 Masses/Nodes: Site: _____
 Other (specify, incl. hx): _____
 NO PROBLEM

VITALS/ALLERGIES

T: _____ P: _____ R: _____ W: _____
Resp: _____ No Yes _____
Pulse: A _____ R _____ F _____ No Yes _____

BP	LYING	SITTING	STANDING
_____	_____	_____	_____

ALLERGIES None Known Report Sulfu
 Penicillin Puffs Eggs Milk Products
 Insect Bites Other: _____

NOSE/THROAT/MOUTH

Congestion Epistaxis Dysphagia Hoarseness
 Loss of smell Sinus pain Larynx Sore throat
 Other (specify, incl. hx): _____
 Other (specify, incl. hx): _____
 NO PROBLEM

ENTRANCE

Dentures: Upper Lower Partial Bleeding/Tumors
 Singed Ulcerations Toothache
 Other (specify, incl. hx): _____
 NO PROBLEM

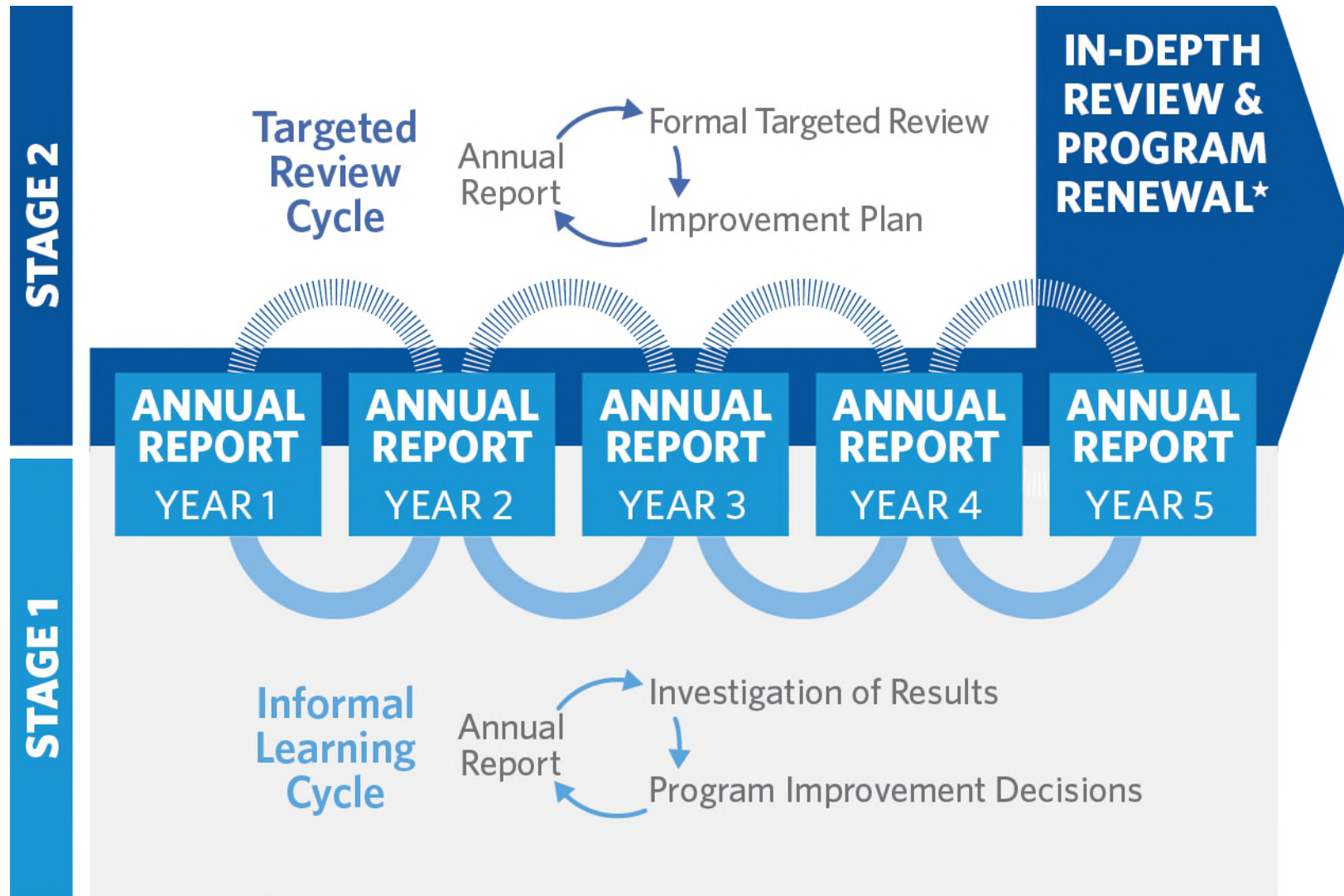
DOB: Last First Middle Prevalence Physician: _____ Patient No.: _____ Provider: _____

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MEDICAL HISTORY/PHYSICAL/
FUNCTIONAL ASSESSMENT



Two-Stage Model



*Occurs every 5-7 years

SEP³ Toolkit:

State Evaluation of Principal Preparation Programs Toolkit

- **Guide to State Evaluation of Principal Preparation Programs:**
Roadmap for state implementation of new tools and resources
- **State Readiness Diagnostic Rubric (Tool A):** Tool for assessing state conditions for implementing new tools and resources
- **Annual Report Indicators, Reporting, and Interpretation of Results (Tool B):** Example of an online system for state use to capture and share data about programs
- **Handbooks for In-depth and Targeted Review (Tools C & D):**
Manuals for state implementation of deeper review of program effectiveness
- **Resources**
 - Overview of Current Program Review Practices (Resource A)
 - Review of Other In-Depth Program Review Processes (Resource B)
 - List of Other Tools and Resources (Resource C)

Call to Action

Call to Action

Program Providers/ University Leaders

- Who in your program and IHE should be aware of state efforts to become more involved in evaluation of preparation programs?
- If your state takes up this work, which preparation program representatives should they be engaging in this work? How can you make sure those programs/individuals are on state official's radar?
- Who is the first person you want to contact to gather more information or share what you've learned in this session?

State Department Leaders

- Who at the state level is in charge of and/or involved in evaluation of preparation programs? How can you make sure they are aware of this work?
- If your state takes up this work, do you have recommendations on program, district or state stakeholders who should be involved? How can you make sure those programs/individuals involved?
- Who is the first person you want to contact to gather more information or share what you've learned in this session?

Take one minute right now to add an action item to your to-do list or block time on your calendar when you plan to take action.

Q & A

All materials are available electronically at www.sepkit.org.

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- Michelle Young (mdy8n@virginia.edu)