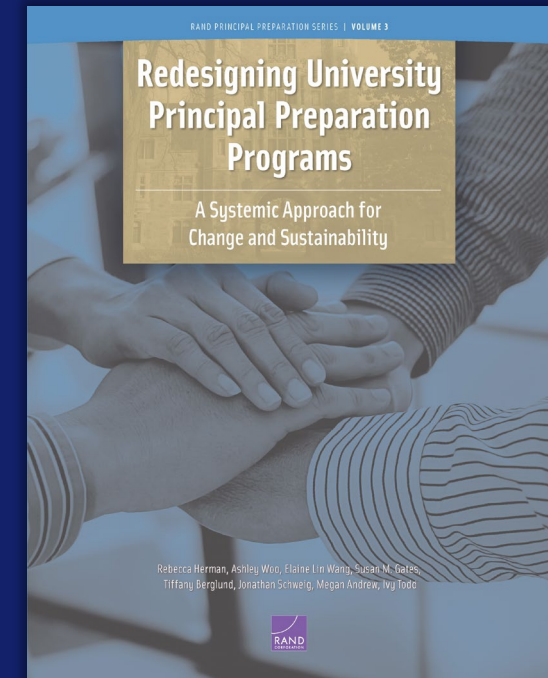
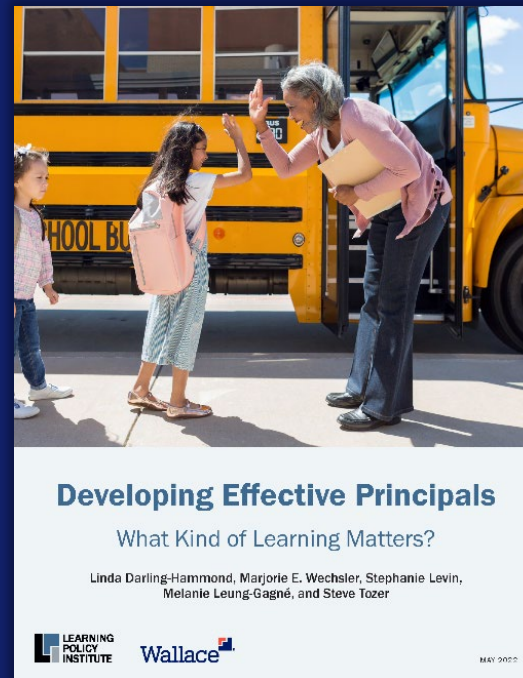


Strengthening the Bench of Principals: Evidence and Examples from Universities, Districts and States

National webinar
June 6, 2022
1-2:15 p.m. EDT

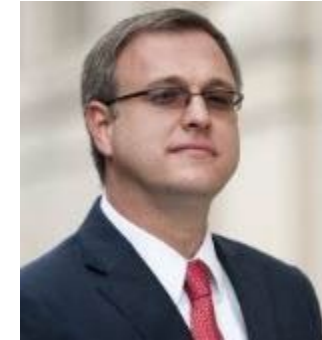


Housekeeping

- This webinar is being recorded
- The recording and slides will be posted by Wednesday at wallacefoundation.org
- To ask a question, use the **Q & A** function
- The chat function has been disabled for this webinar
- For technical help, please e-mail events@thehatchergroup.com

Today's agenda

- Research presentation
 - **Learning Policy Institute** – *Developing Effective Principals: What Kind of Learning Matters?*
 - **RAND** – *Redesigning University Principal Preparation Programs: A Systemic Approach for Change and Sustainability*
- Panel discussion
 - **Peter Zamora**, Council of Chief State School Officers
 - **Dan Domenech**, AASA, the School Superintendents Association
 - **Daniel Reyes-Guerra**, Florida Atlantic University
 - **Rashaunda Tyson**, Hartford Public Schools, CT
- Q & A



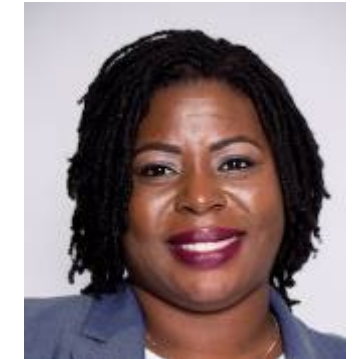
Peter Zamora



Dan Domenech



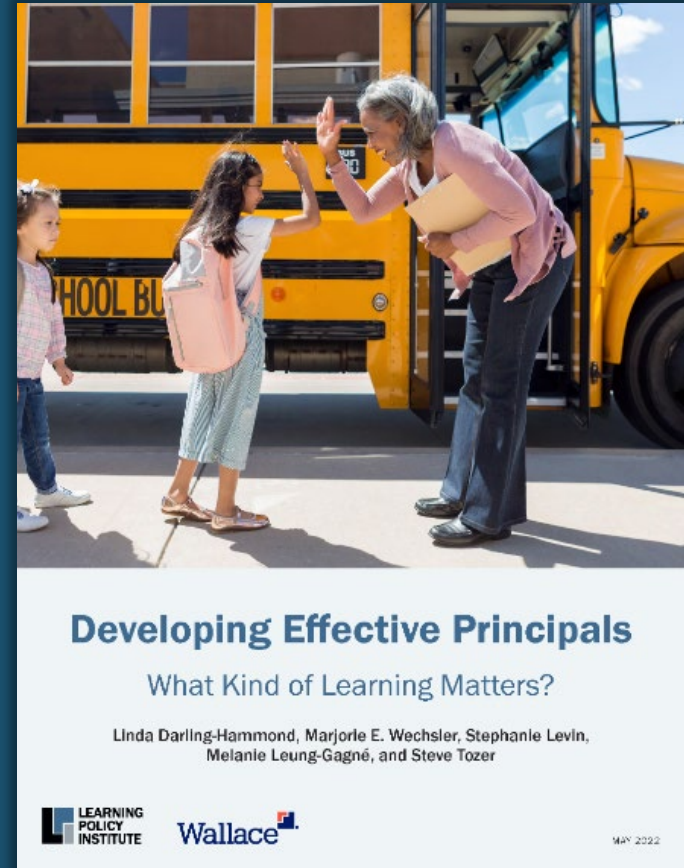
Daniel Reyes-Guerra



Rashaunda Tyson

Developing Effective Principals

What Kind of Learning
Matters?





Principals matter

Research questions and methods

Research question	Primary method
What are the features and outcomes of high-quality principal learning?	Research synthesis
To what extent do principals have access to high-quality learning opportunities?	Survey analysis
What is the role of policy in shaping principal learning?	Policy scan

Comprehensive principal preparation and professional development are positively associated with benefits:

Principals

- ▷ Perceptions of effectiveness
- ▷ Attitudes
- ▷ Skills
- ▷ Efficacy

Teachers

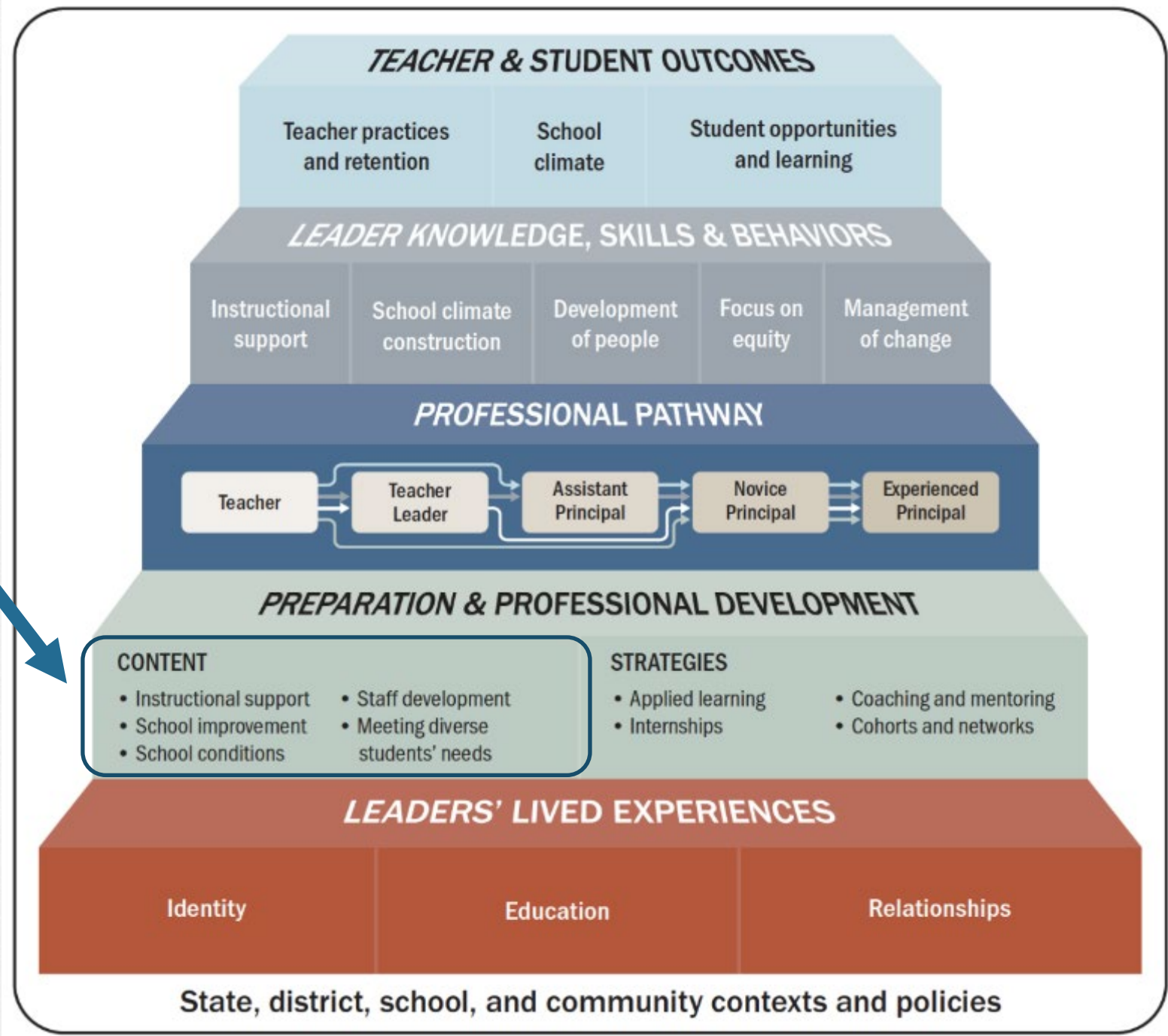
- ▷ Satisfaction
- ▷ Retention

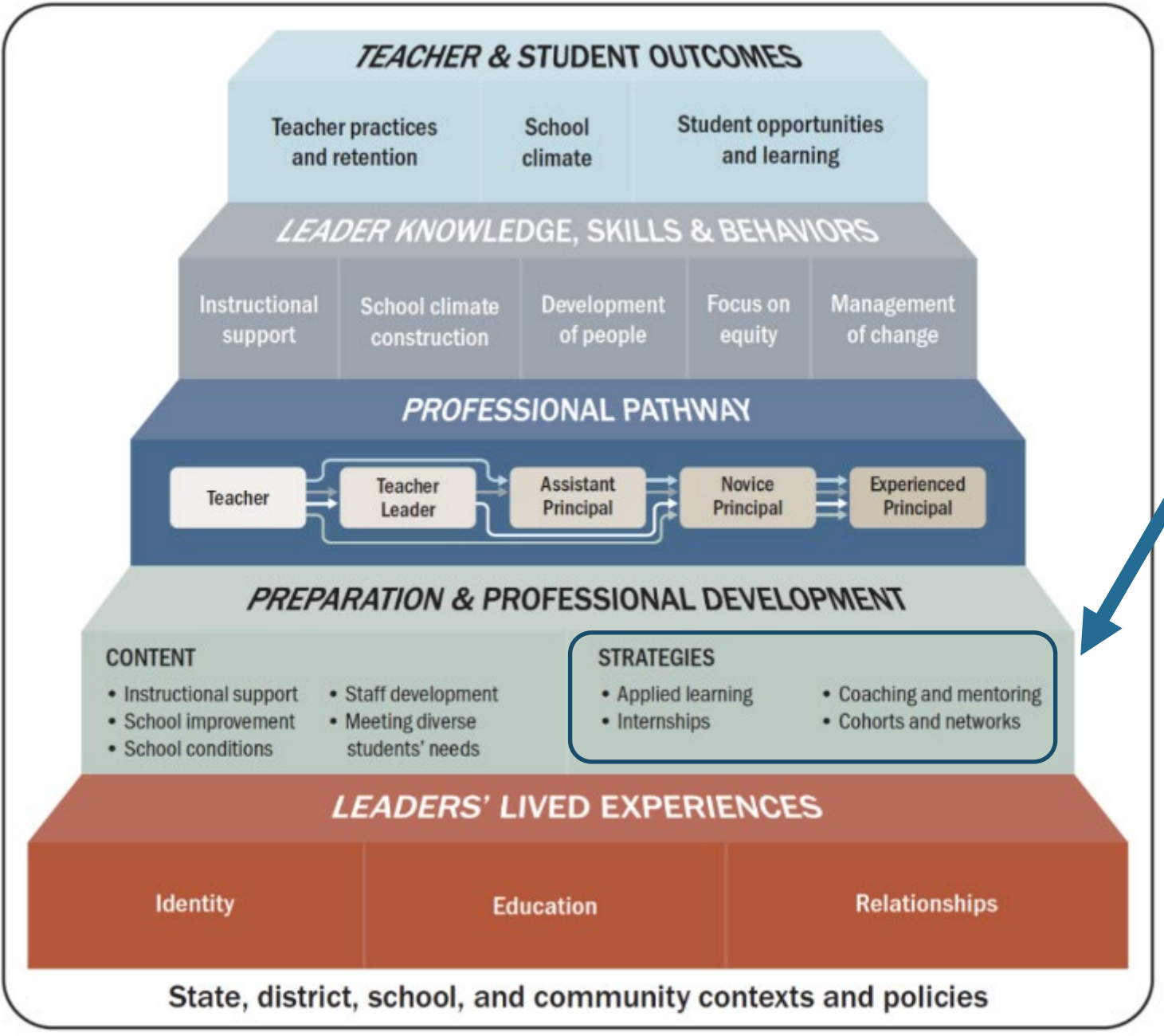
Students

- ▷ Attendance
- ▷ Achievement
- ▷ Graduation rates

Content

- ▷ Instruction
- ▷ School improvement
- ▷ School conditions
- ▷ Staff development
- ▷ Meeting students' needs





Strategies

- ▷ Applied learning
- ▷ Internships
- ▷ Coaching and mentoring
- ▷ Cohorts and networks

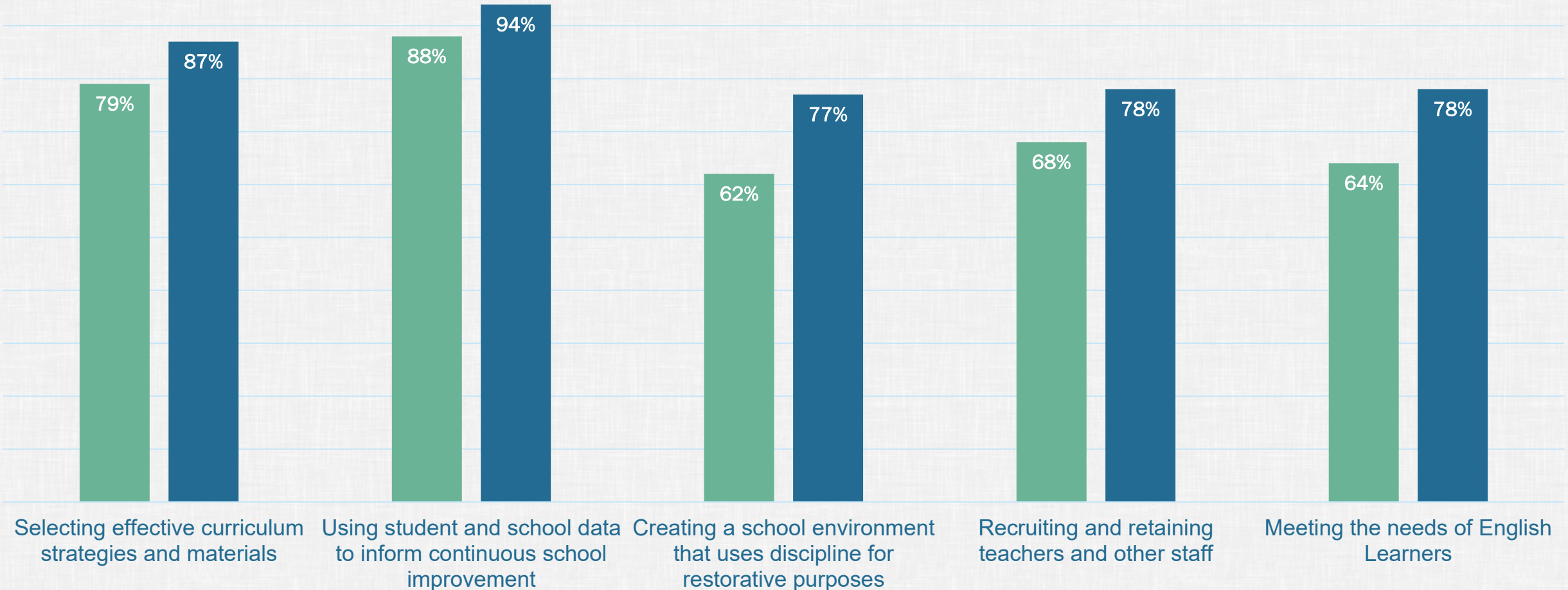
Access to important content in preparation is high, nationally

- ▶ Over two-thirds of principals had access to all important content areas
 - Instructional leadership
 - Leading and managing school improvement
 - Shaping teaching and learning conditions
 - Developing people
 - Meeting the needs of learners

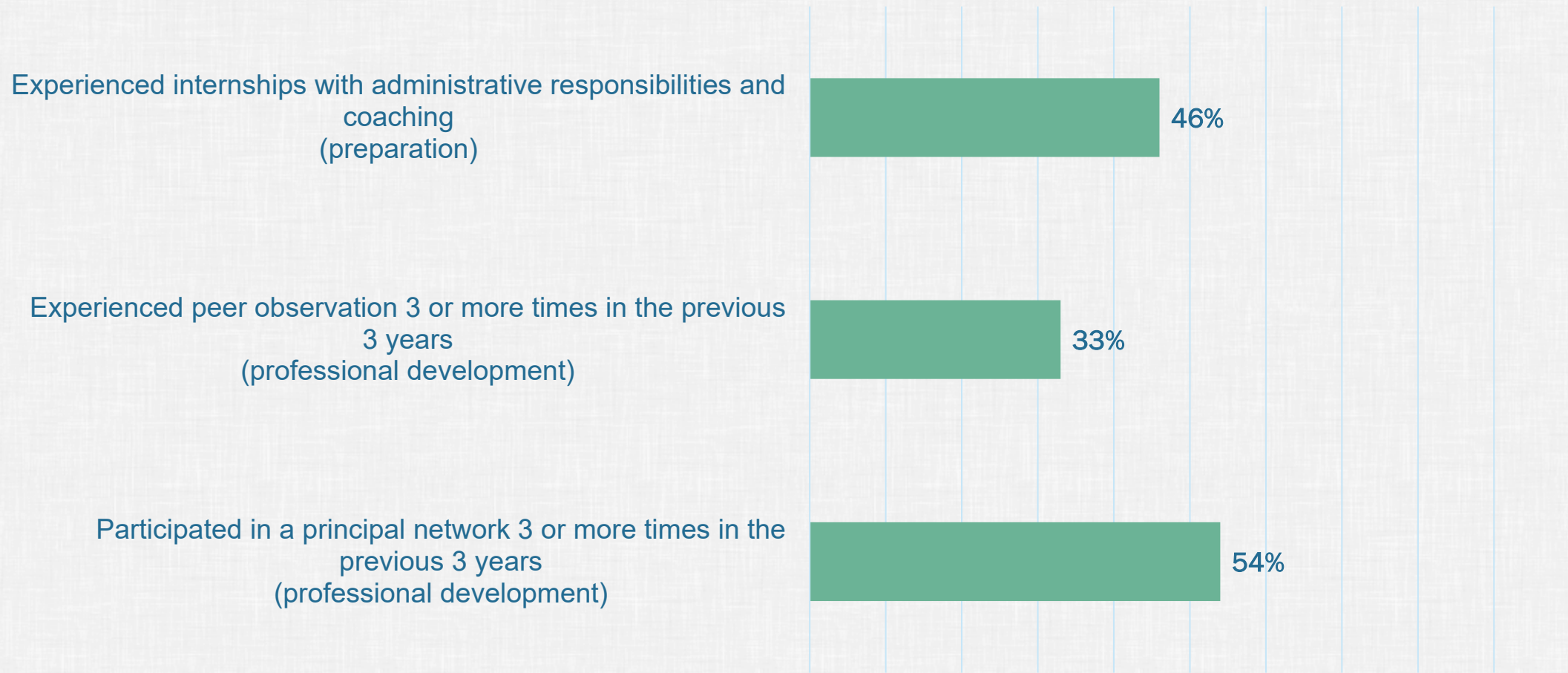
Access to key content in preparation is increasing

■ Certified over 10 Years Ago

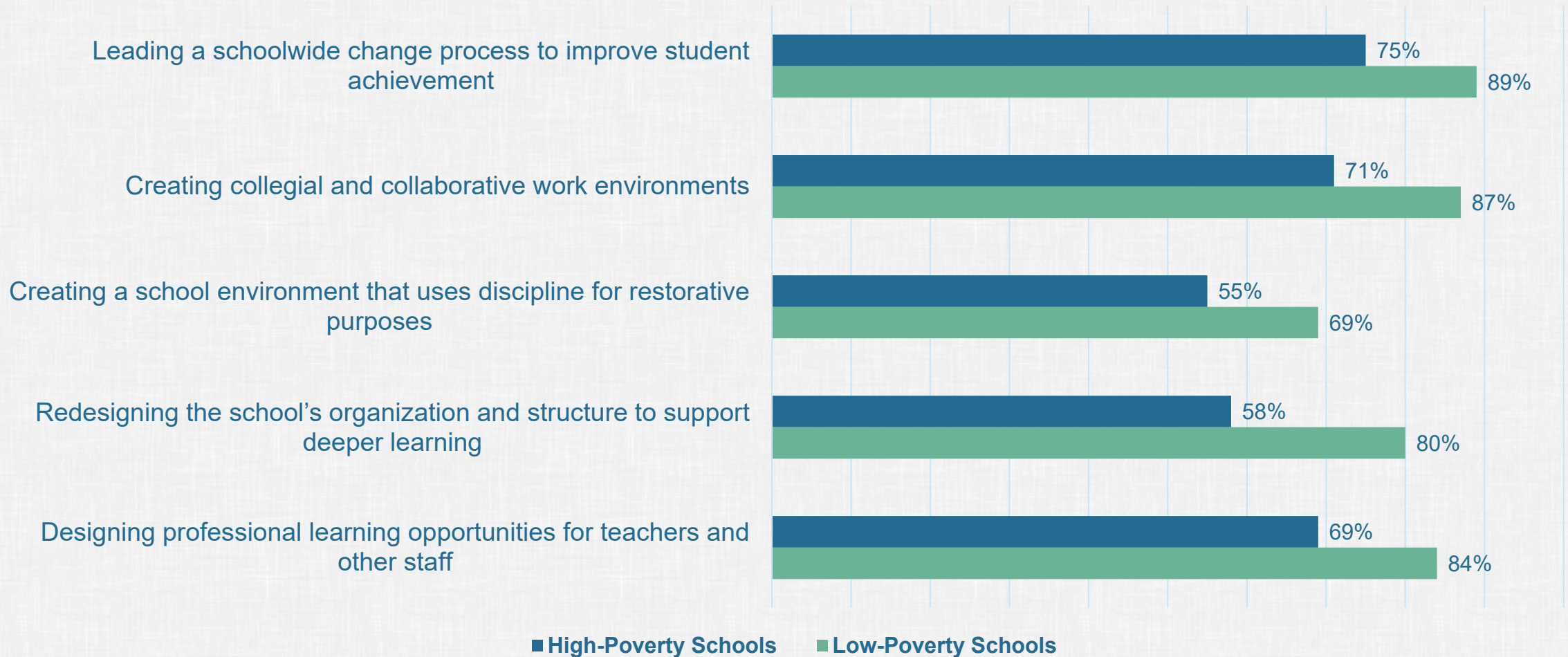
■ Certified in the Past 10 Years



Too few principals report access to high-leverage learning opportunities



Access differs by school poverty level

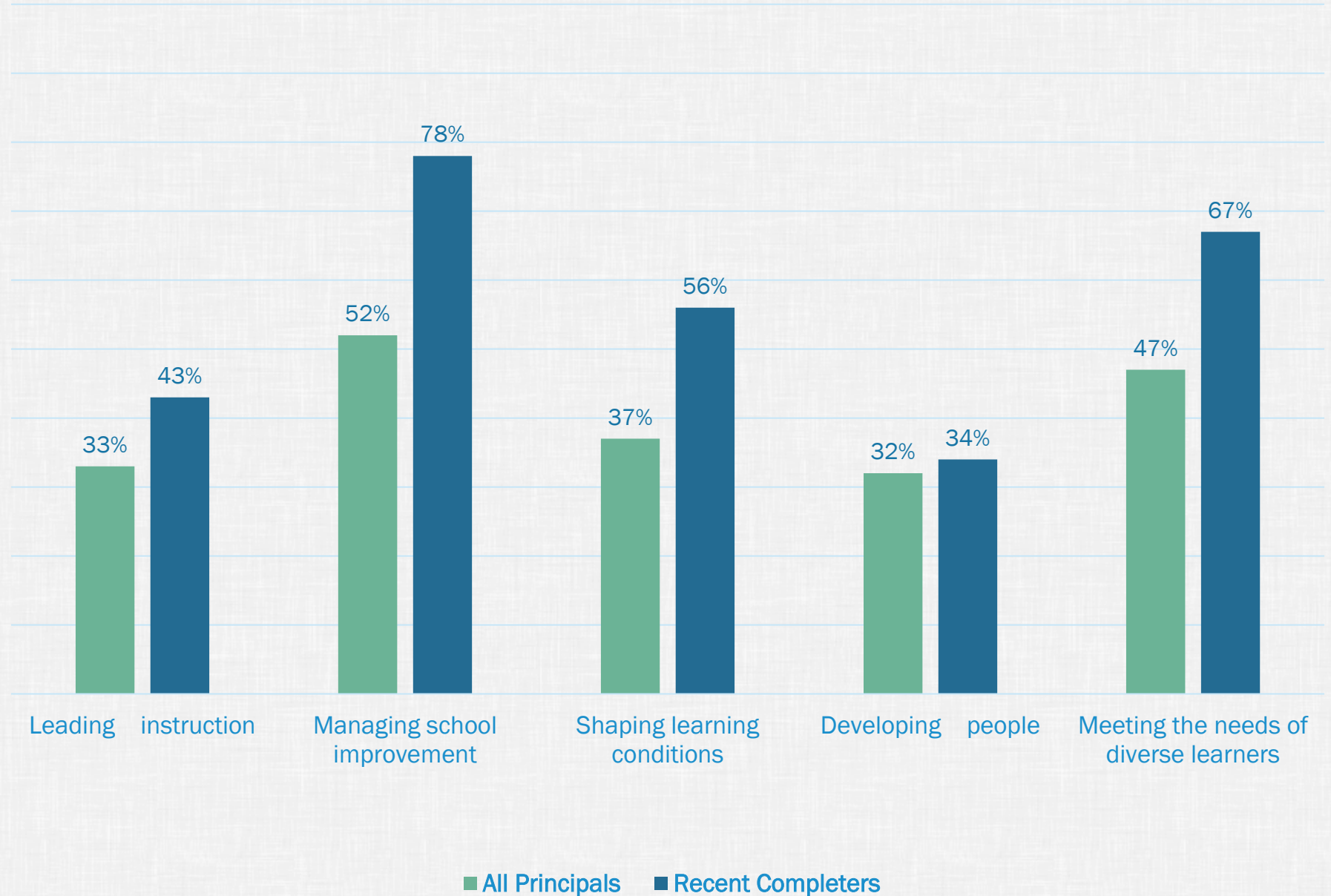




Policies can support the quality of principal learning and access to it

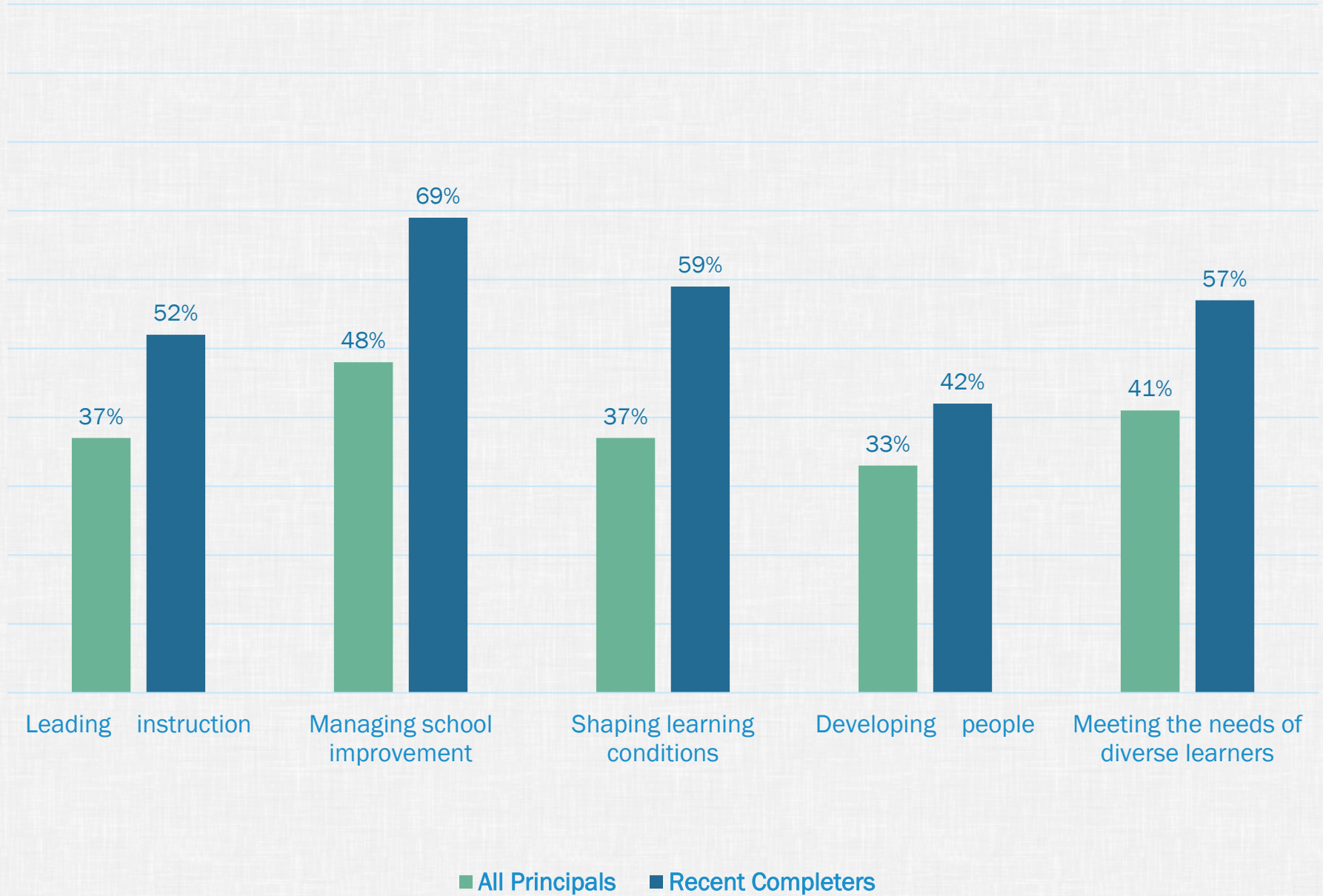
Policy changes appear to influence principals' access to learning about key topics...

(California: before & after reforms)



... and the extent to which principals feel well-prepared

(California: before & after reforms)



Stronger program approval requirements in Illinois produced positive changes in preparation programs

New requirements:

- Program-district partnerships
- Rigorous selection
- Alignment with standards
- Yearlong internship
- Competency-based assessments



Led to positive changes:

- Stronger partnerships
- Shift from quantity to quality in recruitment and enrollment
- Revamped curriculum
- Greater attention to diversity
- More meaningful internships
- Focus on continuous improvement

States generally do not legislate high-leverage policies

Program approval criteria

- Proactive candidate recruitment & selection*
- Clinically-rich internships*
- Strong IHE-district partnerships*
- Regular state oversight with feedback*
- Use of school leadership standards

Principal licensure criteria

- Experience and education requirements*
- Assessment including portfolio review
- License renewal with continuing education

* = high leverage

Yet...

- ▷ Only two states met criteria for all 5 high-leverage policies
- ▷ 11 states did not meet any
- ▷ State policies are more likely to focus on principal licensure than higher-leverage program approval

Source: Anderson & Reynolds (2015)

Implications for policy and research

- ▶ Develop and better use state licensing and program approval standards
- ▶ Invest in a statewide infrastructure
- ▶ Encourage greater attention to equity
- ▶ Build local pipelines
- ▶ Invest in methodologically strong research about principal learning



Developing Effective Principals

What Kind of Learning Matters?

Linda Darling-Hammond, Marjorie E. Wechsler, Stephanie Levin,
Melanie Leung-Gagné, and Steve Tozer



MAY 2022



RAND EDUCATION AND LABOR

THE UNIVERSITY PRINCIPAL PREPARATION INITIATIVE (UPPI)

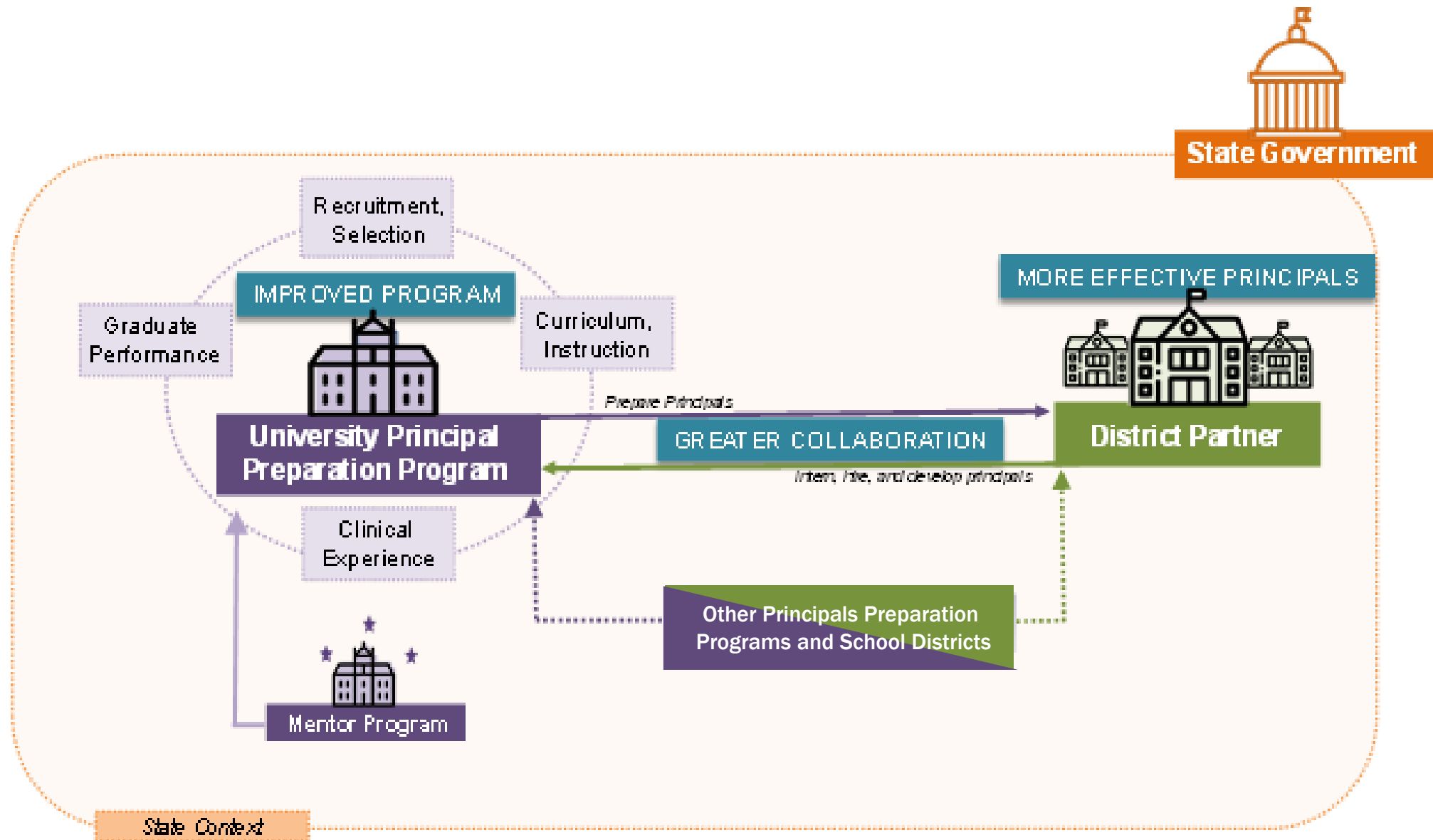
A SYSTEMIC APPROACH FOR
CHANGE AND SUSTAINABILITY

Rebecca Herman, Susan M. Gates,
and Elaine Lin Wang

June 6, 2022

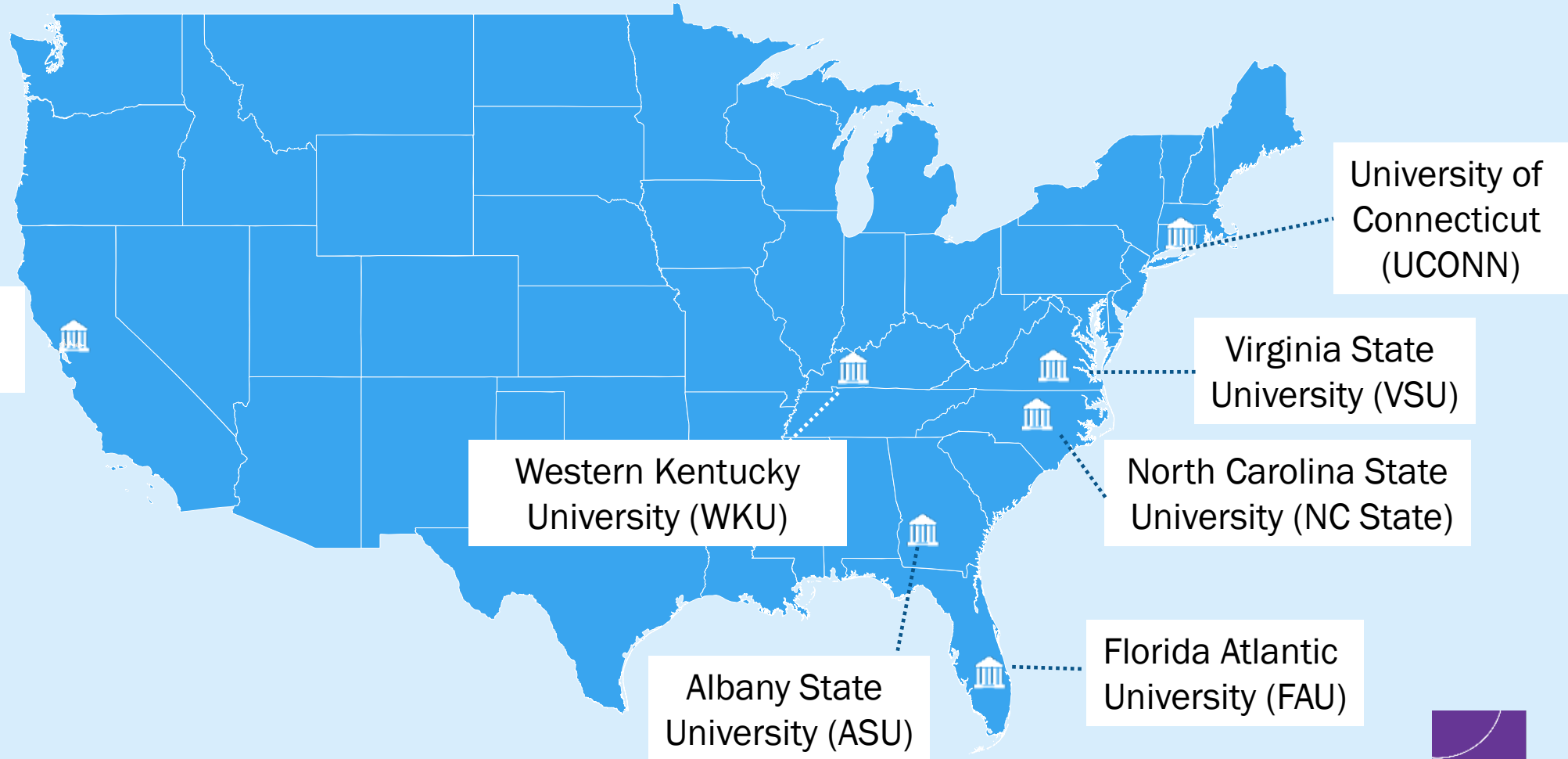


UPPI leveraged partnerships around program improvement

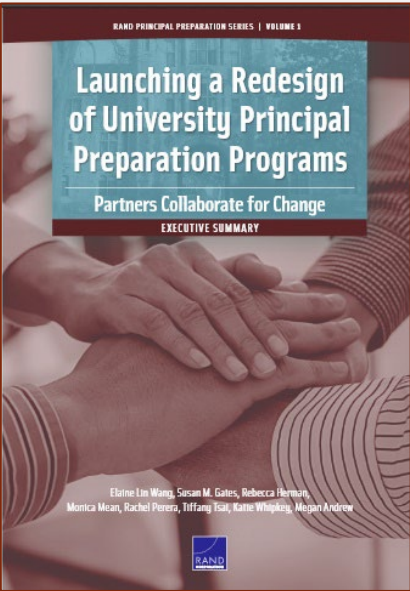


UPPI launched in 2016

Seven universities and their partners implemented the initiative

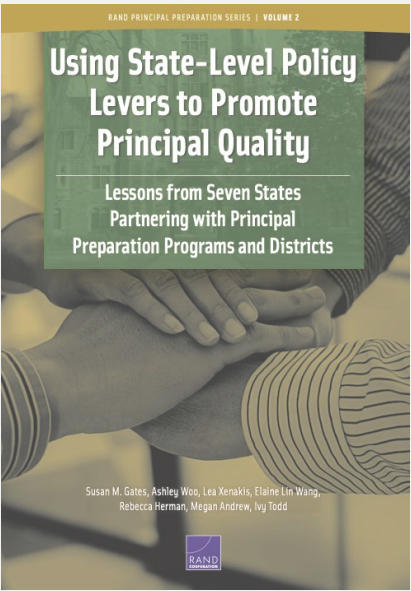


UPPI Study Reports



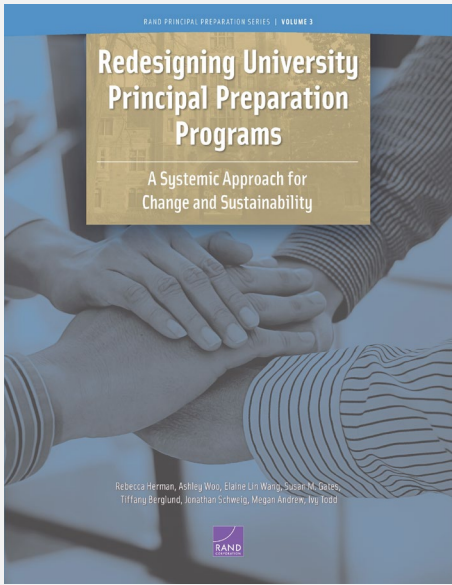
2018

Year 1 of program redesign



2020

The state role in promoting principal quality



2022

Feasibility, strategies, and interplay between universities, district and states



Briefs for district, state and university leaders

Final report data

Over 630 data collection activities

Biennial Site Visits from 2017 to 2021*

- Interviews
- Focus groups
- Observation of UPPI Leadership Team meetings
- Collection of documents

Regular Check-ins April 2017 to December 2020

- Project director and district leads

**Due to the COVID-19 pandemic, site visits were conducted virtually Spring 2020-Spring 2021, and with reduced data collection activities Spring and Fall 2020.*



Preview of key findings

1

UPPI teams
improved the coherence
of the programs

2

The universities used
partnerships and supports to conceptualize and carry out program changes

3

Partners took the UPPI
test-bed strategies
beyond the UPPI program

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Universities improved program coherence

- Each site used an **overarching framework** to guide curriculum redesign
- Each used a **set course sequence** to support principal candidates' learning
- Each aligned instructional programs to **national standards and state requirements**
- **Clinical components** were strengthened, personalized and **aligned with evidence-based features** of successful principal preparation programs

Programs engaged with districts to make recruiting more collaborative and targeted

- Greater district involvement in **nominating and selecting applicants**
- **Targeted recruitment** to attract candidates with specific qualifications
- **More performance-based tasks** in the application and selection processes

UPPI programs strengthened the use of cohorts

- Cohorts supported program coherence and **helped candidates succeed** on milestone and anchor assessments and likely in their future roles
- Candidates **developed a peer support network** to sustain them after the program

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Four collaborative partners played active roles in all stages of the redesign process

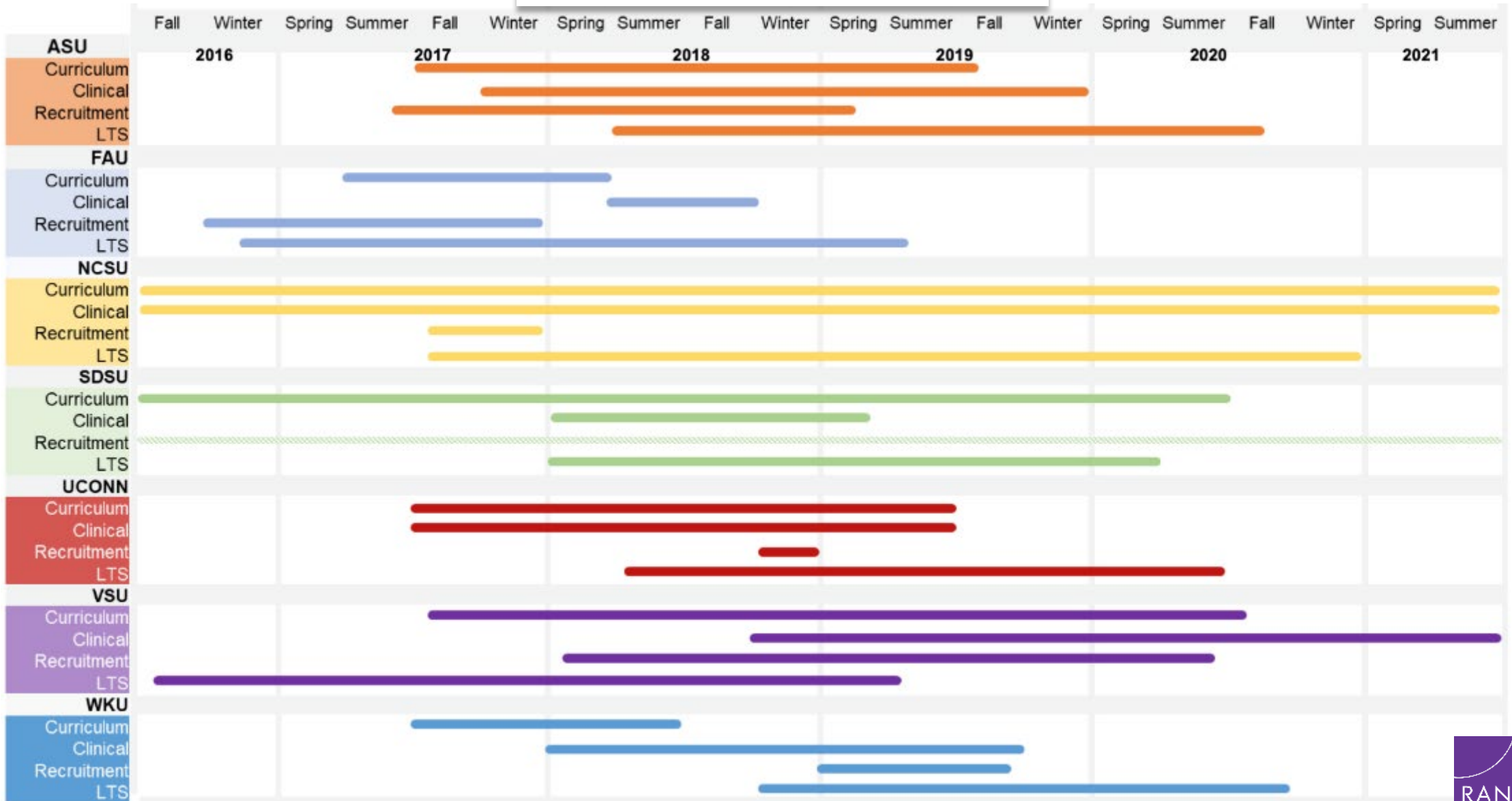
University	District	State	Mentor Program
<ul style="list-style-type: none">• Managed overall redesign• Led steering groups and most working groups	<ul style="list-style-type: none">• Led development of district Leader Tracking Systems• Served on steering and working groups	<ul style="list-style-type: none">• Policy guidance and convened programs statewide• Served on steering and some working groups	<ul style="list-style-type: none">• Provided technical assistance• Served on steering and working groups

Program self-assessments and logic model development helped the teams work together, kept the process on track

- The **Quality Measures (QM) self-assessment** helped programs identify gaps and track progress in addressing them
- **Common vision, activities and tools** helped each team build and revise their frameworks
- **Mentor programs** supported UPPI redesign, according to the needs of the university and its stage in the redesign

There was **no single way to sequence** the redesign work

Development Timeline by Site and Component



Key features were crucial to successful implementation

- **Instructors with a deep understanding of and commitment to the program** in place prior to implementation
- **Coordination meetings and training,** and other steps
- **Program coordinators or cohort directors to facilitate implementation,** especially for clinical elements

Continuous improvement was built into the redesign and implementation processes

- Sites recognized that redesign was **not a “one-and-done” process**
- **Intentionally collecting and using multiple forms of data** to guide improvement
- Data helped **improve course sequencing and reduce redundancies** in the curriculum
- Teams took steps to **institutionalize the redesign features** as well as the partnership and process of continuous improvement:
 - Hard funding for new program positions
 - Shared – not individual – ownership of the curriculum
 - External advisory groups and internal processes
 - Documentation

Leader tracking systems (LTS) helped both districts and universities in five ways

Use of Leader Tracking Systems				
Preparation program continuous improvement	Applicant and candidate support	Hiring and placing principals	Leadership development	Leadership pipeline planning

Leader Tracking Systems drew on 10 sources of data including school characteristics, candidate demographics, program quality and graduate placement

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Universities expanded upon lessons learned

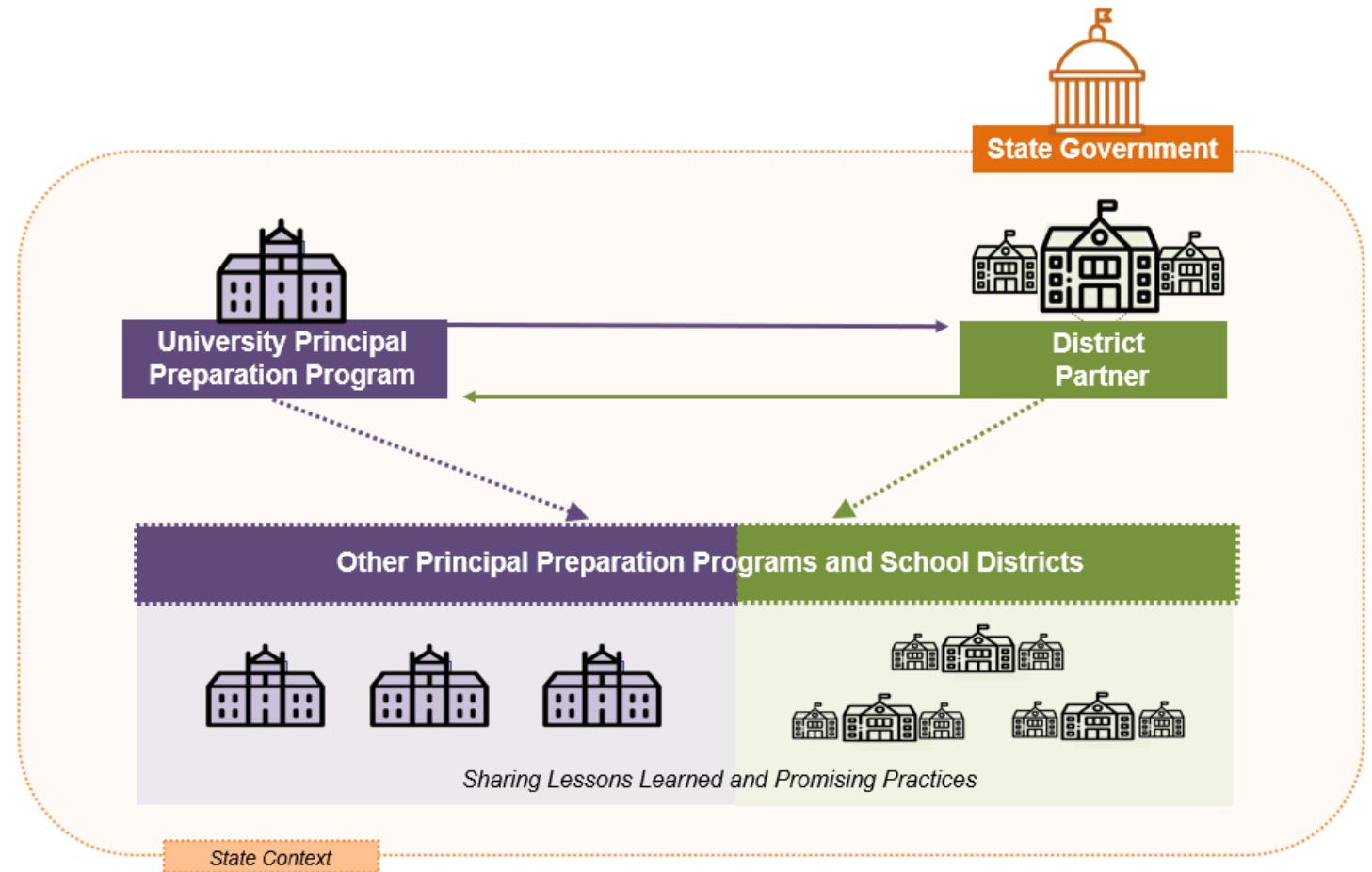
- Universities scaled up their redesigned programs **by offering additional districts partnership opportunities**
- They used the revised curriculum to **develop new programs** for other stages of the pathway – teacher leaders, recent program graduates or principal supervisors

Districts strengthened their own principal supports

- **Partner districts revised** district leader standards, principal and AP evaluation and job descriptions to align with UPPI program content
- **Partner districts created new programs or professional development opportunities** for district staff aligned with UPPI program content

States improved policy and disseminated lessons statewide

- UPPI states **continued to improve principal preparation policy** statewide, using seven policy levers, including:
 - **PD opportunities** for aspiring principals, principals, faculty, clinical coaches, mentor principals
 - New **licensure requirements**
 - Applying updated standards to **professional learning and principal evaluation**
- States also **convened other universities and districts** to share lessons



Lessons Learned

1

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partnerships and supports to conceptualize and carry out program changes

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There are viable strategies to address common challenges

Time to carry out the redesign work

- Buy out faculty time
- Meet at non-traditional times
- Embed the district work in district strategic plans

Turnover at all levels

- Onboarding
- Redundant staffing and cross-training
- Documentation

New model for faculty sharing courses

- Ownership through collaborative development
- Professional learning for faculty
- Shift MA courses to adjuncts and PhD to tenure-track faculty

UPPI provides a model for collaboratively redesigning university principal preparation programs, with space for tailoring to context

- By partnering with districts, state agencies, and mentor programs — universities can redesign their preparation programs to **reflect the best available evidence**
- Redesign required **collaborative partnerships**; programs are part of a larger system
- Developing a **clear and ambitious vision** is critical
- **States strengthened policies** supporting principals, and shared lessons broadly
- Teams balanced common objectives and structure with **flexibility**



THANK YOU



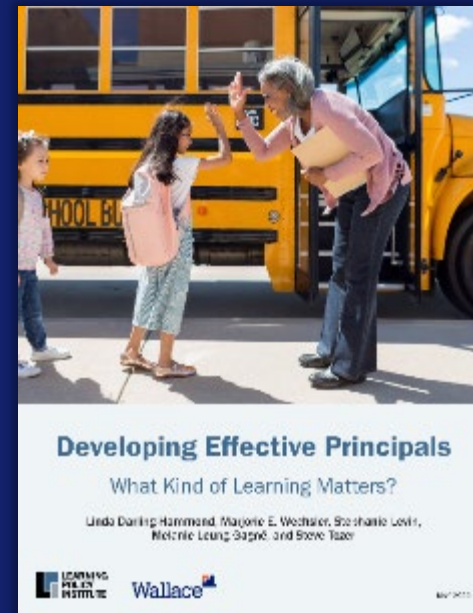
Universities, districts and states all matter in preparing and supporting effective principals

- We've learned what content and learning approaches are most important, and opportunities for principal learning have improved over the decade
 - But *access to high-quality principal learning remains inconsistent*, varying by state and school poverty level, according to the LPI synthesis
- States and districts can take action to boost access
 - **States:** Update leader standards, program approval, principal licensure, academies, funding internships, attending to equity, spreading effective practices statewide
 - **Districts:** Collaborate on selection and tapping of candidates, mentors and coaches, build principal pipelines, data and networking
- Universities, states and districts that work together *can* redesign their preparation programs to be more coherent and reflect effective practices
 - This approach can be a model for others, RAND found

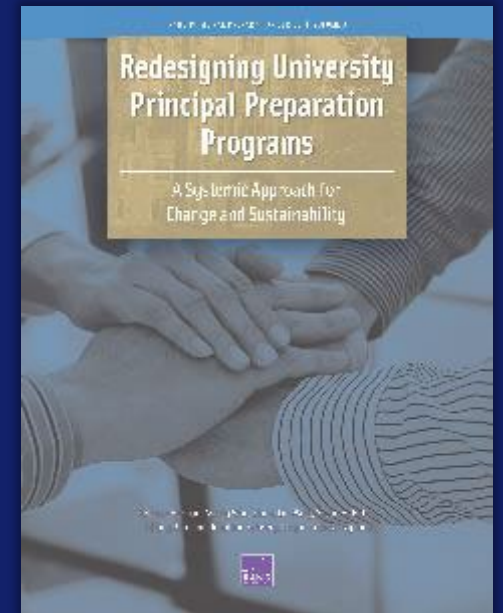
Thank you!

Learn more:

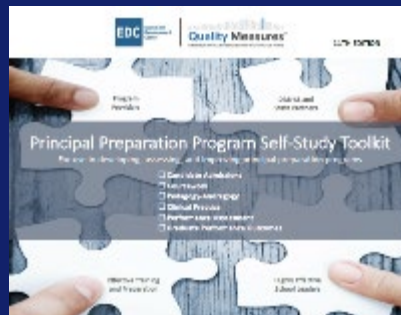
- ccsso.org
- learningpolicyinstitute.org
- npbea.org
- rand.org
- wallacefoundation.org



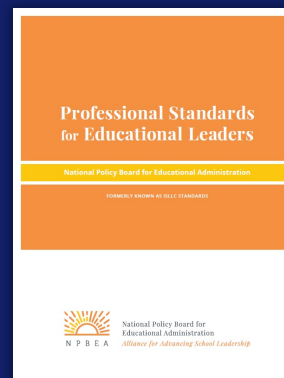
learningpolicyinstitute.org or wallacefoundation.org



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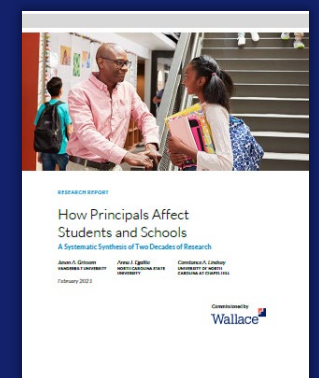
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