

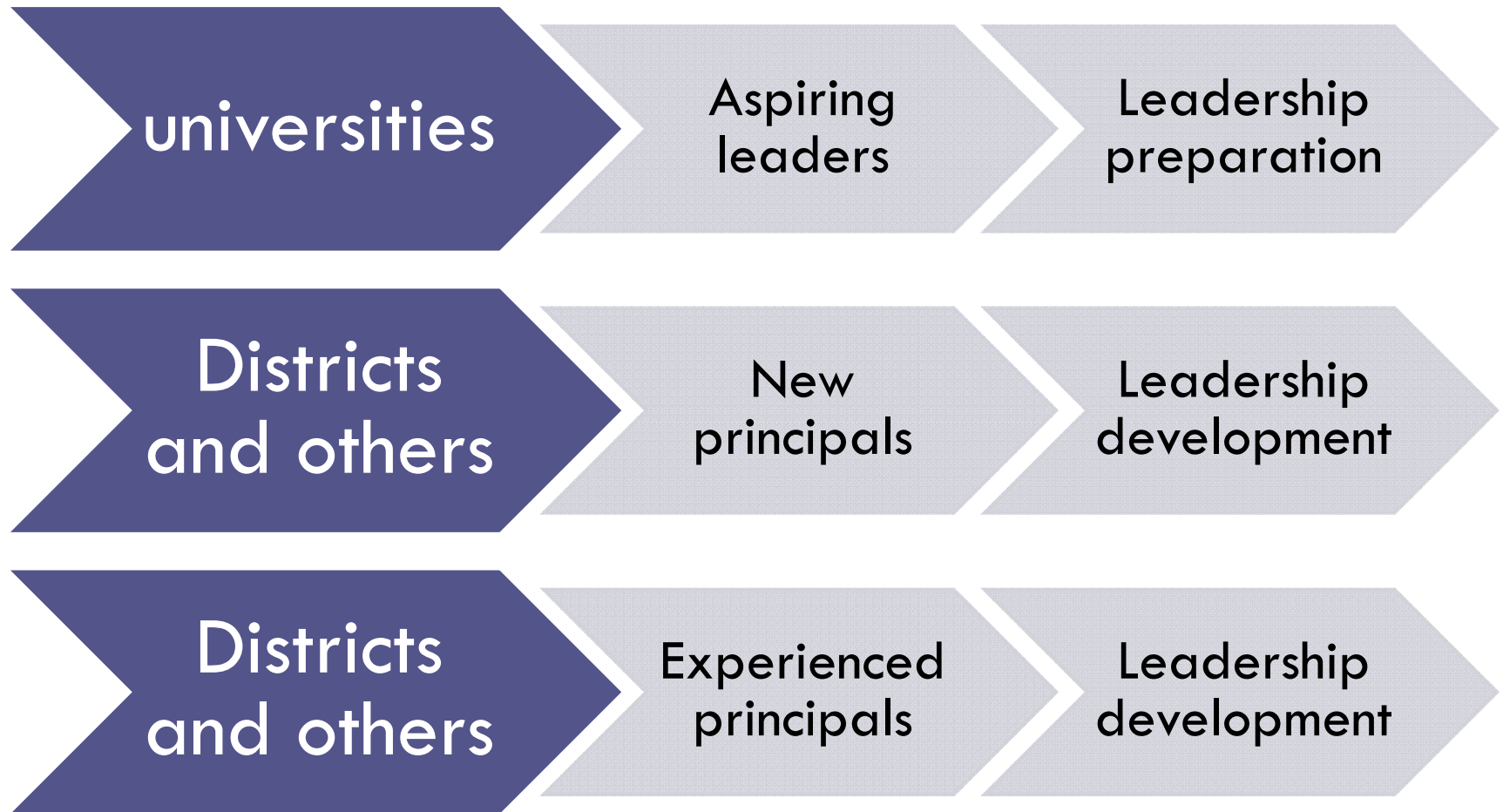
STATE POLICY OPTIONS TO IMPROVE EDUCATIONAL LEADERSHIP PREPARATION: PROGRAM RESEARCH LESSONS

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Exemplary principal preparation and development: Two studies

- A study of 8 exemplary leadership preparation and development programs and their comparative effects on principals and their leadership practices (Darling-Hammond, L., Meyerson, D., La Pointe, M. M., & Orr, M. T. (2009). *Preparing principals for a changing world*. San Francisco, CA: Jossey-Bass.)
- A study of 8 Wallace-funded urban districts and their investments in leadership preparation through policy, programs, university collaboration and internships. (Orr, M. T., King, C., & La Pointe, M. M. (2009 draft). *Districts developing leaders: Eight districts' lessons on strategy, program approach and organization to improve the quality of leaders for local schools*. Report prepared for The Wallace Foundation. Newton, MA: EDC.)

Preparing and developing educational leaders: institutions, targets and processes



Key findings on the nature of quality preparation

Qualities of exemplary programs (which differentiate them from conventional programs):

- ▣ Vigorous recruitment and selection
- ▣ Well-articulated program theory organized around effective leadership and school improvement
- ▣ Coherent standards-based curriculum
- ▣ Active-learning strategies
- ▣ Quality internships (full-time, authentic leadership work)
- ▣ Knowledgeable and competent faculty
- ▣ Social and professional support, including cohort membership
- ▣ Candidate and program assessment linked to standards and program mission and objectives

Key strategies for leadership preparation

- District-university partnership for program design, delivery and oversight
- Program focus around district leadership priorities and school improvement needs
- Intensive and extensive internship opportunities
- Connection to a continuum of leadership development into and beyond initial leadership positions
- Responsive to university and state higher education standards and accreditation expectations

Key findings on the nature of quality leadership development

- Well-articulated approaches for principals to learn how to develop stronger schools
- Emphasis on more effective teaching and learning
- Coherent view of student learning, teacher development and school leadership
- Connected and aligned as an on-going approach to the development of a holistic, identifiable professional practice—a learning continuum
- Grounded in theory and practice

Key strategies for principal development

- Types of extensive, high quality learning opportunities:
 - ▣ Participating in a principal network
 - ▣ Conferences
 - ▣ Mentoring and coaching
 - ▣ School visits
 - ▣ Engaging in individual or collaborative research
- Having multiple opportunities
- District-based or intermediary-based (such as university or other educational entity)

Nature of state policy for leadership preparation and development

- Fragmented by differences in higher education and K-12 policies for universities and districts
- Lack of coherence in educational leadership preparation and development policies for:
 - ▣ Program accreditation
 - ▣ Licensure/certification requirements
 - ▣ School and district performance expectations
 - ▣ Principal evaluation
 - ▣ Funding for leadership preparation and development

Reflections of state policy in principals' preparation program experiences

- Leadership preparation programs are improving based on quality indicators
- Principals' ratings (for all exemplary and comparison principals combined) of their programs' qualities varied by state suggesting policy differences and that policies matter
- Some program features appear most often in some states:
 - Whether candidates had an internship
 - Whether the internship is full time
 - Whether the internship reflected national accreditation standards for quality features

Reflections of state policy in principals' leadership development experiences

- Access to different types of leadership development experiences varies by state, reflecting state policy investments, particularly for:
 - ▣ Peer coaching
 - ▣ Mentoring or coaching by an experienced leader
 - ▣ Professional learning opportunities

Facilitating conditions

- Champions/Designers/Architects
- Financial supports
- Policy and standard alignment

State policy options for better leader quality through improved preparation and development

- **Mandates** (through regulations, requirements and sanctions)
- **System change** (through restructuring at the state and provider levels)
- **Capacity building** (through professional development and access to data)
- **Inducements** (through grants and other investments)

(source: McDonnell, L. M. & Elmore, R. F. (1987). Getting the job done: Alternative policy instruments. *Educational Evaluation and Policy Analysis*, 9(2), 133-152.

State leadership development policies: Combining mandates and system change

- Establish vision and standards for school leadership
 - Adopt the ISLLC standards
 - Use the standards as a framework for improving program accreditation, licensure, and coordination of all forms of leadership education
- Use of accreditation or program review
 - Leverage program change or reform (e.g. close existing programs and require all institutions to reapply under new guidelines)
 - Require national accreditation (NCATE or TEAC) or state accreditation
 - Externally review programs, using quality performance measures and assessment
- Enable alternative providers (with or without university involvement) for leadership certification

Mandates and system changes (continued)

- Use principal assessment for program and candidate improvement, either:
 - ▣ Adopt a nationally available test
 - ▣ Develop a state designed assessment that reflects local priorities
 - ▣ Link assessments to program completion and licensure
- Create a continuum of leadership preparation, development and training, such as:
 - ▣ Tiered licensure requirement
 - ▣ Continued professional development requirements

State leadership development policies: Combining capacity building and inducements

- Develop inducement strategies to recruit individuals for the principalship
 - Create funding for competitively-earned internships (paid to candidates directly or to university-based programs)
 - Create alternative licensure options for nontraditional candidates
- Provide grants to districts or to universities for new or redesigned programs using state or federal funding

Combining capacity building and inducements (continued)

- Build or fund an infrastructure for on-going professional development
 - ▣ Statewide organization or association
 - ▣ Collaboration with statewide associations
 - ▣ Local or regional intermediary educational agencies (such as Academies)
- Fund professional development for districts and universities on leadership preparation modules or district-university partnerships (Southern Regional Education Board--SREB)

Combining capacity building and inducements (other strategies)

- Fund professional development for faculty, institutions, and intermediaries on new approaches to leadership preparation and development
- Make data on graduates available to universities for program improvement purposes:
 - ▣ State leadership assessment
 - ▣ Career information
 - ▣ Performance of schools lead by graduates
- Support program evaluation

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