Getting Principal Preparation Right!
WELCOME & INTRODUCTIONS

Moderator
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GETTING PRINCIPAL PREPARATION RIGHT

Panelist:
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Utah Education Policy Center and a founding member of the INSPIRE Leadership Survey Development Team
GETTING PRINCIPAL PREPARATION RIGHT

Panelist:
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GETTING PRINCIPAL PREPARATION RIGHT

Panelist:
Dr. Ann O’Doherty
Director of the Danforth Educational Leadership Program at the University of Washington
Key Finding 1 - A Deeper Look: INSPIRE Data Demonstrates Quality in Ed Leadership Prep

Alignment to Professional Standards:

All UCEA member institutions align their program to national or state standards, and many align to more than one set of standards.
Key Finding 2 - A Deeper Look: INSPIRE Data Demonstrates Quality in Ed Leadership Prep

Partnerships with Districts:

The majority of UCEA member institutions engage in university-district partnerships, particularly including district partners in the selection and recruitment of candidates and as course instructors.
Mentoring for Candidates and Novice Leaders:

83% of UCEA member institutions offer candidates the support of mentors who have evidence demonstrating their success as an educational leader.
Clinical Experience in Schools with Diverse Student Populations:

UCEA membership requires a clinical or “fieldwork” component and 96% of members design internships that offer the opportunity to work with diverse student populations.
Key Finding 5 - A Deeper Look: INSPIRE Data Demonstrates Quality in Ed Leadership Prep

Accessible Program Scheduling:

80% of UCEA member institutions offer evening courses to accommodate candidates with full-time work in a K-12 setting and many offer courses at a district location for convenience.
Key Finding 6 - A Deeper Look: INSPIRE Data Demonstrates Quality in Ed Leadership Prep

Course Instruction Provided by Highly Qualified Faculty:

Full-time faculty lead the majority of program courses for UCEA member institutions and 85% use practitioners to a great or good extent in fieldwork supervision.
Key Finding 7 - A Deeper Look: INSPIRE Data Demonstrates Quality in Ed Leadership Prep

Multiple Assessment Practices:

A strong majority of UCEA member institutions provide formative feedback and assessment from a variety of sources including problem-based learning activities, field-based assignments & oral presentations.
Key Finding 8 - A Deeper Look: INSPIRE Data Demonstrates Quality in Ed Leadership Prep

Career Support:

UCEA member institutions offer a variety of resources for graduates including interviewing assistance, job counseling, job referrals, networking opportunities, and continued mentoring for novice principals.
In recognition of the complexity of the work of school and district leaders and our imperative to disrupt inequities, we guarantee the performance of our graduates.
What do principals need to know and be able to do to deliver on the promise of equity?
Danforth Leadership Competency Continuum

Prior Experience, Coursework, Cohort

Knowledge

Application

In Practice/ Collaboration

Cultivating Leadership in Others

Internship Experience & Mentor
Washington Council of Educational Administration Programs
Representing Washington State approved university programs for the preparation of principals, program administrators and superintendents.
Figure 5. This figure illustrates the proportion of policies from the principal preparation program approval rubric for each state by shade. Darker shades correspond to higher proportions, while lighter shades correspond to lower proportions. For instance, Tennessee meets criteria for 15 of the 16 criteria, or 93.8%, while Alaska, Hawaii, Mississippi, Montana, Nebraska, New Mexico, Oklahoma, Oregon, South Carolina, and Wyoming meet criteria for one of the 16 criteria, or 6.25%. The map represents each state as an evenly sized hexagon rather than using a standard map to prevent visual bias towards larger states while also rendering small states visible. Compared to the map for candidate licensure (p. 34), a visual inspection reveals that there is more variation and fewer states with a high proportion of policy from the principal preparation program approval rubric. As we discuss next, this occurs despite the greater research-based evidence supporting this rubric.
Key Elements of Principal Preparation Legislation

- **Termination of Type 75** – general administrative programs.
- Creation of a **new Principal Endorsement** attached to Professional Ed License.
- Requirement of a **formal university/district partnership** involved in the design, delivery and improvement of the program.
- **Selective admissions criteria** for applying to principal endorsement programs.
- **PreK-12 licensure structure**; required candidate experiences across grade span.
- **Performance-based internship** with required leadership experiences **competency-based assessments** with standardized scoring rubric.
- **Collaborative supervision of candidates** by a qualified and trained faculty supervisor and mentor principal.
- An **8-hour Principal Endorsement exam** on Instructional Leadership administered by the Illinois State Board of Education.
- Created new **Teacher Leadership Endorsement**.
- **Redesigned Superintendent Preparation Programs** to align programs of principal supervisors to those that they are supervising.
Learn More

Center for the Study of Education Publications on Principal Preparation:
http://education.illinoisstate.edu/csep/publications/principal.php

Illinois School Leader Web Site:
http://education.illinoisstate.edu/isl/

IL-PART Web Site:
http://www.ilpart.org/

Leadership and Early Learning Resources:
http://education.illinoisstate.edu/linc/#linc
Discussion and Questions from Listeners
Thank you for joining us today. A recording of this webinar will be available at www.ucea.org