

Review of the Research Literature Related to the Principal Preparation Program (January 30th, 2017)

Table 3: Display Comparing the Characteristics and Findings from a Series of Recently Published Studies Related to Principal Preparation Programs in the United States (2004-2017)

Title	Publisher, Author, Source	Copyright	Findings	How this Informs the Principal Preparation Project
Public Good	Bank Street College of Education	Jun-16	The Sustainable Funding Project's first report offers a framework to address challenges of pre-service clinical practice, in-service school improvement, and the professionalization of teaching in an integrated, mutually beneficial way through deep partnerships between providers and school districts. Focusing on how to fund stipends so that aspiring teachers can practice under the guidance of an accomplished educator before taking on the responsibilities of a classroom, the report offers a vision for contemporary teacher preparation and serves as a resource to support partnerships between districts and preparation providers who stand to benefit from deeper pre-service classroom experience for aspiring teachers.	Although the subject of Public Good is teacher residency, a lot of the same ideas can be applied to Principalship. The report gives real-life examples of successful residency programs and gives suggestions on how to best make a residency work for a district. It could be applicable to creating a framework of how to make residency work for Principal programs in New York state.
The Ripple Effect	Matthew Clifford, Ph.D. Ellen Behrstock-Sherratt, Ph.D. Jenni Fetters AIR American Institute of Research	May-12	This brief draws upon research literature on principal effectiveness and policy documents created by scholars and national organizations concerned with principal professional practice and its effects. It finds that principal evaluation systems should not be based solely on student achievement gains, but rather on the quality of a principal's school-level leadership and performance.	While the state is currently in a moratorium for Annual Professional Performance Review (APPR), this report can give insight to our project on how a principal should be evaluated. The report stresses the importance of principal effectiveness being the basis of evaluation, instead of test-scores.
Building Principal Pipelines	Pamela Mendels The Wallace Foundation	Oct-16	The Perspective offers a set of considerations for districts interested in building principal pipelines, as well as for states that want to help localities in this work. Research about a Wallace Foundation school leadership initiative provides insights that may offer districts a way forward, as described in this Wallace Perspective. Most important, the research finds that it is possible for districts to put in place the four key parts of a strong principal pipeline: apt standards for principals, high-quality pre-service training, rigorous hiring procedures, and tightly aligned on-the-job performance evaluation and support. Moreover, commencing to build a pipeline can produce several swift benefits for districts and principals alike. These include principal job standards that foster a districtwide understanding of what constitutes effective leadership for local schools, a possible greater compatibility between principals and the schools to which they are assigned, and performance evaluations designed not only to measure what's important but also to help principals succeed at their very tough jobs.	From this paper, we would be able to pull good details on how improving principalship can really benefit the District. It also gives examples on how districts can improve their pipeline to principalship for the greater good of the schools. In regards to standards this paper does give good reasoning to why a state needs to adopt the most recent standards for principal preparation.

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Ambitious Leadership: How Principals Lead Schools to College	Brad Cawn, Gina Ikemoto, & Georgia West New Leaders	Dec-16	In this report, they share findings from a study of principals at 10 schools that have made progress in helping students meet CCR standards. They found that principals successfully making this shift were executing instructional leadership practices at exceptionally high levels of intensity, quality, and intentionality. They call this new generation of learning focused leadership “ambitious instructional leadership.” KEY FINDINGS; Ambitious leaders implemented a set of six key instructional leadership practices, ambitious leaders drew on three types of critical knowledge. Principals understood: (1) the demands of college- and career-ready standards and assessments; (2) the components of challenging, standards-aligned instruction; and (3) high-impact approaches to instructional leadership, ambitious leaders’ established three critical conditions that allowed them to effectively lead improvements to curriculum and instruction. These were: (1) effective talent management; (2) maximized learning time; and (3) a high-quality professional learning culture. Ambitious leaders aligned instructional leadership practices to their school’s stage of improvement.	This paper, gives a big push for states to develop exceptional standards for their leaders. We can also pull from this article the need for high-quality Professional development for continuing principal learning. We can find how individual cases were able to adapt to new regulations and how they used these models to improve their functioning role within a school. Higher-Ed/P12 partnership, professional learning and standards would be able to read over this paper, to gain a few ideas on how to implement upcoming recommendations.
Lead in Denver	Denver Public Schools		Denver Public Schools provides aspiring school leaders the opportunity to achieve their professional goals and help students succeed through our Pathways to School Leadership training programs. This PowerPoint presentation breaks down the School Leadership Framework for Denver Public Schools.	If the team begins looking at how to evaluate Principal’s, the framework from Denver would be an excellent source to find methodologies for gauging effective principals.
Leadership for Common Core	Matt Clifford & Christine Mason NAESP	Nov-13	This brief summarizes respondent perspectives on Common Core State Standards implementation. For state and national leaders, survey findings provide insight into principals’ current beliefs, knowledge, and actions with respect to the Common Core. With this information, national leaders may consider ways to support principals as instructional leaders and change agents through policy changes and professional supports	Based off of a survey, this brief gives excellent suggestions on what the field believes will improve student learning in the era of “Common Core”. The policy changes in the last section of the brief would give our breakout groups excellent stepping stones.

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Administrator Evaluation Rubric	TN Department of Education	Apr-16	The Tennessee Instructional Leadership Standards (TILS) establish the structural framework of the Administrator Evaluation Rubric by defining a set of indicators and detailed descriptors that provide a clear set of expectations to schools and districts. The rubric is designed to help instructional leaders develop the type of leadership practices directly related to substantial gains in student achievement. Moreover, the leadership practices embedded in the indicators and descriptors are largely tied to the indirect, but vital, role and impact school leaders have on student achievement. Just as the TILS do not include separate areas to address ethical issues, the rubric does not separate these areas by indicator and descriptor. The premise is the same with the rubric as with the standards— attributes such as honesty, respect, sound judgment, commitment, fairness, compassion, work ethic, and a genuine belief that all children can learn and grow contribute to the foundation of ethical behavior connected to leadership.	Although NYS is currently on a moratorium for APPR, this framework of evaluation standards, would benefit the group to read over- if the Regent's decide that with changing recommendations, our evaluation of principals would change as well. Tennessee has given a framework that could work in evaluation that uses more than just test scores to determine principal success.
Strengthening a Principal Preparation Internship by Focusing on Diversity Issues	Regina Figueiredo-Brown, Marjorie Campo Ringler, & Mandi James NCPEA International Journal of Educational Leadership Preparation, Vol. 10, No. 2 –	Nov-15	This study discusses East Carolina University's (ECU) preparation program and its emphasis on the study and application of diversity throughout the internship. ECU's comprehensive internship provided candidates time to apply theory and knowledge about school leadership and diversity topics addressed on a monthly basis at internship seminars. A qualitative analysis of interns' reflections about their learning and experiences suggested that the focus on diversity was beneficial. Findings indicated learning about diversity throughout the internship opened opportunities for interns to work with students, parents and staff with a new found knowledge of diversity learned by attending lectures by scholars in various diversity topics and engaging in dialogue with principals about diversity topics. Principal preparation faculty realized the importance of selecting engaging presenters to encourage interns to embrace learning about a topic and the need for continual learning about diversity issues that affect the university's service region.	This article would best serve our breakout group on diversity. It uses the example of East Carolina University to highlight what schools can do to improve programs for principals to address topics like diversity. Looking specifically at internships, during the comment period of our recommendations, this article could help the diversity group add to the internship group on how to create inclusive internships that represent the varying types of schools and students.

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Measuring Mastery: Best Practices for Assessment in Competency-Based Education	Katie Larsen McClarty & Matthew N Gaertner AEI	Apr-15	In this paper they introduce a set of best practices for high-stakes assessment in CBE, drawing from both the educational-measurement literature and current practices in prior-learning and CBE assessment. Broadly speaking, there are two areas in assessment design and implementation that require significant and sustained attention from test developers and program administrators: (1) validating the assessment instrument itself and (2) setting meaningful competency thresholds based on multiple sources of evidence. Both areas are critical for supporting the legitimacy and value of CBE credentials in the marketplace.	This article would serve the breakout group Professional Learning and Support, as well as the group as a whole. Competency-based education seems to be sprouting up as a method for training across New York State, and this article gives argument and suggestions for why adopting CBE practices could help develop leaders.
Promoting Diversity in Public Education Leadership	Jafeth Sanchez, Bill Thornton, Janet Usinger NCPEA	2008	This manuscript discusses proactive approaches for education leadership preparation programs to recruit and retain minority graduate students. A review of related literature is provided. The paper discusses barriers that contribute to low incidents of minority principals and minority principal candidates. Recommendations for creating pathways for the under-represented minorities to enter school leadership preparation programs are presented. Practical approaches for recruitment and retention of candidates from under-represented groups are discussed	This report, works best for our group to see what barriers are currently holding back under-represented minorities from pursuing education leadership. The recommendations given help to knock down those barriers and create an inclusive environment in higher education.
Toward Convergence: A Technical Guide for the Postsecondary Metrics Framework	Amanda Janice & Mamie Voight IHEP	May-16	The Institute for Higher Education Policy (IHEP) has produced Toward Convergence: A Technical Guide for the Postsecondary Metrics Framework, a companion piece to the Bill & Melinda Gates Foundation's February 2016 report, Answering the Call, which proposed a new metrics framework to measure the performance of higher education institutions. The framework - intended to help policymakers, institutions, and consumers better understand how institutions are performing - draws on lessons learned from a decade of efforts by states and institutions to collect and use better data. Toward Convergence provides important, foundational details that support and build on the findings outlined in Answering the Call and enumerates the technical details of the newly proposed framework. In particular: Postsecondary education currently is data rich but information poor, and improving data quality, transparency, and use is imperative for more students to gain access to and succeed in higher education.	The framework presented in this report, is how to assess Institutions of Higher Education. This work gives suggestions on how to encapsulate the data currently used by higher education to better assess programs, and standards for the state.

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The Professional Standards for Educational Leaders (PSEL) 2015 and the Interstate Leaders Licensure Consortium (ISLLC) Standards 2008: A Crosswalk	Center on Great Teachers and Leaders (AIR) CCSSO	Oct-16	Developed in partnership with the Council of Chief State School Officers, this toolkit and crosswalk offers state education agencies, leadership preparation programs, and other organizations a step-by-step process for aligning their current leadership standards to the PSEL. The toolkit and crosswalk can help you answer critical questions: How do the new PSEL standards differ from the standards currently in use? Do the new standards contain expectations for school leaders that are not in the leadership standards currently used? Are there areas represented in the current leadership standards that no longer need to be included? The toolkit and crosswalk follow a defined, systematic process known as “standards alignment” to compare one set of standards—in this case, the PSEL—to one or more different sets of standards.	This crosswalk benefits our group while we decide whether or not to adapt/adopt the PSEL standards. Seeing the side-by-side of NYS’s current standards (ISLLC) and the new standards helps to see what is missing and what needs improvement.
Developing a pipeline of future principal supervisors	New Leaders in collaboration with The Wallace Foundation	2016	High-potential future candidates for the principal supervisor role benefit from the opportunity to practice skills and develop experience that will prepare them for that role. Strong preparation impacts both performance in the role (success) and perceptions about its sustainability (retention), thus districts benefit from thoughtful preparation of future district leaders. Research has shown that the richest professional learning opportunities are job-embedded, accounting for 70 percent of an individual’s development. These are also the most accessible and efficient opportunities for districts to provide to prospective leaders, although they do require districts to focus time and attention on identifying opportunities, matching them with high-potential developing leaders, and—in some cases—providing central district resources to ensure the right opportunities are available. Because this is such a high-leverage strategy, we focus the majority of our recommendations in this domain.	One of the goals of this project is to create a pipeline for future principals; this report gives the steps of how a state, IHE, or district could begin the building blocks of the pipeline. It also gives insight on how IHEs and districts can work together to develop a pipeline of success for talented staff and future leaders.

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The State of Racial Diversity in the Educator Workforce	Policy and Program Studies Service Office of Planning Evaluation and Policy Development US Department of Education	Jul-16	The report reviews trends in the diversity of elementary and secondary school educators, and examines the teacher pipeline from enrollment in postsecondary education to entrance into the teaching workforce and beyond. The report highlights a lack of racial diversity among teachers at public elementary and secondary schools across the nation. Less than one in five U.S. public school teachers—18 percent—are individuals of color, while approximately half—49 percent—of public elementary and secondary school students are individuals of color. Since teachers of color can be positive role models for all students in breaking down negative stereotypes and in preparing students to live and work in a multiracial society, this diversity gap suggests that the U.S. public school system is not reaping the known benefits we could experience if we had greater diversity in the teacher workforce. Lastly, the report serves as a call to action for stakeholders including postsecondary institutions, K-12 schools and districts, and others to do more to support teachers of color at all points across the teacher pipeline so that students in U.S. public schools can yield the benefits of a diverse teaching force.	The most information our team can garner from this report released by the USDE, is the numbers you find in it relating to workforce diversity versus student diversity. Noting the differences, and then giving standards and policies on how schools can benefit from a diverse workforce.
Tougher Teacher-Prep Admissions Standards Called for in Report	Brenda Lasevoli Education Weekly	November 2016	An article from Education Weekly in response to a report released about raising admission standards “How can teacher preparation programs attract the best and brightest? Raise admissions standards, says a new study published on Tuesday. Education schools nationwide are battling teacher shortages and ever-decreasing enrollments. But according to a new report, it's a mistake for education schools to choose a quick fix: downgrading requirements to make it all too easy for students to gain admission. Lowering the bar for ed school admission would fill the profession with subpar teachers, the report says, and discourage top students from considering a career in teaching. As evidence, the report points to a survey of top college students that found that 58 percent would consider majoring in education if admissions standards were higher.	This article gives an overview of the report on lowering admission standards. The article clearly biases towards keeping standards for teacher program admission high, and has arguments to back-up their point. It would help our group when we are looking at IHEs and principal preparation programs- for the argument of keeping standards high, for high-quality.

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Principals and Special Education: The Critical Role of School Leaders	Michael F. DiPaola Chriss Walther-Thomas Center on Personnel Studies in Special Education (COPSSE)	Feb-03	This document examines key leadership issues related to effective special education and reviews emerging standards in knowledge and skills for effective principal performance. An introduction notes school responsibility to provide students with disabilities with access to the general curriculum and ongoing monitoring of progress. The paper then examines the evolution of the principal's role and his/her influence on building-level special education services. Discussion of the principal's professional development needs is followed by a section identifying leadership challenges including growing principal shortages and its impact on special education. Next, using the Standards for School Leaders framework developed by the Council of Chief State School Officers, it examines current recommendations for development of principals and possible implications for effective special education administration. These standards address a shared vision of learning, school culture and instruction, organizational management, collaboration with families and community, and ethics. The paper notes an unintended outcome of these standards has been longer personnel preparation programs, as few states have reduced existing licensure requirements. It urges research into alternative school leadership models.	In the vein of working on improving diversity among educational leaders, this article gives insight on how and why principals and school leaders should be trained for special education needs as well. It is important for our project to be as inclusive as possible, and when adopting standards to include all learners.
URBAN SCHOOL PRINCIPALS AND THEIR ROLE AS MULTICULTURAL LEADERS	MARY E. GARDINER & ERNESTINE K. ENOMOTO Corwin Press	Nov-06	This study focuses on the role of urban school principals as multicultural leaders. Using cross-case analysis, the authors describe what 6 practicing principals do in regard to multicultural leadership. The findings suggest that although multicultural preparation was lacking for these principals, some did engage in work that promoted diversity in their daily activities. All principals dealt with multicultural issues, usually focusing on individual students or specific programs to accommodate immigrants or refugees. Although some principals held high expectations for all, others were less aware of the connection between affirming diversity and student achievement. Recommendations are made to support principals in their work.	This report while, only using 6 principals as the variable pool for information, we are able to see what worked and what did not work in urban school settings. Best for our recommendations when looking at diversity and how principals can create an environment of learning and inclusivity.

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Strengthening Professional Development for Principals: High Quality Mentoring Programs	NAESP	May-13	New policies in the reauthorization of the Elementary and Secondary Education Act must support high-quality leadership mentoring programs to successfully build the professional capacity of principals, especially during the first three years of service. This professional development is critical to the success of principals and the development of their leadership skills to set a vision for the school culture and to drive instruction. There are a number of gaps in the current models of preparation and training that mentoring programs will fill, including understanding how to use a variety of assessment and evaluation data to provide instructional leadership, and sustained involvement in school improvement strategies.	This report gives recommendations for filling in the gaps that may form when looking at how to assess professional development for mentoring programs.
A School-University Partnership in Administrator Preparation:	Margaret R. Basom & Diane M. Yerkes Education Resources Information Center (ERIC)	Fall 2004	School university partnerships have become important in the reform efforts to develop the next generation of school leaders. This study examines one university's approach of working with several school districts as partners in the development of school leaders. Findings include benefits and concerns from the perspective of students, faculty, and adjunct instructors.	This report does not give a great deal of findings, as it only concentrates on one school, university partnership. It is good to see how faculty and students have been affected- but the variable pool does not enlighten our project to a huge extent.
Planning University-Urban District Partnerships: Implications for Principal Preparation Programs	Mark A. Gooden, Christian M. Bell, Richard M. Gonzales, and Amy P. Lippa Educational Planning . 2011, Vol. 20 Issue 2, p1-13. 13p.	2011	Urban school districts continue to face increased demands for improving student learning in PK-12 settings. As a result, universities are faced with increased accountability, requiring their leadership preparation programs to be more effective and proficient at monitoring and measuring the impact their graduates have on student achievement. Recent research supports creating university-district partnerships as part of a complex solution to address some of the demands by improving the effectiveness of principal preparation programs and thereby increasing the number of effective leaders prepared to work in urban schools. Findings from this work present some pitfalls to avoid and some recommendations for those interested in exploring university-district partnerships.	The best thing we can take from this report is that universities need to develop principal programs that encourage diversity. They are able to do this by creating cohorts, partnerships and realizing it is more complex than a few suggestions. We would be able to see what works and what did not work in order to create recommendations on how to create inclusive programs and schools.

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Seeking Mutual Benefit: University and Districts as Partners in Preparation	Amy D. Petti Allen Press	Oct-13	This article reports the research findings of a qualitative study that employs case study research methods to examine a newly-formed university district-teacher union partnership. Examination of the question “How do we better prepare teachers” led to the formation of a university-district-association (teacher union) partnership, which led to a new question: How do the roles of principal and liaison in a Professional Development School affect pre-service and tenured teacher learning? The school-university partnerships’ mission was to design a mutually beneficial program of teacher preparation and tenured teacher professional development. Findings determined that there were significant perceived mutual benefits; notable benefits for the school partner appeared in the unexpected roles of tenured teacher, principal, and liaison. The study’s finding have implications for the universities that prepare teachers, teaching practitioners, school and district leaders, and even state and national policy makers.	In this report, we see how districts and universities can work together for teachers; if we change teacher to principal- many of the ideas in this report could be applicable to our project. It gives districts suggestions on how to change their mission in order to create cohorts that are trained to best serve schools.
The 21 Responsibilities of the School Leader	Robert J. Marzano, Timothy Waters and Brian A. McNulty Association for Supervision & Curriculum Development	Sep-05	Chapter 4 of the book "School Leadership That Works" examined the 69 studies in their meta-analysis looking for specific behaviors related to principal leadership. We identified 21 categories of behaviors that they refer to as “responsibilities.”	The 21 responsibilities would give our group a good set of ideas on which the standards should meet in recognition of what the expectations of principalship are aimed towards.
What Matters Now: A New Compact for Teaching and Learning	The National Commission on Teaching & America’s Future (NCTAF) NCTAF	2016	This report is designed for state and local policymakers who are interested in how to comprehensively transform teaching and learning for the students they serve, leveraging the opportunities presented by the recent federal legislation that provide more autonomy to states and districts, advances in the science of how people learn, transformational technologies, and student populations with increasingly diverse backgrounds and global connections. Throughout this report we have offered examples of states, districts, schools, and teachers who are working to modernize and personalize learning for all students. Reform — even revolution — can emerge from any layer of the system, depending on the resource and policy conditions. By highlighting a range of innovations, catalysts, and essential conditions, this report offers many different ways to bring about long lasting and effective education reform.	Although this report is designed to look at teachers, we can take a lot of the suggestions offered in the body of the text and apply it to principals. This report gives states and districts points on how to modernize the profession, in order to catch up with the current changes in education and learning.