

Chapter Two

Teaching and Preparing School Leaders

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This chapter examines the important qualities of preparation programs that contribute to effective learning and career outcomes for aspiring school and district leader candidates. The results are drawn from professional guidelines and comparative research on exemplary leadership preparation programs to provide a framework of critical program features and specific examples drawn from effective leadership preparation programs. Recommendations for future research on educational leadership preparation are included.

BACKGROUND

Demand is growing for educational leadership preparation that enables graduates to advance quickly and efficaciously into initial school and district leader positions (Frye, O'Neill, & Bottoms, 2006; Wallace Foundation, 2003). The twin problems of existing and anticipated shortages in highly qualified leaders and the demands for leaders who can improve and sustain high levels of student performance in schools have brought a new and sharper focus to the quality and effectiveness of university-based leadership preparation.

While the number of currently certified candidates exceeds the number of school building leadership positions within and across states (Educational Research Service [ERS], 2000; ERS, National Association of Elementary School Principals, & National Association of Secondary School Principals, 1998; Gates, Ringel, Santibanez, Ross, & Chung, 2003), analyses of labor market conditions reveal shortage conditions and areas.

First, the labor pool of aspiring leaders erodes quickly, as candidates lose interest if they do not advance within a few years of becoming licensed. Second, some certified candidates have conflicting concerns about leadership positions, anticipating professional benefits as well as difficult or stressful working conditions (Farkas, Johnson, Duffett, & Foleno, 2001; Pounder & Merrill, 2001).

Third, the leadership job market is changing, with the addition of more diverse leadership positions than just principals and superintendents (e.g., curriculum specialists, teacher leaders/facilitators/coaches, professional development specialists, business officers, human resource administrators), requiring more leaders; and finally some types of positions and district locations are more difficult to fill than others (Browne-Ferrigno & Muth, 2009; Papa, Lankford, & Wyckoff, 2002; Ringel, Gates, Chung, Brown, & Ghosh-Dastidar, 2004). Taken together, these conditions show a need for high quality leadership preparation to develop candidates who are ready for a wide variety of leadership roles, responsibilities, and challenges.

Increasingly, districts view leadership quality and its development as essential to school improvement and effectiveness, particularly for schools that struggle to make academic gains. Among strategies that districts, particularly urban districts, are now using to improve school quality is to expect principals to focus on instructional leadership, to distribute leadership responsibilities to others, to use data to guide instructional decisions, and to support teacher professional development (Togneri & Anderson, 2003).

In turn, to strengthen leader quality, some districts are now developing their own leadership preparation programs (as competition or a complement to university-based programs) or to engage in partnership with local universities to tailor preparation to their context (Orr, King, & La Pointe, 2009 draft).

Some evidence, as will be reviewed below, suggests that investment in leadership preparation program improvement and adoption of innovative approaches pay off, particularly when supplemented with grant or foundation funding for full time internships. Additional research reviewed below suggests that graduates of programs with these quality features have more positive views of the principalship and are more interested in a leadership career. Thus, investing in preparation program quality has a positive effect on the aspiring leader labor pool as well as on the quality of leadership practiced by new leaders.

What, then, are the features of highly effective leadership preparation programs? And which program features have greatest influence on graduates' career and learning outcomes, with corresponding benefits for the schools they eventually lead?

ABOUT THIS CHAPTER

This chapter draws together policy, research, and case studies on leadership preparation program features to highlight converging findings on key features and essential dimensions of effective preparation program attributes. It shows the policy recommendations and research reviews that converge in common recommendations for quality program features. Available research on the relationship between program features and outcomes underscores those features that are most critical for candidates' learning, career outcomes, and leadership work. These features are illustrated with case examples drawn from research on exemplary programs.

STANDARDS FOR AND RESEARCH EVIDENCE OF PROGRAM QUALITY FEATURES

Policy and research represent two primary sources that define program quality features and guidance for program improvement. Analyses of policy and research recommendations and conclusions serve as a framework for this chapter.

Policy Guidelines

Policy expectations for leadership preparation program quality exist in national accrediting bodies, state regulations, and professional standards. Weak and varied expectations for school leaders, coupled with the recognition of the centrality of leadership to school effectiveness, led to the development of national leadership standards to frame public expectations and guide preparation, licensure, and candidate and program evaluation (Council of Chief State School Officers, 1996). These standards, known as the Interstate School Leaders Licensure Consortium (ISLLC) standards, were eventually adopted by almost every state as the basis for leadership preparation expectations (Toye, Blank, Sanders, & Williams, 2007).

In 2002, the National Policy Board for Educational Administration (NPBEA) adopted the ISLLC standards for preparation program accreditation. In turn, its specialized professional association, the Educational Leadership Constituent Council (ELCC), developed guidelines for programs to implement these standards and provide evidence of program effectiveness (NPBEA, 2002).¹ Table 2.1 summarizes the program feature expectations outlined in these guidelines.

The guidelines focused largely on program content, based on the leadership standards for expected candidate knowledge and skills to promote the success

Table 2.1 National Professional Standards for Leadership Preparation Programs

Quality program features	ELCC program implementation standards (National Policy Board for Educational Administration, 2002)	UCEA program guidelines (1991, revised 1998) (www.ucea.org)	SREB guidelines for quality university-based leadership preparation (Bottoms et al., 2003; Southern Regional Education Board, 2006)
Program theory	--	Conceptually coherent	Design the program to emphasize school-based learning
Standards based	Delineates six standards, based on the national ISLLC standards	Conceptually coherent and clearly aligned with quality leadership standards	Refers to standards as the basis for course content, assignments, and other learning experiences for competency development
Candidate recruitment and selection	--	Have systematic, written recruitment and admission plans that rely on multiple sources of evidence and show deliberate efforts to attract applicants who demonstrate leadership potential with particular attention given to increasing diversity within the program	Identify and select candidates with demonstrated leadership ability, knowledge of curriculum and instruction, and proven high performance Candidates are selected jointly by university and district partners using a shared criteria
Content	Standards-based content based on expected leader knowledge and skills (i.e., develop, articulate, and implement a vision; exhibit instructional leadership; manage organization, operations, and	Identify, develop, and promote relevant knowledge focused on the essential problems of schooling, leadership, and administrative practice Program content and design is informed by current scholarship on the essential problems of schooling, leadership, and administrative practice and should make use of research-based best practices in leadership preparation	Emphasis on knowledge and skills for improving schools and raising student achievement, and on the principal's responsibilities in improving curriculum, instruction and student achievement Focus on authentic problems and the development of leadership competencies Customized to district needs

Table 2.1 National Professional Standards for Leadership Preparation Programs

Content <i>Continue...</i>	resources; facilitate family and community collaboration; behave fairly and ethically; understand, respond to, and influence education context)	The content should address problems of practice including leadership for student learning and diversity	Collaboratively developed by university and district staff Coherently organized
Active instruction	--	The instructional processes of the preparation program should be based on adult learning principles	Create learning experiences in which candidates apply research-based knowledge to solve real school problems and focus on the core functions of schools Enable competency mastery Assignments and projects that are school-based and that address real problems pertaining to student achievement
Quality internship	Internship offers significant opportunities to apply knowledge and develop leadership skills; is substantial, sustained, standards-based, planned and supervised by the university and school district; and earns credits	Include concentrated periods of study and supervised clinical practice in settings that give leadership candidates an opportunity to work with diverse groups of students and teachers	Well planned and supported field experiences that are integrated with coursework throughout the program, are mentored by master leaders, and enable candidates to practice their skills with reflection Reflects a continuum of practice for competency mastery Provides performance feedback and coaching by faculty or other supervisors Includes mentor planning

Table 2.1 National Professional Standards for Leadership Preparation Programs

Cohort structure and other program supports	--	--	Program is customized for students based on their current positions and leadership opportunities Provides supports and conditions for program completion, such as tuition, release time, mentoring, and materials
Program organization	--	--	Team-teaching of course-related modules Time, resources and staffing to develop a new curriculum Solicit state waivers for certification issues that are barriers to leadership preparation
Mentoring and advisement	--	--	--
Career support	--	Develop and maintain systematic efforts to assist all students in professional placement and career advancement	--
Postpreparation programs	--	Participate in the development, delivery, and evaluation of systematic professional development programs for educational leaders, in cooperation with appropriate professional associations and other educational and social agencies	--
Candidate and program evaluation	Standards-based assessments of candidates' content knowledge, skills, and leadership effectiveness	Engage in ongoing programmatic evaluation and enhancement	Rigorous evaluation of participants' mastery of essential competencies and program quality and effectiveness Uses reliable measures of performance and a clearly defined exit criteria

Table 2.1 National Professional Standards for Leadership Preparation Programs

Candidate and program evaluation <i>Continue...</i>			Includes on-the-job performance assessments
Knowledgeable and competent faculty	<p>Dedicated, knowledgeable faculty</p> <p>Expectations that faculty will engage in research and professional service and have educational leadership experience</p> <p>Expectation that faculty will use assessment data to improve candidate and program performance</p>	Involve a critical mass of full-time tenure-track faculty members (typically five or more) whose appointments are in the department in which educational leaders are educated and who exhibit excellence in scholarship, teaching, and service in educational leadership. A majority of educational leadership coursework must be taught by these full-time faculty.	<p>Faculty support to conduct ongoing evaluation on the effectiveness of the program in preparing leaders who can increase student learning and improve schools</p> <p>Include faculty work in schools as part of tenure and promotion requirements</p>
Faculty professional development	--	Offer regular professional development for program faculty to enhance their skills in leadership preparation, research methods, and other content areas	<p>Provide faculty and others with broad, research-based knowledge</p> <p>Support faculty in developing and field-testing leadership training modules that address real problems of principals and involve real learning experiences in schools</p> <p>Faculty time to conduct research in schools</p>

Table 2.1 National Professional Standards for Leadership Preparation Programs

Collaboration	--	Engage in collaborative relationships with other universities, school districts, professional associations, and other appropriate agencies to inform program content, promote diversity within the preparation program and the field, and generate sites for clinical study, field residency, and applied research	University/district partnerships for principal preparation that is formal, definitive and institutionalized Universities work with school districts on candidate selection
Advisory board or committee	--	Use an advisory board of educational leadership stakeholders and involve leadership practitioners in program planning, teaching, and field internships	Create an advisory board with business, education, state, and university representatives to meet regularly and design the program

of all students. However, the ELCC standards provide few specific program structure or process guidelines, with three exceptions. These are the inclusion of extensive guidelines in defining the attributes of a quality internship, candidate assessment requirements, and guidelines for faculty assignment and responsibility in program management.

A second set of program standards was developed by the University Council on Educational Administration (UCEA) in 1991 and revised in 1998, as shown in Table 2.1. The University Council for Educational Administration is a professional association that is a consortium of primarily doctoral-granting higher education institutions with a demonstrated commitment to the preparation and practice of educational leaders. Full member institutions must be both doctoral granting and provide evidence that they satisfy (or are making significant progress toward satisfying) UCEA's program standards. These standards go farther than other guidelines by focusing both on the quality of the program and the roles and actions of the faculty and institution in service to quality leadership preparation.

A third set of program standards, as shown in Table 2.1, was developed and is promoted by the Southern Regional Educational Board (SREB), particularly among institutions in its 16 member states for university-based program redesign (Bottoms, O'Neill, Fry, & Hill, 2003; Frye et al., 2006; SREB, 2002). These guidelines are tightly organized around learning and competency development for leadership to improve student learning and thus focus content and field experiences on knowledge of the core functions of schools and the ability to solve real school problems.

The three sets of program standards are most similar in emphasizing the use of:

- Leadership standards to frame the program, align preparatory experiences, and provide coherence
- An intensive internship experience that enables leadership skill development and authentic leadership experiences, under the supervision of university and practicing administrators
- Program evaluation to monitor candidate progress and improve program quality
- High quality faculty

They differ in several key areas, however. First, only the ELCC guidelines stress a specific set of standards—the ISLLC standards—as the basis for program content and candidate competencies. Second, the ELCC guidelines, aside from emphasizing standards, provide limited guidance on candidate selection criteria, instructional strategies, and use of organizational supports.

In contrast, the UCEA and SREB guidelines outline recommended criteria for candidate selection (including demonstrated leadership potential). Both emphasize the importance of developing relevant knowledge and focusing on problems of practice.

UCEA stresses research-based best practices in leadership and attention to diversity, while SREB emphasizes tying principal practices to student achievement gains and customizing program content to district needs. UCEA stresses the use of adult learning theory in instructional approaches, while SREB singles out application of program knowledge to real school problems and core school functions. Both UCEA and SREB focus on the institutional conditions of university-based programs, emphasizing faculty professional development, collaboration with districts, and the use of advisory boards with broad representation to inform program design and delivery. Finally, only the UCEA guidelines give attention to candidates' career support and postpreparation programs.

Research on Quality Leader Preparation

Extensive reviews of research on exemplary leadership preparation programs and quality program features (Davis, Darling-Hammond, Meyerson, & La Pointe, 2005; Jackson & Kelley, 2002; McCarthy, 1999; Orr, 2006; Young, Crow, Ogawa, & Murphy, 2009) point to similar attributes of quality features. This work is complemented by case study analyses of exemplary programs (Darling-Hammond, Meyerson, La Pointe, & Orr, 2009; U. S. Department of Education, 2004) and Murphy and Orr's recommendations for essential program features—based on their research and evaluation experience in the field (Murphy, 2006; Orr, 2009).**[AQ1: Should this reference (Murphy, 2006; Orr, 2009) be to the Murphy/Orr joint publication from spring 2009, from LTEL-SIG newsletter? That's the one that is represented in Table 2.2 according to the column heading]** Taken together, this research, as summarized in Table 2.2, points to a common set of quality program features. These are:

- Has a well-defined theory of leadership for school improvement that frames and integrates the program features around a shared vision, philosophy, or set of principles
- Is standards based
- Recruits and selects candidates based on leadership potential
- Has a coherent curriculum that addresses effective instructional leadership and school improvement
- Uses adult learning theory, developmental learning principles, or active learning strategies to facilitate learning and connect coursework and fieldwork

Table 2.2 Recommended Quality Features of Educational Leadership Preparation Programs Based on Research Reviews and Case Study Analyses

Quality program features	(Jackson & Kelley, 2002)	(Orr, 2006)	(U. S. Department of Education, 2004)	(Darling-Hammond, Meyerson, La Pointe, & Orr, 2009)	(Murphy & Orr, 2009, Spring)
Program theory	Focus	Reframing organizing principles to create clearly defined visions and articulated fundamental principles	Guiding vision of powerful school leadership	A philosophy and curriculum that emphasize instructional leadership	Based on a well-developed and articulated set of foundational principles about leadership and its preparation that frame program content and experiences
Standards based	Often developed around the ISLLC standards	Uses national standards	Uses local, state and national leadership standards	A comprehensive and coherent curriculum aligned with state and professional standards, in particular ISLLC standards, which emphasize instruction leadership	Based on the ISLLC and ELCC standards for candidates and programs, respectively
Candidate recruitment and selection	Application process and selection criteria to reflect leadership potential	Student selection	Selectivity, based on prior experiences and dispositions for school leadership (including passion, commitment, and self-awareness),	Vigorous, targeted recruitment and selection to seek out expert teachers with leadership potential	Recruitment Has a proactive plan to secure desired candidates Encourages candidates to apply or be nominated based on their potential leadership qualities and demonstrated instructional effectiveness

Table 2.2 Recommended Quality Features of Educational Leadership Preparation Programs Based on Research Reviews and Case Study Analyses

Candidate recruitment and selection <i>Continue...</i>	and uses a comprehensive screening process	<u>Selection</u> Assesses and values the extent to which candidates demonstrate: intent to be school leaders; prior leadership experience; excellence in teaching; commitment to and experience working as an advocate for children and families; commitment to and alignment with the foundational principles of the program; selects candidates who meet eligibility and admissions requirements of the institution; is selective in admissions
Content	<p>Curriculum and coursework that are coherently organized</p> <p>Clear, well-defined curriculum focus reflecting agreement on the relevant knowledge base for new leaders</p> <p>Standards-based curriculum</p> <p>A comprehensive and coherent curriculum ... that emphasize instruction leadership</p> <p>A philosophy and curriculum that emphasizes instructional leadership and school improvement</p>	<p>Aligns with the foundational principles of the program</p> <p>Is constructed on the ISLLC leadership standards</p> <p>Reflects research on effective leadership and school improvement</p> <p>Reflects best practice in curriculum design</p> <p>Integrates technology effectively</p> <p>Is integrated into a coherent scope and sequence</p> <p>Is intellectually challenging</p> <p>Is scaffolded on practice</p>

Table 2.2 Recommended Quality Features of Educational Leadership Preparation Programs Based on Research Reviews and Case Study Analyses

Content <i>Continue...</i>	Highlights skills and qualities needed to lead schools and school improvement effectively
Active instruction	<p>Reflects deep understanding of developmental learning principles</p> <p>Features active instructional practices to evoke transformative learning</p> <p>Makes appropriate use of technology</p> <p>Emphasizes the development of higher-order cognitive processes through applied learning experiences</p>
Design learning around fieldwork	Active, student-centered instruction that integrates theory and practice and stimulates reflection
Use team teaching or other instructional strategies	Use adult learning theory to facilitate learning
	Use adult learning theory to facilitate learning
	Active learning strategies rooted in adult learning; create more dynamic learning experiences in both coursework and field experiences
	Well-designed and supervised administrative internships that allow candidates to engage in leadership responsibilities for substantial periods of time under the tutelage of expert veterans
Quality internship	<p>Lengthy internships (600 plus hours)</p> <p>Internship with expert mentors</p> <p>Internship and field experiences</p> <p>Internship with expert mentors</p> <p>Mentor selection and training often included</p> <p>Clinical Work</p> <p>Aligns with the foundational principles of the program</p> <p>Is aligned with the ISLLC leadership standards</p> <p>Anchors the program (i.e., is integral part of the program)</p> <p>Is woven throughout the program (i.e., not confined to internship)</p> <p>Features authentic leadership work (not passive activities and observations)</p>

Table 2.2 Recommended Quality Features of Educational Leadership Preparation Programs Based on Research Reviews and Case Study Analyses

<p>Quality internship <i>Continue...</i></p>	<p>Is aligned with the school year and the time-flow of leadership responsibilities Is tightly linked to classroom learning experiences</p>	<p>Internship Is designed around the quality dimensions of clinical work above Meets the ELCC standards for an effective building-level internship Is developmental, with increasing responsibilities progressing to independent leadership responsibilities Is supervised by a highly qualified school leader and a faculty advisor Is of considerable length and intensity</p>
<p>Cohort structure and other supports</p>	<p>Cohort based; use of structures to sequence curriculum developmentally; foster strong connections among students and with faculty for meaningful discussions about leadership</p>	<p>Use of cohort structures for pedagogical purposes</p>
<p>Cohort structure and other supports</p>	<p>Begin the program with an intensive and highly focused induction process Develop a supportive cohort structure</p>	<p>cohort structure Social and professional support in the form of a cohort structure and formalized mentoring and advising by expert principals</p>
<p>Cohort structure and other supports</p>	<p>Promotes supportive learning structures for students (e.g., cohort design) Links students with excellent mentors</p>	<p>Promotes supportive learning structures for students (e.g., cohort design) Links students with excellent mentors</p>

Table 2.2 Recommended Quality Features of Educational Leadership Preparation Programs Based on Research Reviews and Case Study Analyses

Cohort structure and other supports	Career supports			
<i>Continue...</i>	Limit enrollments to 20 to 25 candidates			
Program organization	Structure and delivery (e.g. length, credits, and sequence of courses and fieldwork) to capitalize on fieldwork and school cycles			Makes available and integrates technology appropriately Fosters the development of a community of practice among students and faculty Ensures timely program completion Ensures that learning experiences occur during the school day (not on the margins of the teacher's day)
Candidate assessment and program evaluation	Candidate and program assessments used for candidate and program development	Use of national standards and accreditation to evaluate their impact on graduates and on the schools their graduates lead	Candidate performance assessment Program performance assessment	<u>Candidate assessment</u> Is based on the ISLCC standards Is based on the program's foundational principles Reflects best practice in measurement Is scaffolded on authentic conditions of leadership and problems of practice Is more than a collection of course grades
			Substantial use of feedback and assessment by peers, faculty, and the candidates themselves	<u>Program evaluation</u> Is an important and well planned dimension of the program Uses best practice of program evaluation and assessment

Table 2.2 Recommended Quality Features of Educational Leadership Preparation Programs Based on Research Reviews and Case Study Analyses

<p>Candidate assessment and program evaluation <i>Continue...</i></p>		<p>Measures institutional performance across a variety of desired outcomes Provides performance feedback for changing the program Ensures that evaluation data are directed to strengthening the program</p>
<p>Knowledgeable and competent faculty</p>	<p>Staffing</p> <p>Faculty who are knowledgeable in their subject areas, including both university professors and experienced practitioners</p>	<p>Demonstrates dedication and commitment to the vision, mission, and guiding principles of the program Maintains close contact with schools Includes a balance of theoretical and practical experiences Includes a sufficient number of full-time and part-time faculty Demonstrates recent highly effective leadership experience in schools and districts Includes educators from partner districts Works as a community of professional practice</p>
<p>Faculty professional development</p>		<p>Engages in regular professional development experiences to strengthen knowledge and skills</p>

Table 2.2 Recommended Quality Features of Educational Leadership Preparation Programs Based on Research Reviews and Case Study Analyses

Collaboration	Significant faculty and practicing administrator collaboration Strong district collaboration	District-university collaborations as a means of significant innovation in leadership preparation	Program is based on a district-university partnership	Ensures that practitioner partners are meaningfully involved in all core program elements (e.g., recruitment and selection, instruction, program evaluation, and so forth) Draws on local districts for current issues, problems, and challenges facing educational leaders Works collaboratively to develop authentic and meaningful clinical and internship experiences, with high quality mentoring
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- Offers quality internships and other field based experiences that provide intensive, developmental opportunities to apply leadership knowledge and skills under the guidance of experienced mentors or supervisors
- Provides cohort structures or other supports to enhance learning and foster strong student and faculty connections.
- Uses assessments for candidate and program feedback and continuous improvement that are tied to the program vision and objectives
- Engages knowledgeable faculty with relevant field-based experiences
- Engages in collaborations or partnerships with local districts in program development and delivery

These reviews of research and case study analyses focused less on program organization, such as the length and timing of programs, and on faculty development and institutional factors addressed in the standards review in Table 2.1.

One review, by Jackson and Kelly (2002), offers a conceptual design on the relationship among the program features that is reflected as well in the reviews and case study analyses of others. What this design reinforces, as shown in Figure 2.1, is the synergistic relationship between students, faculty, and content, as facilitated by program structures, processes, and strategies. The authors argue that the tighter and more coherent the interplay among

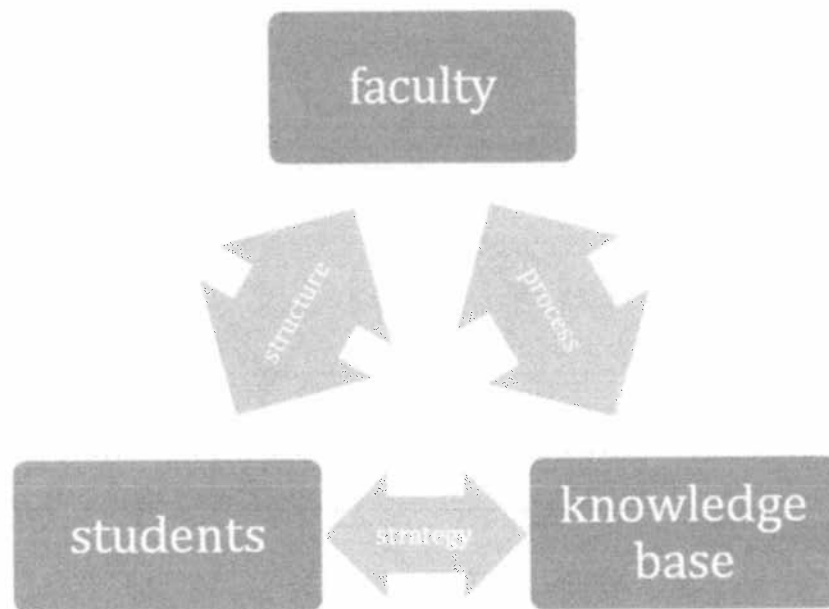


Figure 2.1. Conceptual Design of Leadership Preparation Program Features

these, the more powerful the learning and leadership development. Such coherence is also stressed in the research reviews and case study analyses.

Research on Leadership Preparation Outcomes

A small body of research has investigated the relationship between leadership preparation program quality features and graduate and school leader outcomes, the results of which are shown in Table 2.3. Two studies investigated the relationship between quality program features and initial graduate outcomes: what graduates learned about leadership, their beliefs about the principalship as a career, and their actual career advancement. The studies were modeled on the theory of planned behavior that asserts that career intentions are strongly predictive of subsequent career advancement and are influenced by individuals' perceived efficacy and beliefs about the position (Ajzen, 1991), and on other related research on beliefs about the principalship and career aspirations (Pounder & Merrill, 2001).

In one study, Orr and Barber (2007) compared the outcomes for graduates of two university-district partnership programs (both designed to include many of the innovative features identified above) with outcomes for graduates of a conventional program (with few such features). They found that three program features—supportive program structures (such as accessibility and scheduling convenience); a comprehensive and standards-based curriculum; and broader, more intensive internships—were significantly but differentially related to three types of outcomes: self-assessed leadership knowledge and skills, leadership career intentions, and actual career advancement.

Similarly, Orr (2010) examined how differences in 17 programs' incorporation of these innovative features and overall program redesign to meet national and state standards were associated with graduate learning and career outcomes. The 17 programs varied most on measures of three types of program features: program challenge and coherence, use of active student-centered instructional practices, and internship length and quality. How graduates rated their preparation program features was significantly related to how much they learned about instructional and organizational leadership. The length and quality of internships, however, were uniquely associated with graduates' career intentions and subsequent career advancement.

In addition, two other studies investigated the relationship between preparation program features and candidates' outcomes as school leaders. Leithwood et al. (1996) documented eleven innovative graduate-level leadership preparation programs that were redesigned through a Danforth Foundation grant initiative and correspondingly surveyed teachers who worked in schools led by program graduates. The authors found that the programs' innovative use of

Table 2.3 Program Features That Are Significantly Associated with Graduate Outcomes

Quality program features	(Leithwood, Janz, Coffin, & Wilson, 1996)	(Orr & Barber, 2007)	Orr (2010)(forthcoming)	(Orr & Orphanos, 2010 forthcoming)
Recruitment and selection	X—active recruitment and careful selection	--	--	--
Challenging, reflective program	--	--	X—extent to which the program was comprehensive and coherent, challenging, intellectually stimulating, and fostered reflection	NS
Program content	NS	--	X—leading learning content focus	X—Emphasizing instructional leadership, integrated theory and practice, knowledgeable faculty, and having a strong orientation to the principalship as a career
Instruction	X—active and reflective learning strategies, such as projects, problem-based learning, and reflective seminars	--	X—active learning instruction such as problem-based, case-based, and action research learning	NS
Internship	X—nature and quality of internship and the leadership work done	X—quality internship features	X—quality internship (based on the six ELCC characteristics)	X—having responsibilities for leading, facilitating and making decisions typical of an educational leader, being able to develop an educational leader's perspective on school improvement, and having an excellent learning experience for becoming a principal

Table 2.3 Program Features That Are Significantly Associated with Graduate Outcomes

Quality program features	(Leithwood, Jantzi, Coffin, & Wilson, 1996)	(Orr & Barber, 2007)	Orr (2010)(forthcoming)	(Orr & Orphanos, 2010 [forthcoming])
Mentoring	NS	--	--	--
Cohort structure and other supports	X—focused on the quality of positive student relationships	NS	X—being part of a cohort	NS
Structure	X—timing, sequencing, and other supportive structures	NS	X—positive student relationships X—supportive organizational structures	NS
Faculty	--	--	X—knowledgeable, competent faculty	(as included with a measure of program quality)
Evaluation	X—opportunities for self-assessment and program evaluation	--	--	NS
Partnership	X—collaborative, tailored program planning	--	X—whether the program is based on a district-university partnership	NS

X = statistically significant relationship exists
 NS = the relationship was tested and not found to be statistically significant
 -- the relationship was not tested

several features—instructional strategies, cohort membership, and program content—was most predictive of teachers' positive perceptions of principals' leadership effectiveness (such as in setting direction, developing staff, fostering a positive school culture, and focusing on curriculum and instruction).

Orr and Orphanos (2010), using survey research conducted in 2005 as part of Stanford University's study of exemplary leadership preparation for the Wallace Foundation, compared 65 principals who had graduated from one of four selected exemplary leadership preparation programs with a national comparison sample of 111 principals. Using structural equation modeling (SEM) they investigated the influence of exemplary leadership preparation on principals.

Their findings showed that principals' participation in an exemplary leadership preparation program was positively and significantly associated with the extent to which they learned about instructional and organizational leadership and how frequently they engaged in these leadership practices in their schools. Stronger relationships existed when measures of preparation program quality and internship quality were taken into account.

The most significant features of quality internships include having responsibilities for leading, facilitating, and making decisions typical of an educational leader; being able to develop an educational leader's perspective on school improvement; and having an excellent learning experience for becoming a principal. The most significant features of program quality include program content that emphasized instructional leadership, integrated theory and practice, knowledgeable faculty, and having a strong orientation to the principalship as a career.

Moreover, for these principals, frequent use of effective leadership practices was positively associated with the extent of school improvement progress, and school effectiveness climate, although the extent of challenging problems had a moderating influence on the degree of school improvement progress. Taken together, exemplary leadership preparation had a positive, but mediated influence on variations in school improvement progress and school effectiveness climate; the relationship is even stronger when including preparation program and internship quality measures (Orr & Orphanos, 2010, forthcoming).

An analysis of common findings of the four studies in Table 2.3 reveals the strongest convergence of findings around the influence of a high quality internship (using the ELCC definitions of quality) on graduate outcomes and their practices as school leaders. Other findings that existed in two or three studies showed the positive association of program content that emphasizes instructional leadership, the use of active, reflective instructional strategies, and supportive structures, including cohort membership.

Only one study found positive significant findings related to whether the program was part of a district-university partnership; used active recruiting and careful screening; used collaborative planning; had a challenging and reflective program focus; had knowledgeable, competent faculty; and gave opportunities for program evaluation. The absence of significant findings in the other three studies was related primarily to the lack of measurement rather than null associations.

Other studies are beginning to use measures of leadership preparation in their investigation of leadership effectiveness. For example, Tschannen-Moran and Gareis (2005)[**AQ2: Need full citation for Tschannen-Moran and Gareis (2005) in bibliography**], in their study of 558 principals, found that principals' perceived quality and utility of leadership preparation significantly contributed to their sense of leadership self-efficacy. Combined, these results underscore that the quality of how candidates are prepared relates to their subsequent leadership practices and work.

QUALITY FEATURES IN ACTION

Much of the research on leadership preparation has been case study based (Murphy & Vriesenga, 2006; Orr, 2009), serving as a resource on how programs can design and implement specific features and practices. Only in a few cases, however, has such research been validated by external reviewers or evaluation evidence. Darling-Hammond and others' (2009) research provides strong evidence on the effectiveness of four exemplary programs.

We draw on these programs to illustrate three critical program features underscored by the analyses of policy guidelines, research reviews, and research studies. Specifically, we will use these exemplary programs to illustrate (1) coherent program focus and organization; (2) active learning instructional approach; and (3) a broad and intensive, quality internship.

Coherent, Focused Program

Delta University's educational leadership preparation program, located in rural Mississippi, is based on a clearly articulated program philosophy and an aim of developing school leaders who are capable of transforming the poor, rural schools in its region. This 14-month Master of Education program is designed as an interdisciplinary set of weekly seminars and internship experiences, through which leadership theory and concepts are integrated around issues, events, and problems experienced in practice. Candidate knowledge and skills are assessed through portfolio assignments and reflection activities, rather than course-specific assignments.

Active Learning-Centered Instruction

Bank Street College's Principals' Institute, an 18-month, 36-credit master's degree program, infuses active learning-centered instruction in the program's design, coursework, and fieldwork. When partnering with local districts (such as Region 1, as described in the 2009 Darling-Hammond et al. report), the program is integrated and aligned with local priorities, to enhance program content and learning opportunities. Candidates are enrolled as a cohort, taking the same courses together through the program. They are assigned to smaller conference groups of 6 to 8 candidates each, facilitated by an advisor who is an experienced school or district leader, a process known as the college's advisement model.

As part of this model, conference groups meet regularly throughout the program for facilitated discussions to connect theory to practice, engage in problem solving around internship related experiences, and focus on the candidates' development as new school leaders. The internship is organized as a developmental progression, ranging from conducting a study of the school site to taking on increasingly independent work.

An inquiry approach is infused across the courses, and applied inquiry and research is a final program course enabling candidates to investigate a problem of practice in their own setting. Finally, journaling and reflection is incorporated into coursework and is shared weekly between each candidate and his or her advisor to deepen their leadership development and problem solving.

Quality Internship

An example of a quality internship experience was the University of San Diego's Educational Leadership Development Academy (ELDA) program. It supported a full-time, yearlong paid internship that assigned candidates to work with experienced principals who were specifically selected for their expertise, instructional improvement effectiveness, and mentoring skills. The internships were designed to be developmental, offering gradually increasing responsibility and independence, and focused primarily on instructional responsibilities. Mentor principals and their candidates met regularly to discuss approaches to and solutions for problems that arose in the schools.

The candidate and mentor principal selection and assignment processes were facilitated by the program's strong partnership with the San Diego Unified School District. Funding for paid internships was made possible by a private foundation grant. When the program ended, the district continued the model after the participants had completed the academy. The district was able to adapt the model for a smaller number of candidates by placing them in assistant principal positions.

CONCLUSIONS AND RECOMMENDATIONS

In the past decade or two, perhaps largely motivated by concerns about school effectiveness, more policy and research have emerged that focus on leader preparation quality and outcomes. This chapter summarized and compared some of the more salient policy developments and research findings to triangulate those program features that hold greatest promise for effective leader preparation. The results show strong convergence among policy guidelines, best practices research, and research relating program features and outcomes. Some of the more well-substantiated of these “effective leader preparation program features” may be synthesized as follows:

- Standards-based program content that has a strong emphasis on leadership for learning or instructional leadership
- Program coherence that reaches across program curriculum, field experiences, and instructional processes
- Candidate selection that prioritizes demonstrated leadership potential and instructional effectiveness
- Authentic, active-learning instructional processes that utilize adult learning principles
- In-depth internship and clinical experiences that closely link to program standards
- Cohort-based structure or other supportive learning structures that tighten relationships among program candidates and faculty and that enhance professional socialization and induction
- Ongoing and rigorous performance assessment that enhances candidate and program improvement
- A critical mass of faculty that reflects a balance of theoretical and practical knowledge and who participate actively in teaching, research, and university-school-professional association collaboration

Less researchable, but equally important as stressed in the guidelines and some of the best practices research, is attention to the program management and institutional support that is necessary for high quality leadership preparation. These include: faculty professional development, regular use of program evaluation, and input from the field on program content, quality, and effectiveness. Most critical among the organizational features is the importance of collaboration or partnership with local districts, both to inform content and keep programs relevant, and to share in the responsibility of recruiting and selecting candidates, teaching, and supporting internships.

Given these advances in our understanding of leader preparation quality, broader distribution of these findings is needed to better inform policy makers, aspiring leaders, the general public, and even some leader preparation program faculty. In particular, this information needs to be shared in publication venues that reach lay audiences. For too long, because of insufficient knowledge about educator preparation quality, our profession was able to rebut public criticism with little more than anecdotal evidence. However, armed with greater systematic evidence, we can more clearly educate policy makers, aspiring leaders in search of high quality career preparation, university faculty, and others about the characteristics and value of well-designed and well-supported leader preparation programs. We no longer must plead ignorance about “what works” effectively to prepare school leaders.

Nonetheless, we have more empirical work to do...particularly to uncover and verify the complex array of candidate characteristics and preparation and development experiences that enhance leaders’ capacity to improve school conditions and student learning outcomes. At present, very little of the work done on leader preparation effects has included independent assessments of school leaders’ effectiveness—such as assessments by subordinates (i.e., teachers), assessments by superordinates (i.e., district leaders or others), or other independent indicators of effectiveness around student learning. However, recently developed leader assessment tools can facilitate valid and reliable measurement of school leader effectiveness.

These assessment tools include the UCEA School Leadership Preparation and Practice Survey and its parallel teacher survey (www.ucea.org/evaluation-tools) used to assess graduates and their school leadership, and the VAL-ED Principal Assessment Instrument (www.discoveryeducation.com/products/assessment/val_ed.cfm), used for principal performance evaluation. This additional evidence is likely to strengthen the depth and complexity of our understanding of leader preparation, development, and leader effectiveness.

In sum, the knowledge base on leader preparation has expanded considerably in the last decade or more. Greater distribution of this enhanced knowledge is needed along with continuing efforts to strengthen the empirical evidence of leader preparation effects.

NOTES

1. The ELCC is the recognized specialized professional association to review educational leadership programs for NCATE accreditation. NCATE’s Specialty Areas Study Board approves the standards. The professional association that develops the guidelines for implementing standards, in this case the ELCC, is a constituent member of NCATE. www.ncate.org/public/standards.asp?ch=4

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