

## Lessons Learned on Evaluating the Impact of Educational Leadership Preparation: UCEA/LTEL-SIG Taskforce

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### About the taskforce

- UCEA and the LTEL-SIG, AERA co-sponsor the Taskforce on Evaluating Educational Leadership Preparation Programs
- The taskforce has members from 20+ institutions nationwide and has been meeting since 2001 on issues, methods, and collaborative evaluation research.
- Its purpose is to encourage the evaluation of leadership preparation programs, develop tools and resources, and provide a forum to investigate conceptual and methodological issues

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### What we have accomplished so far

- Sorted out the conceptual pathway on the relationship between the quality of preparation program features, graduate outcomes and their leadership practices
- Developed valid and reliable measures and survey tools for programs, graduates and alumni and teachers (about principals)
- Conducted studies that enable the comparison of programs within and among institutions and pre-post redesign efforts
- Developed strategies for collaborative program evaluation regionally and nationally

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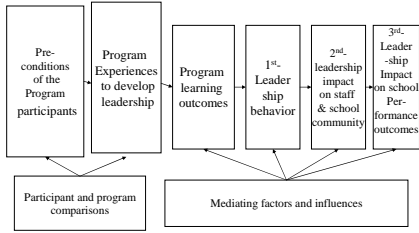
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## Longitudinal Evaluation Design



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## What is essential for program evaluation utilization?

- Measures with:
  - Content validity
  - Concurrent validity (are positively associated with other measures)
  - Predictive validity (are positively associated with future outcomes)
  - Reliability and ease of use
- Relevant comparisons for:
  - Benchmarking
  - Exploring different approaches
  - Confirming benefits
  - Highlighting areas for improvement

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## Taskforce measures and tools as complementary to ELCC accreditation assessment expectations

- Aligns with ELCC accreditation assessments at all outcome levels (content validation)
- Triangulates forms of assessment (concurrent validation)
- Facilitates comparison across cohorts, programs and sites (reliability)
- Low cost and easily replicated

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### What have we learned from the graduate survey?

- Programs generally are attracting candidates with prior teaching experience and some leadership experience
- Most programs deliver a good to strong program on most recommended attributes, particularly:
  - Focus and coherence around leading learning
  - Challenging and relevant content
  - Active, student-centered instructional practices
  - Quality internships
  - Knowledgeable and competent faculty
  - positive students relationships

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### What have we learned from the graduate survey? (continued)

- Programs are more variable in their internship attributes and length than other attributes
- Graduates rated their learning highest in:
  - leading vision and ethics
  - leading organizational learning (use of data to inform improvement; support of teacher collaboration; implementation and change)
  - leading learning (focus on content, instruction and teacher support and development)

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### What we have learned (continued)?

- Wide disparity exists in program productivity and post-program advancement into leader careers
- Of all program features, leadership-focused program content and quality internship are the most influential, with both direct and indirect effects on school improvement progress outcomes. Program focus matters in how principals focus their work, particularly in fostering school improvement.
- What graduates learn about leadership is significant for how they practice leadership, which positively influences their school improvement work, even in more challenging settings.

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## What have we enabled?

- Model of statewide collaboration on program evaluation (program documentation, statewide survey of graduates, state performance data analysis)
  - Missouri
  - Utah
  - Alabama, Illinois, Indiana, New Jersey, North Carolina, Texas, and Virginia (under consideration)
- Over half the programs in the field directly, or indirectly through state association initiative, are interested in using the survey, particularly if we show relevance for program accreditation purposes

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## Exploration of state data for program evaluation

- Established a goal of linking program graduation data with state employment and school information data at the state level
- Investigated the feasibility across several states, finding varied capacity
- Some states are taking action toward integrating data sets (e.g. Missouri and Utah)
- Fuller's analysis of Texas data demonstrates the usefulness of these data

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## Texas career trends

- 60% of certified candidates became school leaders, including 32% as principals
- Average rate to advancement is 2.0 years to an initial school leadership position and 4.0 years to principalship
- Advancement rate within two years to school leader ranges by institution type(44-66%)
- Men are more likely than women to advance (70% vs. 55%) and become a principal (39% vs. 27%) within seven years
- Nonwhites are more likely than whites to transition within seven years (64% vs. 59%), but are less likely to become principals (25% vs. 34%)

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## Next Steps

- Working with UCEA to provide support to set up a hosted survey site and technical assistance resource for member and nonmember programs (for a very modest fee to cover support costs):
  - Survey mechanism
  - IRB guidelines
  - Statistical reporting
  - Statistical analyses for further inquiry
  - Capacity for subsequent follow up
- Piloting a teacher survey for comparison
- Establishing a virtual network among funded programs around evaluation issues

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