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## A. PROJECT DESIGN

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### *Need for the Illinois Partnerships Advancing Rigorous Training (IL-PART) Project:*

Quality leadership is a key component in any school reform effort directed at improving student achievement. Research by Leithwood, Louis, Anderson, and Wahlstrom (2004) found that the quality of the principal's leadership is second only to classroom instruction among school-related factors that contribute to student achievement. Scholars have found that quality instruction throughout an entire school building, rather than isolated pockets of excellence, is rare without the leadership of an effective principal (Hallinger & Heck, 1996; Institute for Educational Leadership, 2000; Leithwood, Anderson & Wahlstrom, 2004; Waters, Marzano, & McNulty, 2003; Witziers, Bosker, & Kruger, 2003).

Yet, the principal's capacity to work with teachers and enhance student achievement depends on sound academic training. Waters, Marzano, & McNulty (2003) identified leadership practices that significantly increase student achievement, and also found that a principal can negatively impact student growth by focusing on dysfunctional school or classroom practices. Also, research on education leadership programs has empirically connected specific university practices that have been found to improve student achievement (Darling-Hammond, LaPointe, Meyerson, Orr & Cohen, 2007). According to this study, effective preparation programs share common features: (1) comprehensive, coherent curriculum aligned to state and professional standards; (2) philosophy and curriculum that emphasize instructional leadership and school improvement; (3) student-centered instruction with pedagogy that **integrates theory and practice** and stimulates reflection; (4) faculty knowledgeable in subject area, including practitioners with school administration experience; (5) social and professional support in cohorts with expert mentoring and advising; (6) targeted recruitment and selection that

proactively bring expert teachers with leadership potential into the principalship; and (7) **well-designed, intensive and supervised internships under the tutelage of expert veterans.**

Armed with this understanding, universities, districts, state education departments, and the U.S. DOE have turned their attention to improving ways in which school leaders are prepared. As a result, expanded pre-service internship requirements designed to provide intensive and relevant experiences for aspiring principals have become a new orthodoxy in school reform. Internships, however, are not a new idea in education. In fact, the impact of intense clinical experience in teacher preparation is well documented (Boyd, Grossman, Lankford, Loeb & Wyckoff, 2008; Darling-Hammond & Bransford, 2006; Darling-Hammond, 2005; Wilson, Floden & Ferrini-Mundy, 2001; Zeichner, 1993). In those studies, scholars explored the role of the internship as a mechanism to both professionalize aspiring teachers and increase skills in instructional practice. In recent years, there has been a growing interest in applying similar methods to the preparation and development of school leaders (Darling-Hammond, LaPointe, Meyerson, Orr & Cohen, 2007; Farkas, Johnson & Duffett, 2003; Murphy, 2006).

Critics have long argued that traditional preparation programs that rely on coursework alone often fail to link theory with practice, do not reflect the complexities and demands of today's schools, and largely ignore research on leadership development (AACTE, 2001; Copland, 1999; Elmore, 2000; IEL, 2000; Lumsden, 1992; McCarthy, 1999; Murphy & Vriesenga, 2004; Trapani, 1994). In a national survey of 925 public school principals on the day-to-day realities leaders face, 67% of principals surveyed claimed, "typical leadership programs in graduate schools of education are out of touch with the realities of what it takes to run today's school" (Frakas et al., 2003, p. 39).

### ***Education Reform in Illinois***

The Center for the Study of Education Policy (CSEP) at Illinois State University was instrumental in working with a coalition of state agency leaders, teacher unions, institutions of higher

education, legislators, foundations, and K–12 and early childhood advocacy organizations to promote more rigorous standards and accountability in the state’s principal preparation system, with a stronger focus on instructional leadership. To build consensus for change, the Illinois State Board of Education (ISBE) and Illinois Board of Higher Education (IBHE) convened a commission on state leadership preparation; the legislature appointed a task force to develop policy recommendations, and state-assembled “redesign teams” drafted new accreditation criteria (for more information on this work, see [www.ILschoolleader.org](http://www.ILschoolleader.org)). The result of these efforts was the passage of Public Act 096-0903.

Illinois’ work has been recognized nationally for its rigor and relevance to addressing training and support for the complex role of the principalship. A new publication by the National Governors Association (NGA) titled [\*Leading for Early Success: Building School Principals’ Capacity to Lead High-Quality Early Education\*](#) highlights Illinois’ work around the new P-12 principal endorsement and describes how governors can build effective school leadership policies that promote high-quality P-3<sup>rd</sup> systems. The National Conference of State Legislators (NCSL) also released a policy brief titled, [\*Preparing a Pipeline of Effective Principals: A Legislative Approach\*](#), that featured Illinois’ work in transforming school leadership preparation and support. The brief was the result of a seminar held at the [NCSL Legislative Summit](#) in August 2012 and a [webinar](#) hosted by NGA, NCSL, and CCSSO focused on using policy to improve principal preparation that also featured Illinois’ work.

### **IL’ New P-12 Principal Endorsement**

Unlike the previous general administrative endorsement (Type 75), which broadly applied to a variety of school administrative positions, such as deans, department chairs, athletic directors and others who evaluate staff, the new Principal Endorsement focuses exclusively on preparing high-quality principals and assistant principals. The statute that established the Principal Endorsement requires that the new high quality preparation program include an intensive internship experience, and

performance-based assessments. The new preparation programs will ensure candidates develop the critical competencies necessary to improve instruction, establish positive school cultures, and engage families, all of which lead to increased student achievement.

The goal of these new requirements is to develop school leaders across the state with the capacity to improve student outcomes along an aligned P-12 learning continuum and effectively address the needs of each student. The new statute mandated that universities redesign their programs according to the new requirements, submit an application to the state and be approved by the IL Educator Licensure Board in order to admit new principal candidates after September 2012. In addition, the general administrative endorsement (Type 75) will no longer be granted after 2014.

According to the new requirements, program coursework and assessments must align to the Interstate School Leaders Licensure Consortium (ISLLC) 2008 standards, which are national standards for principal excellence. In addition, the programs must align to the Southern Regional Education Board (SREB) Critical Competencies, which define 36 competencies for principal preparation and development, and also to competencies developed in-state for serving Early Childhood, Special Education, English Language Learners, and Gifted Education students. In order to be approved, programs must also meet rigorous requirements for district partnerships, program design, candidate selection, coursework, faculty, supervision, clinical experiences and assessment. This includes, but is not limited to:

- The development of formal partnership agreements between universities and districts with joint accountability for program design, administration and evaluation.
- Rigorous selection requirements to enhance the quality of the candidate pool. This includes the requirement that candidates provide evidence of increasing student growth as a classroom teacher, previous leadership experiences, and exemplary inter-personal skills as evidenced in the required in-person interviews.
- Candidate coursework and internship experiences that are aligned to local and national standards and provide development across the P-12 continuum by requiring internship experiences working with early childhood programs, elementary, middle and high schools.

- Course work, internship experiences, and performance assessments that address students with special needs including students with disabilities, English language learners, gifted students and students in early childhood programs.
- More intensive, structured, competency and performance-based internships which engage candidates in meaningful, instructional leadership experiences with a high-quality mentor principal with proven success in raising student achievement.
- Faculty members teaching courses in their area of expertise and a program that is adequately staffed with both full-time and adjunct faculty. This includes faculty supervisors with experience and proven track record of success as a school principal providing face-to-face meetings, observations, and input on the development and assessment of candidates.
- Coursework that address strategies for increasing literacy, numeracy, interventions for high-risk students, data analysis, assessment, instructional technology, family and community engagement and bullying.
- Higher standards for certification including an evaluation of candidates' on-the-job performance based on a state, standardized assessment of the internship and principal certification exam.

At the heart of the new programs is the need to place the “district as consumer”. Previously, principal preparation programs in IL (Type 75 programs) were designed around the “candidate as consumer”, and many candidates had no desire to be a principal, but rather aspired to other administrative positions, or to simply move up the salary scale. As a result, IL currently has over 43,000 educators in the state certified with a Type 75 certificate; whereas the state has on average only about 450 principal vacancies a year (ISBE data). The new Principal Endorsement programs – which are exclusively focused on and designed for those interested in becoming a principal or assistant principal – are designed in partnership with local school district(s) that include a formal Memo of Understanding that outlines the roles, responsibilities and expectations of each of the partners.

After the passage of P.A. 096-0903, Learning Point Associates conducted a survey of superintendents to gauge how they felt about the proposed changes to principal preparation. The results showed that a majority of superintendents indicated support for the new requirements, which was not surprising since the proposed changes were design with the district as consumer and to prepare principals with the skills and behaviors that districts need for improving teaching and learning. In addition, a great deal of literature stresses the importance of university partnerships with school

districts for developing targeted recruitment, an efficient hiring pipeline, affordable internships, and strong clinical preparation (Browne-Ferrigno, 2005; Goldring & Sims, 2005). Orr and Barber’s research (2006) found that partnership-based preparation programs had more quality attributes than conventional programs in the same institutions, and yielded higher levels of graduate-reported learning, aspirations for leadership roles, and leadership advancement. Research also confirms that the creation of authentic partnerships between districts and universities ensures effective recruitment and selection of high-potential candidates; relevant coursework aligned with rigorous field experiences and internships; and provides for on-going development for principals that host interns (Shelton, 2012).

The other key element of the new Principal Endorsement programs is the revamped requirements of the internship. The old model was an hour-based requirement model, while the new requirements are competency-based and outcomes driven. (See Appendix A for details on the new internship requirements). The previous hour-based internship model required fewer hours for principal preparation than were required for school counselors to get their certification. In addition, the hours required by the old principal preparation programs were not well-defined. In fact, School Leader Task Force members heard ample testimony indicating the inadequate experiences that many candidates had during their preparation programs – tasks designed more to fulfill hour requirements than to get hands-on authentic experiences focused on instructional leadership.

After debating what would be the appropriate number of hours to require of new programs, ISBE decided to forego the calculation of hours and apply a competency-based model, in which there was no hour-based requirement but rather clearly defined leadership experiences that must be completed during a supervised and supported internship. This aligned with the recommendation of the IL School Leader Task Force, which advocated for,

**“Extended, closely supervised residencies** designed to do the following: 1) integrate theory, research and practice by immersing candidates in full-time administrative duties with the

support of an accomplished mentor while at the same time engaging in rigorous coursework; 2) develop and demonstrate candidates' ability to improve student learning outcomes in schools by engaging the candidate in significant instructional leadership responsibilities and by regularly supervising and assessing the candidate by university-based personnel experienced in school leadership" (IL School Leader Task Force Report, 2008, pg. 9).

While some IL School Task Force members urged that residencies should be full-time and an academic year in length as practiced in a few programs in Illinois, others disagreed, arguing that duration of residencies should be left to universities as they implement the new requirements. There was, however, clear consensus by the Task Force on the purpose of the residency (internship): that principal preparation should include a substantial opportunity for hands-on, practical leadership experience in which candidate performance could be meaningfully evaluated. Analogous to student teaching or other professional internships, the internship should provide opportunity for aspiring principals to demonstrate, and to be evaluated on their progress toward, the full range of standards-based competencies they will need when they become school leaders.

### ***Increasing Complexity of the Job***

A recent national survey of teachers and principals by MetLife (Harris Interactive, 2013) found the majority of principals said that school leadership responsibilities have changed significantly over the last five years. Three out of four K-12 public school principals in all types of schools and at all grade levels believe **the job has become extremely complex**. As the principalship becomes even more complex and performance expectations continue to rise, it is imperative that pre-service programs for aspiring principals provide intensive, rigorous and relevant learning experiences that prepare aspiring principals to take on the challenging role. Local evidence of the growing performance expectations for principals can be seen in the wide array of responsibilities outlined in the IL Performance Standards for School Leaders (See Appendix B for a summary of the requirements for principal evaluation and the

performance standards). These standards provide the foundation for the newly Principal Performance Evaluations in Illinois.

In 2010, Illinois Governor Pat Quinn, signed into law the Performance Evaluation Reform Act (PERA) that mandates that districts implement performance evaluation systems that assess principal professional skills as well as incorporate student growth. The new principal performance evaluation system is designed to provide more objective reviews, frequent and actionable feedback, and greater support for professional growth that is specifically aligned to the individual and school needs. In fact, the passage of IL P.A. 096-0903 (regarding principal preparation) was an essential part of gaining the support of the Illinois teachers unions for the passage of PERA. The unions felt strongly that they could not agree to performance-based evaluations without the assurance that principals would be required to complete instructional training to complete the evaluations with fidelity.

As such, all aspiring principals must be qualified during their principal preparation program to evaluate teachers by successfully completing the State's new rigorous teacher evaluation training and assessment process prior to beginning the internship. The training – called Growth Through Learning - involves 5 modules and corresponding exams and takes approximately 60 hours to complete. The purpose of a statewide training program was to create a common framework for the training of evaluators on the new principal evaluation requirements. Additionally, all faculty that teach in principal preparation programs are required to take the Growth Through Learning teacher evaluation training and pass all assessments so that they can align their teaching in principal preparation courses to the state's performance evaluation framework.

### **Challenges With Implementing New Principal Preparation Requirements**

The newly redesigned preparation programs and new principal performance evaluation requirements are part of the State's long-term commitment to ensure each school is led by a highly-

qualified, effective principal capable of driving improvements in teaching and learning. The State - with significant input from the field - has made intentional efforts to connect the different reform efforts aimed at teaching and learning, but the challenge remains with local implementation. The test now is how well the policy requirements play out with the practical realities of implementation. For example, the Illinois Council of Professors of Education Administration (ICPEA) has voiced concerns about the challenges to implementing the new competencies-based internship without additional time or funding to support candidates as they complete the internship. Enrollment for the first cohort in every program throughout the state is very low. Programs report that candidates are concerned about whether they can meet these new demands, especially in the internship, without taking an un-paid leave of absence from their teaching position. Districts have also expressed concern with their responsibility to host and supervise the multitude of performance requirements for the internship without further support in which to do it. Accordingly, one of the greatest challenges to the implementation of the new principal preparation requirements is around the internship component.

We view the internship as one of the most promising strategies of the new Principal Endorsement, yet also the one that proposes the most challenges and fears. As such, the proposed IL-PART project is tailored to address these preeminent challenges with two strategies: 1) providing financial support to a random sample of candidates to complete a full-time/full-semester fully immersed internships; and 2) support partnership development between the high-need district and the university partner by staffing a newly created position devoted to facilitating the sharing of information, standardizing the placement and supervision of principal interns, and managing the data collection requirements that will be used in the continuous improvement process. Our intention is to use grant funds to pilot and test an innovation (the full-time/full-semester internship model) that may be scaled statewide through a state appropriation request, should it prove effective by the evaluation.

### ***IL Partnerships Advancing Rigorous Training (IL-PART) Conceptual Framework:***

The project designers recognize that “policies do not land in a vacuum; they land on top of other policies” and are therefore mindful of the cumulative effects of multiple reform efforts (Darling-Hammond, 1990, p. 346). Reform efforts aimed at principal preparation, development and evaluation are occurring in IL at the same time the State moves toward the final phase of alignment to the Common Core Standards and the introduction of the PARCC assessment.<sup>1</sup> As universities develop new preparation programs, they do not only respond to a singular policy mandate forcing changes to a specific program, but are also influenced by a multitude of contextual factors from the larger environment. The IL-PART project will help identify the factors that influence and prohibit the development of effective district/university partnerships. Through these efforts, partnerships between districts and universities may also be leveraged to further other policy mandates.

While district/university partnerships hold tremendous value, there are still pressing challenges to implementation. A particular concern with implementing these new requirements is the unequal distribution of resources across Illinois, particularly between urban/suburban and rural regions. There exists a legitimate concern expressed by several superintendents and faculty members that the new principal preparation requirements are not feasible in the state’s most rural areas. A recent report issued by ICPEA urged the state to reconsider several provisions in the rules governing the new principal preparation programs to account for the different challenges that are present in areas of Illinois with less or more widely distributed resources (ICPEA, 2013). ICPEA argues that many of the State’s requirements are disproportionately burdensome in non-urban settings, which may struggle to meet this requirement and will “effectively disenfranchise candidates in those areas from completing their internships.” To avoid creating two different expectations in Illinois – expectations for urban and

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<sup>1</sup> While the impact of these layered policies is somewhat unknowable at this point, the evaluation section will address how “effectiveness” will be defined and measured in this changing context.

expectations for rural districts – funding for this proposal will support the internship experiences within four university/district partnerships located in both rural and urban/suburban settings in three distinct geographic areas in the state (northern suburbs of Chicago; central; and western/rural).

The proposed project will expand and enhance existing relationships between these high-need districts and their university partners; provide incentives and support for mentor principals and aspiring principals; dig deep in examining the effectiveness of two internship models, and provide a platform for developing a learning community for district officials, school leaders, and university faculty among these four university/district partnerships. Use of grant funds in the following high-need districts will help to mitigate the marginalization that is often felt in non-urban areas by placing them in direct conversation with policy-makers at the state and local levels. It will also provide a learning community among district/university participants designed to test and share different innovations and strategic thinking around the challenges of implementation and develop solutions to more relevant and rigorous training for IL principals.

***Participating District/University Partnerships:***

The IL-PART project is comprised of 4 university/district partnerships: 1) Aurora (East) Public Schools/ North Central College; 2) Bloomington Public Schools/IL State University; 3) Quincy Public Schools/Western IL University; and the 4) Offices of Catholic Schools in Bloomington and Aurora/Loyola University. (See Appendix C for detailed copies of formal Memos of Understanding from each partnership.) Bloomington, Aurora and Quincy are all eligible high-need LEAs according to the criteria set forth in the Federal Registry for the School Leadership Program.<sup>2</sup> Our private school partners were invited to participate in the project by the Center for Catholic School Effectiveness (CCSE) at Loyola University. CCSE has partners with the regional Dioceses and local Offices of

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<sup>2</sup> Three qualifying high-need LEAs are participating in this project. Determination was made based on U.S. Census poverty data and the percent of teachers with emergency or provisional licenses. Please see Appendix D for eligibility details on all three qualifying districts.

Catholic Schools that are located in the same areas as our partnering high-need LEAs. The partnership with these particular private schools was based on the following criteria: 1) they are located in the same area and serve a similar population as eligible high-need partner districts; 2) they require that their principals and teacher hold valid educator licenses; 3) university partners often place principal interns in their school buildings; and 4) because they are part of a network of schools throughout the state that have a somewhat standardized approach to education which includes a deep commitment to improving teaching and learning. (See Appendix E for details on the private school component.)

*Aurora (East) Public Schools (District 131)/ North Central College (NCC):*

Aurora is located approximately 40 miles from Chicago, and it shares many of the challenges faced by its large urban counterpart. With a poverty rate of 28%, District 131 far exceeds the state average of 20% and is much closer to Chicago's poverty rate of 32%.<sup>3</sup> While smaller in size, the similarities in poverty rates suggests a closer comparison between Chicago and Aurora schools in terms of the level of need. In addition, the challenges facing the Aurora schools are often exacerbated its proximity to Chicago, which has a higher profile and often receives a disproportional percentage of federal, state and local resources. Aurora (East) has a total population of 87,481, of which District 131 serves approximately 14,500 students in 26 schools. The racial make-up of their students includes 84% Latino, 8% African-American; 5% Caucasian; 2% multi-racial; and the remainder Asian or Native American. In addition, 37% of the students are categorized as limited-English proficiency.

District 131 recently forged a formal partnership agreement with North Central College (NCC) to collaborate in the preparation of aspiring principals and respond to the new requirements set forth by the State. North Central College is a 150-year-old comprehensive, liberal arts college located just east of Aurora, in Naperville, IL. The Department of Education at NCC offers a Masters of Arts in

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<sup>3</sup> Based on U.S. Census data retrieved from <http://www.census.gov/did/www/saipe/data/interactive/#view=SchoolDistricts> on 6/25/13.

Education degree with a specialization in Educational Leadership and Administration leading to a Principal Endorsement. The principal preparation program requires a total of 12 courses. NCC's partnership with District 131 allows the program to provide a rigorous and relevant internship experience that prepares aspiring candidates for the challenges faced by today's schools. The first cohort for the IL-PART program, which will include 10 principal candidates, will begin in Fall 2013.

*Bloomington Public Schools (District 87)/ IL State University (IL State):*

District 87, located in central IL, has a long history of partnering with Illinois State University (Illinois State) in the preparation of area teachers, principals and superintendents, and has a formal partnership with Illinois State specifically for the preparation of its principals. Bloomington is a twin city to Normal, IL, which is home to Illinois State. While certainly benefiting from its relationship with ISU, the District is not without its challenges. It currently has a poverty rate that exceeds the State average at 22% (equivalent to 55% of students receiving free and reduced lunches). With a total population of 76,700, Bloomington is proud of its diverse population, which is represented in the nearly 5,600 students enrolled in District 87. In fact, native speakers of 23 non-English languages are enrolled in the district's 10 schools. The racial make-up of the student population includes 53% Caucasian, 22% African-American; 12% Latino; 8% multi-racial; and 4% Asian.

Illinois State was established as a teacher education institution and has evolved into a university serving multiple purposes with degree programs at the bachelor's, master's and doctoral levels. Located near the center of the state, it has an on-campus total enrollment of 20,000 students. The Illinois State College of Education offers their principal preparation as a Master's Degree program in P-12 Educational Administration. The cohort model program features 10 courses and 6 credit hours of mentored internship experiences. The first cohort of 10 students will begin in the Fall of 2013.

*Quincy Public Schools (Districts 172)/Western IL University (WIU):*

Quincy is located in western IL, along the Mississippi River. District 172 includes a total enrollment of 6,500 students in 10 schools. The racial make-up of its student population includes 84% Caucasian; 9% African-American; 4% multi-racial; 2% Latino; 1% Asian and >1% Native American.

District 172 recently forged a formal partnership agreement with Western Illinois University (WIU) to collaborate in the preparation of principals. WIU is a public university located in Macomb, IL, in the west-central part of the state. It is comprised of several campuses, in order to bring the course offerings to the students living and working in a wide, rural geographic area as well as the urban areas of the “Quad Cities” (Davenport, IA; Bettendorf, IA; Moline, IL; and Rock Island, IL). Unlike other Principal Preparation Programs in Illinois, WIU attracts candidates from multiple states, including Iowa, Wisconsin, Missouri, and Illinois. Although founded as a teacher’s college, WIU now offers a variety of degree programs at the bachelor’s, master’s, specialist, and doctoral level, including a doctoral degree in educational leadership. Over 12,000 students are enrolled in programs at WIU. The Principal Preparation Program at WIU consists of 13 courses and 4 credit hours of internship experiences sequentially developed in a cohort model, designed to be completed within three years. The first cohort is expected to include 18 aspiring principals and will begin in the fall of 2013.

*Private school partners in Bloomington and Aurora/ Loyola University:*

Loyola University (Chicago) is a private, Catholic university with campuses located in Maywood, East Rogers Park and downtown Chicago. Approximately 10,000 undergraduate and 6,000 graduate students are currently enrolled in degree programs at Loyola University. Established by the School of Education at Loyola, the Center for Catholic School Effectiveness (CCSE) was designed to respond to the need of Catholic schools for high quality, research-based professional development and training. The Center opened in 2003; CCSE has worked with over 600 schools, in over 100 Dioceses, serving over 10,000 teachers and school leaders. For the IL-PART project, the CCSE will partner with

the Dioceses of Rockford and Peoria. These regional offices provide oversight and support to Catholic schools located in the same area as the participating high-need districts, specifically: Aurora, Bloomington and Quincy. Catholic schools have a long history of serving students in high need areas. With the ever expanding range of student needs within schools, diocesan offices of education are committed to producing highly effective school leaders who are prepared to meet the challenges that administrators face today. CCSE will coordinate the participation in the IL-PART project of qualified private schools. This will include acting as a liaison between university partners that place aspiring principals in Catholic schools that meet the State’s requirements for hosting principal interns. (Appendix F includes criterion used to determine ISBE eligible principal internship host sites.) Qualifying private schools will be provided with mentor principal training and other support services provided to partnering high-need districts. In addition, superintendents from the Dioceses of Rockford and Peoria, along with a representative from the CCSE will participate on the IL-PART’s Advisory Committee that will provide insight and input into the direction of the project.

***Part of a Comprehensive Effort to Improve Teaching and Learning in IL:***

The IL-PART project is a two-fold effort to: 1) enhance the role of district/university partnerships to create rigorous and relevant principal training programs aligned with the realities that principals face once on the job; and 2) to convene a consortium of district/university partnerships to work collaboratively to improve teaching and learning and support rigorous academic standards for students in participating high-need districts. The IL-PART project, will build upon recent education reform efforts in IL that resulted in new legislative mandates that require: 1) redesigned principal preparation programs that include clinical **internships with rigorous performance-based assessments** and robust **partnerships between university faculty and district leaders** aimed at bridging the continuum of development from pre-service to in-service; and 2) **new principal**

**performance evaluation systems** that include multiple measures of student growth and focus on the professional practice of principals as instructional leaders. The project is part of a comprehensive effort by a consortium of university/district partnerships to improve teaching and learning and support rigorous academic standards for students in participating high-need districts.

The purpose of the project is to inform program development and continuous improvement through robust partnerships between districts and universities. Additionally the IL-PART project will inform policy changes through: 1) developing a greater understanding of opportunities and challenges involved with the implementation of statewide changes; 2) identifying mechanisms and structures that produce effective university/district partnerships that establish a pipeline of effective school leaders for high-need schools; and 3) evaluating the impact of different internship models on long-term outcomes regarding principals’ knowledge and behaviors as well as student learning outcomes.

The IL-PART is designed to support two main elements of school leadership development: preparation of aspiring principals and meaningful partnerships between high-need districts and universities. Within these two areas, the IL-PART project will utilize a variety of activities.

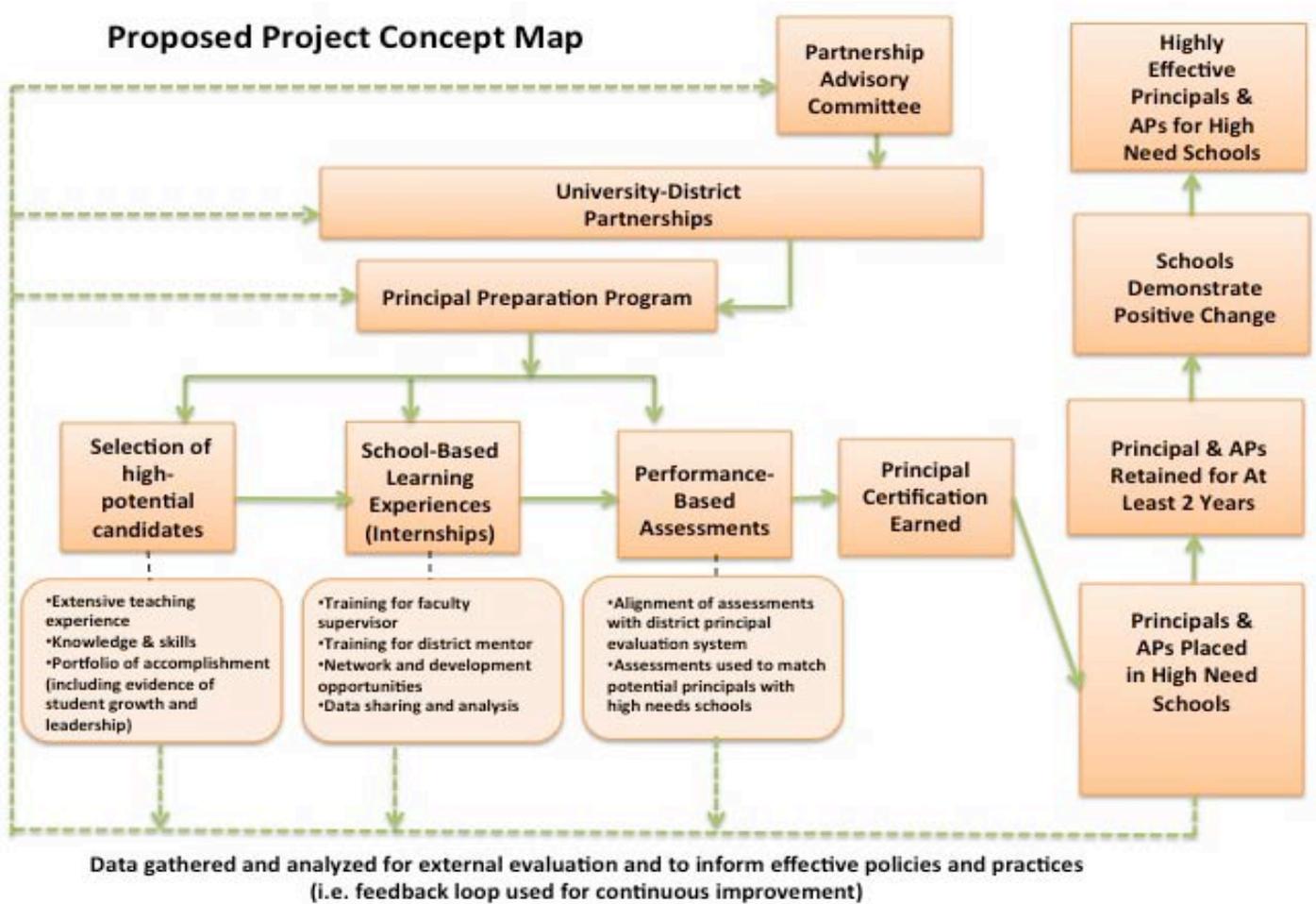
**Table 1: Activities with the IL-PART Project**

<b>Component</b>	<b>Activities</b>
<p><i>Pre-Service Component:</i> Support the development of aspiring principals through internship placements in high-need districts that prepare school leaders for a multitude of challenging settings.</p>	<ul style="list-style-type: none"> <li>• Through a quasi-experimental research design, explore outcome difference in 2 internship models (traditional “business and usual” and an expanded immersion model “full-time/full semester)</li> <li>• Provide funding for randomly selected aspiring principals from partnering programs to be bought out of their teaching duties in order to complete a full-time/full semester internship model;</li> <li>• Provide <i>Supervising Principal Intern</i> training to all partnering mentor principals and faculty supervisors (see Appendix G)</li> <li>• Provide incentives and supports for effective veteran principals to host aspiring principals and participate in a program evaluation.</li> <li>• Provide funding for aspiring principals in the partnering programs to complete the teacher supervision course required by the State; and</li> <li>• Provide incentives to mentor principals in high-need districts that host aspiring principals during the internship phase</li> </ul>
<p><i>Partnership Component:</i> Support district/university partnerships that increase</p>	<ul style="list-style-type: none"> <li>• Support partnership development between the university and the district by staffing a newly created position devoted to facilitating the sharing of information, standardizing the placement and supervision of principal interns and</li> </ul>

<p>the capacity of new principals to positively impact school improvement and increase student achievement.</p>	<p>managing the data collection requirements that will be used in the continuous improvement process.</p> <ul style="list-style-type: none"> <li>• Place principal interns in high need LEAs where there is the greatest need and/or an anticipated vacancy.</li> <li>• Train all higher education faculty and principal mentors involved in principal preparation on the new state performance evaluation system, including how to best conduct instructional observations</li> <li>• Establish and regularly convene a learning community of partner institutions of universities and districts in order identify and replicate best practices in a multitude of settings</li> <li>• Identify mechanisms and processes of data collection and analysis that provide frequent feedback that informs the continuous improvement process</li> <li>• Develop a quantitative framework (that aligns to the new performance evaluation system) for reporting performance-based assessments/portfolios required by the State for all principal preparation candidates</li> <li>• Develop an effective principal selection process that is informed by data from both the principal prep programs and the new principal performance evaluation system (see Appendix H)</li> </ul>
<p><i>Dissemination Component:</i> Identification/sharing of best-practices and findings to understand effective principal preparation models and inform project replication.</p>	<ul style="list-style-type: none"> <li>• Conduct a research study to explore differences in outcomes among two different models of clinical experiences in principal preparation (traditional “business as usual” and an expanded immersion model “full-time/full semester)</li> <li>• Prepare a report of the preliminary findings and a final report and present it to key policy-makers in IL (e.g. IL General Assembly, IL P-20 Council, IL State Board of Education, IL Board of Higher Education, IL Dean’s Council, etc.</li> <li>• Publish in peer reviewed journals</li> <li>• Present at professional and practitioner conferences nationally and in-state</li> </ul>

The **theory of change** for the IL-PART project involves high-need school districts working in collaboration with universities to create meaningful partnerships. In these partnerships, universities and districts work together to select candidates, identify internship sites, place interns, train faculty supervisors and mentor principals - all in an effort to provide high quality internship experiences that lead to better prepared principals and assistant principals that can increase student achievement and improve schools. Listed in Figure 1, is the conceptual map that illustrates the theory of change. The green arrows indicate the direction of the data and information flow. The solid lines indicate the steps in the change process leading to the overarching goal of ensuring a pipeline of highly-effective school leaders for high-need schools. The dotted lines indicate the feedback loop and illustrate how data and information is fed into a continuous improvement process designed to inform program modifications that improve outcomes.

**Figure 1: Conceptual Map of the IL-PART Project**



Focusing on the conceptual map above, the project designers developed clearly measurable goals and objectives that support the IL-PART project’s mission to ensure that high-need schools are lead by well-prepared principals and assistant principals who have the knowledge, skills and abilities to improve schools and increase student achievement.

**Table 2: IL-PART Project Goals, Objectives, and Expected Outcomes**

<b>Goal 1: Prepare highly effective school principals for partnering high-need districts</b>
<b>Objectives:</b>
<ul style="list-style-type: none"> <li>• Establish a pool of highly qualified school leadership candidates that are able to respond to partner district needs and fill projected principal and assistant principal vacancies;</li> <li>• Provide intensive school-based learning opportunities for aspiring principals;</li> <li>• Provide mentor principals and faculty supervisors with training so that they provide rich learning experiences for principal interns focused on school improvement efforts; and</li> </ul>

- Assess differences between different internship models (traditional/business as usual vs. full-time for a full semester/immersion) to determine if there are significant differences in outcomes.

**Expected Outcomes:**

- 95% of candidates in the new principal preparation programs successfully complete the state mandated training on teacher supervision and performance evaluations;
- 100% of partner mentor principals will complete training for their role in the preparation program (see Appendix G);
- A minimum of 50% of aspiring principals will complete a full semester, full-time internship and the remainder will complete the traditional internship.
- 100% of program completers will demonstrate growth in knowledge and skills as a result of participating in the program (as demonstrated by scores on a pre and post assessment).
- 90% of partner principal preparation program completers will pass the new state endorsement exam (a 10 hour certification exam conducted over 2 days);
- 85% of partner program completers will seek school leadership positions within 3 months of completing the program;
- 75% of certified IL-PART project candidates will be hired as a principal or assistant principal within one year of attaining certification;
- 70% of certified IL-PART candidates will remain in a principal or assistant principal position after two years of being hired.

**Goal 2: Develop meaningful partnerships between university principal preparation programs and high-need districts with the supports designed to build leadership capacity in an effort to improve student outcomes.**

**Objectives:**

- Support high-need districts by placing principal interns in targeted high-need schools identified by the partner districts;
- Identify specific structures and mechanisms that strengthen the partnership between the university and the district that lead to improved outcomes;
- Support partnership development between the university and the district by staffing a newly created position devoted to facilitating the sharing of information, standardizing the placement and supervision of principal interns and managing the data collection requirements that will be used in the continuous improvement process;
- Ensure network and development opportunities for various roles involved in the partnership (faculty supervisors, mentor principals, district and university officials involved in the partnership, etc.);
- Focus the work of the learning community on the continuously improving structures and processes aimed at increasing principal growth in skill and knowledge and positively impacts student growth in participating high need LEAs;
- Provide opportunities for successful veteran principals to become mentors to aspiring principals in partner programs.

**Expected Outcomes:**

- 100% of participating partnerships establish policies and procedures for identifying appropriate internships placement sites with effective supervision;
- 100% of participating principal preparation programs and districts have collaborated in developing standardized training for mentor principals and faculty supervisors;
- 100% of participating districts have procedures in place to ensure adequate learning experiences

for principal interns and universities have processes and procedures for capturing evidence of performance;

- 100% of participating university/district partnerships will align their performance-based assessments to the district's principal evaluation system;
- 100% of participating districts will integrate a Principal Selector process that enhances the district's procedures for better identifying/matching principals to the specific needs of the districts and schools (see Appendix H).
- All program participants will establish a formal data sharing plan that allows for on-going analysis and program improvement;
- 100% of schools in high-need LEAs that host principal interns will receive resources aimed at school improvement efforts; and,
- 100% of partner institutions and districts will participate in a learning community to share implementation strategies regarding the new program requirements and identify best practices.

**Goal 3: Identify and disseminate best practices and empirical research on effective strategies for preparing and supporting school principals and assistant principals and developing meaningful partnerships between universities and districts.**

**Objectives:**

- Identify/share evidence of structures and strategies that lead to effective principal preparation;
- Disseminate information on emerging best practices in principal preparation and placement;
- Disseminate empirical evidence of any statistically significant difference in outcomes between the two models clinical experiences in principal preparation (business as usual vs. intervention);
- Inform IL policy with regard to requirements involving the clinical/internship and partnership requirements of a principal preparation programs.

**Expected Outcomes:**

- A minimum of 90% of principal interns, mentor principals and faculty supervisors will participate in a research study that explores the effectiveness of two internships models;
- Project partners will convene a mid-project statewide meeting (year 3) for districts, principal preparation programs and other education stakeholders (professional associations, state agencies, etc.) to disseminate the work of the consortium;
- Project partners will convene an IL-PART symposium (year 5) that will feature formal presentations from each of the consortium partnerships and include the distribution of a toolkit, case studies, and products developed by project partners;
- The project will host a website where partners and others throughout the state can access tools and case studies and post new and innovative approaches to principal preparation that can inform programs statewide and nationally;
- A report will be prepared and presented to key policy-makers (IL General Assembly, IL P-20 Council, IL State Board of Education board meeting, IL Dean's Council, Large Unit District Association, etc.) and forums (IL Governor's Budgeting for Results Forum) that contains the following:
  - preliminary results of findings
  - identification of key components for district and university level
  - costing out options to guide appropriation requests; and
- Project partners will publish in peer reviewed journal and presentations at professional conferences (e.g. AERA, UCEA, IL Triple I Conference - joint conference held between school board association, principals association, and superintendents association).

## **IL-PART Project's Ability to Guide Replication**

Newly designed principal preparation programs that reflect the recent legislative mandates are in the process of launching in IL. All partnering universities in the IL-PART project will start their first cohorts in 2013. Therefore it is essential that state policy-makers, university program designers, and district human resource officials understand the potential of these changes and are provided with the kind of data that can inform the improvement process. To that end, the IL-PART project has developed a project evaluation that will dig deep into two internship models. The first is a traditional clinical experience (termed 'business as usual') that is completed by a principal candidate over a 12-month period while maintaining a full-time teaching position. The second is an immersion model whereby principal candidates complete the internship by working full-time for a full semester as a dedicated principal intern. The purpose of exploring the effectiveness of these two models is to increase understanding of the structures and mechanisms of effective principal preparation in lieu of concerns by districts and universities that candidates will not be able to meet the new competency-based internships easily while trying to juggle full-time teaching positions. All full-time, semester interns will be placed in a school located in each of the high-need district partners.

Through grant funds, a new position will be created in each of the high need districts that assists with the placement and supervision of principal interns as well as creating a continuum of district leadership supports. This will largely be focused on the pre-service supports that districts need to have in place to support aspiring principals, but will also include the pilot of a Principal Selector Instrument - the Quality School Leadership Identification (QSL-ID) - that includes training and customized tools and rubrics to help the partnering districts develop or enhance their internal human resource processes to better identify/match principals to the specific needs of the schools. The integration of the principal selector instrument will assist the partnering districts with

making better-informed selection and placement decisions when hiring new principals and assistant principals. Appendix H includes greater detail on the QSL-ID Principal Selector Instrument.

The clearly articulated goals, objectives and outcomes and the list of project activities listed in Tables 1 and 2, along with the well-developed project evaluation and dissemination plan will provide the level of detail needed to inform project replication in other areas of IL. In addition, a mid-grant meeting (in year 3) and an end of grant symposia (in year 5), designed for all district officials and principal preparation programs throughout IL, will provide a platform for sharing innovative strategies, procedures, structures and tools. In years 4 and 5 the project will increase its focus on dissemination of identified best practices and research findings, and will publish detailed case studies and toolkits for principal preparation programs in IL and nationally.

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## **B. PROJECT EVALUATION**

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IL has entered into a new era in school principal preparation, as recent IL legislation has affected pre-service principal selection, course-taking, and internships. The IL Partnerships Advancing Rigorous Training (IL-PART) project will be administered through a unique partnership between high-need school districts and institutions of higher education. This partnership will refocus and redesign pre-service internships to expose principal candidates to substantive, authentic and scaffolded learning experiences in high-need school districts.

The participating IL-PART universities are beginning their first cohort this fall, 2013. As part of the IL-PART project, a randomly selected cohort of principal candidates from each partnering university will experience the revised internship program beginning in spring 2014. All other principal candidates will experience a normal or “business-as-usual” internship. American Institutes for Research (AIR) will be the external evaluator to the IL-PART, and will coordinate all aspects of the

study with project partners: IL State University/District 87; North Central College/District 131; Western IL University/District 187; and Loyola University/Center for Catholic School Effectiveness.

Since its founding in 1946, AIR has been a nationally recognized leader in social science research with a distinct focus on educator workforce excellence. In recent years, AIR has engaged in several, multi-year studies of pre-service and in-service professional development programs, including programs for school leader development (see Appendix I for details on evaluation projects conducted by AIR). AIR's studies of pre-service and in-service leadership development programs are multi-year and multi-state, ranging in scale from several thousand educators in a randomized controlled trial on the effect of feedback on principals and schools to a few principals involved in a multi-case analysis on turnaround leadership practice. Our researchers are active participants in the School Leadership Program (SLP) evaluator community of practice through the Mississippi LEADS and Miami-Dade County Lead Strong evaluations. The external evaluation of the IL-PART project will be led by Dr. Matthew Clifford, a principal researcher at AIR with over 15 years of experience in designing and executing research and evaluation studies on leadership development, principal evaluation, and educator professional development. The IL-PART study team is primarily based in Chicago to efficiently collect qualitative and quantitative data from universities and school districts while drawing upon our Washington, DC staff with particular expertise in statistical analysis.

The proposed evaluation study addresses Government Performance and Results Act (GPRA) measures and has been written to reflect informational needs expressed by the IL-PART partners. The study includes formative and summative components, with an emphasis on an impact evaluation in years 3, 4 and 5. The formative component will be emphasized in years 1 and 2 to provide the IL-PART partners data on program implementation. The following questions organize the study, and

ensure the evaluation will address the GPRA measures required for this grant competition. Table 3 below shows alignment of research questions with program goals and data collection. As the following evaluation questions and GPRA measures indicate, data will be collected at two stages of principal candidates' careers: (1) pre-service experiences and progress and (2) post-hire skills and impacts.

1. To what degree has IL-PART been implemented as planned across participating university partners, and why have any changes to the implementation plan occurred?
2. To what degree are pre-service principals experiencing the full-time/full semester internship as planned, within and across sites?
3. How does pre-service principal satisfaction with the full-time/full semester internship compare to participants in "business as usual" internships?
4. To what degree do those that completed full-time/full semester pre-service internships seek a position and get a position as a principal (or a similar leadership placement) in high-need and/or low-performing schools, in comparison to candidates that completed "business as usual" internships?
5. How does pre-service principal skills development (e.g., instructional leadership skills measured by the certification examination) compare between participants from the two internship models?
6. How, if at all, has student learning changed in schools led by candidates who completed full-time/full semester internships in comparison to student learning in similar schools led by candidates that completed business as usual internships?

Table 3: Alignment between outcomes, performance indicators, and data collection activities

Outcomes	Performance Indicator	Evaluation Question Number	Occur during	Data Collection Method
Approximately 80 principal candidates will be trained through IL-PART to become principals in high need schools	<ul style="list-style-type: none"> <li>• Strong fidelity to implement IL-PART internship program</li> <li>• Strong fidelity to IL-PART program planning and implementation timelines processes</li> <li>• IL-PART enrolls the minimum requisite number of aspiring principals in the program each year</li> </ul>	1, 2	Pre-service	<ul style="list-style-type: none"> <li>• Fidelity of implementation candidate surveys</li> <li>• Fidelity of implementation candidate supervisor surveys</li> <li>• Document review</li> <li>• University program records</li> </ul>
Provide principal candidate relevant, substantive, and satisfying internship experiences	<ul style="list-style-type: none"> <li>• Statistically significant, higher participant ratings of internship program quality by participating candidates, in comparison to respondents in non-IL-PART internship programs.</li> <li>• Statistically significant, higher candidate supervisor ratings of internship program quality, in comparison to non-IL-PART programs, as measured by the internship satisfaction survey.</li> </ul>	3	Pre-service	<ul style="list-style-type: none"> <li>• Online, annual pre-service principal program satisfaction survey (e.g., Darling-Hammond, et al. 2008), supplemented with internship time-task times</li> <li>• Online pre-service principal supervisor satisfaction survey (adapted from Darling-Hammond, et al. 2008)</li> <li>• Participant interviews</li> </ul>

<p>Enhance candidate job interest, pursuit, and persistence</p>	<ul style="list-style-type: none"> <li>• 95 percent of IL-PART candidates successfully complete internship</li> <li>• 90 percent of IL-PART candidates successfully complete pre-service preparation program and are certified</li> <li>• 90 percent of IL-PART candidates are on track to graduation</li> <li>• 90 percent of IL-PART candidates state preferences to pursue a principal position after program completion</li> <li>• 85 percent of certified IL-PART candidates seek principal or assistant principal positions in high need schools/district upon program completion within 3 months of program completion, which is a rate higher than non-IL-PART candidate</li> <li>• 75 percent of certified IL-PART candidates will be hired within one year of attaining the certification, which is a rate higher than non-IL-PART candidates</li> <li>• 70 percent of certified IL-PART candidates will remain as principal in the high need school after two years, which is a rate higher than non-IL-PART candidates</li> </ul>	<p>4 (GPRA measure 1, 2, 3)</p>	<p>Pre-service</p>	<ul style="list-style-type: none"> <li>• University-based program records</li> <li>• Online, annual pre-service principal program satisfaction survey (e.g., Darling-Hammond, et al. 2008), supplemented with internship-specific time-on-task items</li> <li>• IL state human resource records</li> </ul>
<p>IL-PART principals display high levels of leadership skill</p>	<ul style="list-style-type: none"> <li>• 90 percent of all IL-PART principals successfully pass the ICTS test for certification on the first attempt.</li> <li>• IL-PART principal summative ICTS test scores are higher than non-IL-PART principal candidate scores.</li> <li>• IL-PART principals hired into high need schools' performance evaluation scores are higher than non-IL-PART principals hired to similar schools</li> </ul>	<p>5 (GPRA measure 5)</p>	<p>Post-hire</p>	<ul style="list-style-type: none"> <li>• ICTS test scores for IL-PART principals and a sample of similar non-IL-PART principals</li> <li>• IL principal performance evaluation ratings</li> </ul>
<p>The schools of IL-PART principals display improved student learning and teacher working conditions</p>	<ul style="list-style-type: none"> <li>• Statistically significant increases in student achievement based on data collected three years prior to the start of the program.</li> <li>• Statistically significant differences in student achievement after two years for IL-PART principals in comparison to non-IL-PART principals</li> <li>• Statistically significant improvement in teachers' opinions of their workplaces, above baseline.</li> </ul>	<p>6 (GPRA measure 4)</p>	<p>Post-hire</p>	<ul style="list-style-type: none"> <li>• Analysis of IL State Board of Education data on student learning for IL-PART principals' schools and a sample of non-IL-PART principals in similar schools.</li> <li>• Teacher working conditions survey results, which will be administered to all teachers/staff in a school where the principal works.</li> </ul>

## Data Collection

IL-PART is designed to improve candidate preparation to serve as principals in high-need districts by developing a highly relevant, substantive and supportive internship experience that aligns with recent state legislation. The new internship design (the “intervention”) will be implemented consistently across participating universities and in accordance with state law. The IL-PART will randomly assign up to 40 candidates to the intervention program from 3 IL-based universities in schools within the high-need partner districts. The internship is intended to immerse principal candidates in the work of instructional leadership, and scaffold practice development through a series of structured experiences and assessments by internship supervisors.

The internship will be consistently administered across implementation sites, and fidelity monitored by the IL-PART co-directors and external evaluators. As indicated in Table 3, qualitative and quantitative data will be collected annually for the formative and summative components. The evaluation team strategically selected data sources and respondents to reduce participant burden, increase cost effectiveness, and maintain study rigor. The evaluation **design is feasible** because it relies upon previously-developed and validated surveys, state and university extant data, document review and interviews. Background research in preparation for the proposal indicates that state level data will be accessible. All aspects of the study will comply with the U.S. Department of Health and Human Services protocols for working with human subjects and data security. Below, the summative and formative designs are discussed separately.

The study uses **random assignment of candidates to the IL-PART intervention**, and compares pre-service assessment data and post-hire results between candidates in an intervention model and candidates in a “business as usual” model that are enrolled in the same university or college. The “intervention” is the newly designed pre-service internship, which will be consistently designed

and implemented across partners. The “business-as-usual” condition will be the normal pre-service internship design. Since different preparation programs use different candidate selection criteria and employ different curricula, aggregated results will be approached very cautiously.

**Participant Sample for the Pre-service Program Evaluation.** The research design will be longitudinal and cross-sectional, and will follow IL-PART participants from pre-service experiences through their first years as principal. The evaluation plan includes a comparative component to describe differences, if any, between IL-PART participant experiences and “business-as-usual” experiences of other aspiring or new principals. The research questions and GPRA indicators require two sampling methods. One sample of individual principal candidates will occur at the pre-service level and a second sample of schools led by new principals will occur post-hire. In the first three years of the program, IL-PART partnering institutions estimate enrolling approximately 80 teachers into principal preparation programs. All of these teachers are eligible for inclusion in the new IL-PART internship (full-time/full semester). After explaining the nature of the study, a list of interested candidates will be created for each participating pre-service program. From this list, half of the candidates will be randomly assigned to the “intervention” and half to the “business as usual” groups. “Business as usual” candidates matriculate through the pre-service program and complete the traditional internship program. Based upon enrollment history, we anticipate a total of 40 in the intervention for all participating universities/colleges. The researchers will collect the same data from “intervention” and “business as usual” candidates.

The IL-PART program will begin when the first cohort of candidates is in their second year of their principal preparation training. Therefore, after years 1, 2 and 3 of the funded program, IL-PART candidates will be eligible to enter the job market, and the research team will follow candidate progress toward acquiring an assistant principal or principal position in high need schools. An analysis of

national principal preparation program statistics indicates approximately 35 percent of eligible pre-service graduates opt to pursue a principal position after graduation. The IL-PART program will work closely with candidates to improve the rate to 85 percent.

**School Sample for the Post-Hire Impact Evaluation.** A percentage of “intervention” and “business as usual” candidates will choose to enter the job market, and a smaller percentage will be successful in attaining a principalship at a high need school. Once hired as a principal, AIR will collect data on teacher working conditions and student performance for all “intervention” and “business as usual” principals hired into schools. Changes in teacher working conditions and student learning will be assessed annually through comparisons with baseline data. Data will only be collected data on principal hires because individuals hired into assistant principalships or other leadership positions infrequently have sufficient authority to influence school-wide practices. For teacher working conditions changes, AIR will annually administer a teacher working conditions survey (the validated Working Conditions Survey or TELL survey, which is available in public domain) and compare scores to the baseline condition, which is the first month of first academic year after the principal was hired. We cannot compare working conditions to historical data (e.g., three years prior to principal hire) because the districts have not had to annually administer a working conditions survey. For student learning changes, AIR will use an interrupted time series design to analyze trend data in schools where the new principal is hired by accessing ISBE student performance data. ISBE data is a good source of student learning information because student tests in core academic subjects (i.e., ELA, math, science) have been centrally collected in the state’s longitudinal data system over the past several years.

A risk with the evaluation approach to the school sample is that the number of business as usual candidates is very low. To mitigate risk that small numbers of IL-PART or “business-as-usual” candidates find principal positions, AIR’s study will hold open the possibility of conducting the

interrupted time series analysis on student learning by using a matched pair sample of schools, whereby match is determined by (a) presence of a new principal that did not participate in IL-PART, (b) school performance history, (c) school level, (d) school locale, (e) U.S. Census data on the percentage of school-aged students living in poverty. Should this contingency be necessary, the study will be further limited, and the limitations will be documented. A second risk is that some candidates may leave their position during the two year period of analysis. Should this risk be imminent, AIR will discuss the possibility of oversampling “business as usual” candidates by identifying first year principals in high need schools from across IL with IL-PART staff and U.S. DOE program officer.

**Data Sources.** IL-PART principals and their schools and “business-as-usual” principals and their schools will be asked to participate in the evaluation study. Hired principals from IL-PART and “business as usual” groups will be asked to respond to two surveys, detailed in Table 4 below. A financial incentive will be provided to schools for completion of online surveys. Table 4 provides an overview of the proposed summative data collection activities.

**Table 4: Description of Data Sources**

<b>Instrument</b>	<b>Description</b>	<b>Target Audience</b>	<b>Frequency of Collection</b>
<b>Fidelity of implementation survey (candidate edition and supervisor edition)</b>	A fidelity of implementation survey will be developed by AIR to measure the degree that principal candidates experience the IL-PART and business-as-usual program of service as planned. AIR will develop a four-point scale to measure fidelity of implementation and report the score to IL-PART participating preparation programs and districts.	<ul style="list-style-type: none"> <li>• Principal candidates – those seek certification</li> <li>• Candidate mentors –those assigned to oversee candidate internships</li> </ul>	Annually in years 1 and 2
<b>Document review of program records</b>	AIR will review university program records on partnership development and program implementation according to protocols developed by Clifford, Hora & Millar (2006) for measuring partnership quality.	IL-PART university and K-12 partners	Annually in all years
<b>Participant interviews</b>	AIR will conduct individual participant interviews with IL-PART participants and business-as-usual participants regarding the quality and use of internship experiences in formation of their skills and behaviors	Principal candidates	Annually in years 1 and 2

<b>University program records (enrollment and performance assessment)</b>	AIR will analyze university-based program records on IL-PART and business-as-usual candidates to compare on-time-to-graduation rates, program dropout rates, and scores on performance-based assessments	Principal candidates	Annually in years 1 and 2
<b>Pre-service program satisfaction questionnaire</b>	With permission from authors, AIR will use SREB's principal internship satisfaction survey (SREB, 2005). Survey will include items about internship experiences.	Principal candidates	Annually administered in years 1-5 as online survey
<b>ICTS principal test scores<sup>4</sup></b>	AIR will analyze ICTS certification test scores for IL-PART and business-as-usual principals. The ICTS has been validated for certification purposes.	Principal candidates	Annually collected from ISBE
<b>Working Conditions Survey</b>	The Working Conditions Survey, developed by the New Teachers Center and validated by Learning Point Associates, measures the safety and support educators have in a school. Ladd (2009) found correlation between working conditions and student achievement.	IL-PART and business-as-usual principals and their school-level staff After initial baseline survey, the principal supervisor will be included	Administered after successful completion of pre-service program. Upon the start of the principal's 1 <sup>st</sup> year as a principal, then annually
<b>IL-PART Participant Data Files</b>	This data file will include participant information including demographic data, title and positions, retention, school and district name.	Participating IL-PART and business-as-usual participants	Analyzed annually starting in the first year of pre-service enrollment
<b>IL principal performance evaluation data<sup>5</sup></b>	By the time of the intervention, IL will have fully adopted a new principal performance evaluation system that entails scoring principal practice and results against standardized performance measures. AIR will collect principal performance data from candidate supervisors during the internship and after hire.	District human resource records on IL-PART and business-as-usual schools	If statewide principal evaluation systems display reliability, summative performance evaluation scores will be analyzed descriptively and comparisons made between IL-PART and business-as-usual hires.
<b>Trend data in schools where principal is hired</b>	AIR will use an interrupted time series design to analyze trend data in schools where the new principal is hired. We will access ISBE student performance data in core academic subjects (i.e., ELA, math, science)	Participating IL-PART and business as usual participants	To be analyzed for two years upon hiring

<sup>4</sup> ISBE has stated that ICTC data can be made available for research purposes. If, however, the IL State Board of education is unable to provide these data, we will administer the VAL-ED assessment of instructional skills to teachers and principals in schools where the principals are serving as principals.

<sup>5</sup> Access to records contingent upon timely launch of the IL principal evaluation system and related, centralized data reporting features. Access also contingent upon ISBE approval.

## **Data Analysis:**

The evaluation will be primarily formative during program implementation (Years 1 to 3) and summative in the final two years (Year 4 to 5), when participants are expected to be hired into school principal positions. By design, the evaluation study is longitudinal and cross-sectional, and follows IL-PART participants and “business-as-usual” participants through pre-service training and the first two years of employment in schools. The evaluation gathers data on IL-PART impact on individual program participants and impact on the schools and students that participants lead. The following section briefly describes our analytic approach for qualitative and quantitative data, which will be applied to the formative and summative study. The analysis will be ongoing, and will result in one formal, annual report per year to the IL-PART advisory committee. Several informal reports on emergent findings will also be provided at the request of IL-PART. AIR will plan to actively participate in the U.S. DOE’s School Leadership Program communities of practice.

- **Interviews and Document Reviews.** Qualitative data will be gathered to document the IL-PART and “business-as-usual” conditions of programs and participants. AIR will use a grounded qualitative analysis approach to data concerning participant identity formation and program satisfaction. AIR will develop *a priori* coding for fidelity monitoring which will be based upon IL legislation, written documentation, and ongoing document collection. Qualitative data will be coded, and codes will be systematically organized with words and phrases that identify regularities, emerging patterns, and topics covered (Bogdan & Biklen, 2006). This method of coding reduces data to equivalent classes and categories, allowing the researcher to organize, manage, and retrieve meaningful components (LeCompte, 2000; LeCompte & Preissle, 1993). This approach enables the researcher to identify and speculate about further features that lead to the generation of theories and frameworks. Codes will be taken directly from the transcripts as much as possible to place

emphasis on members' meanings and to stay as close to the original data set as possible. Analysis procedures include reading and rereading the data several times, approaching the coding process from different perspectives, and using words and phrases that emerge directly from the text to construct codes (Coffey & Atkinson, 1996). These procedures will produce a set of categories and themes that reflect school participants' diverse set of experiences and perceptions.

- **Surveys.** The evaluation plan includes two participant surveys (one on program fidelity and one on program satisfaction), a candidate supervisor survey (on fidelity of implementation) and one teacher survey. The teacher working conditions survey is a validated, publicly-available survey of all school teachers in a given school, and is used by AIR to gauge changes, if any, to school culture after the hire of an IL-PART or business-as-usual program candidate. AIR will conduct a descriptive analysis on candidate satisfaction and fidelity of implementation surveys (both candidate and supervisor versions). Descriptive data (e.g., mean, standard deviation, t-tests) will be generated through the analysis. In addition to descriptive analyses, a psychometric analysis will be performed on teacher working conditions survey data to calibrate scores for rater severity. Specifically, a psychometric analysis using the Rasch model (Rasch, 1960/1980; Wright & Masters, 1982) and implemented with WINSTEPS (Linacre, 2005) will be conducted on the educational practice data to examine the quality of ratings. The psychometric analysis will include an evaluation of the following properties: point-measure correlation, person reliability examined using both Cronbach's alpha and the Rasch real person reliability statistic, item fit, uni-dimensionality through the use of principal components analyses of the model residuals, and rating scale functioning. To the extent that educators have ratings of instructional practice/instructional leadership practice from multiple raters corresponding to the same measurement occasion, certain multirater analyses can be performed to estimate interrater reliability using Cohen's kappa, and

rater severity using the many-facet Rasch measurement model (Linacre, 1989; Linacre & Wright, 2004). These multirater analyses provide details related to ways in which different raters may be using the same rubric. Such psychometric findings can be used to bolster the credibility of performance evaluation systems and for planning and targeting rater training, for example.

- **Extant data analysis.** The study also relies on extant data that is routinely collected by the IL-PART pre-service programs on candidates (e.g., demographics, program participation, matriculation) and by ISBE on principals and schools. A descriptive analysis of IL-PART pre-service program data will be annually performed to produce counts germane to GPRA measures. For the analysis of student learning data, AIR will compare changes in student learning in IL-PART and business-as-usual schools against historical data using state value-added measures (described above). Value-added modeling is annually conducted by the University of Wisconsin-Madison’s VARC working group for the past four years, and reported annually to the State. AIR will work closely with VARC to access these data, and will conduct a comparative analysis.

Appendix J provides a detailed timeline for the evaluation plan and background information on each of the evaluation team members. AIR has worked in partnership with IL-PART co-directors and program staff, school district personnel, and university faculty to ensure that the evaluation timeline reflects program implementation timelines. If awarded, AIR will establish a Sharepoint site and convene a project kickoff meeting within two weeks of the award. The project kickoff meeting will finalize study logistics and communicate clear expectations to all IL-PART partners.

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### C. PROJECT SIGNIFICANCE

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#### *Contribution to the Field:*

An underlying assumption of education reform efforts aimed at improving principal preparation programs and increasing the rigor of state certification structures is that the quality of a preparation

program can positively influence school leaders' work and their school's efforts to improve student outcomes. However, as noted by several researchers, there is currently a dearth of research on the relationship between preparation program approaches and features and effective leadership practices (Leithwood, Jantzi, Coffin, & Wilson, 1996; Orr, 2009; Orr & Barber, 2007).

Given the amount of resources spent annually on the preparation of principals, it is essential at this stage that we begin to determine which practical mechanisms, policies and factors are most effective in terms of preparing highly-effective school leaders for high-need schools. IL has mandated rigorous new requirements for the preparation of school leaders; new performance-based assessments for licensure; and a new principal performance evaluation system that includes a student growth component. Universities and districts are currently working together to forge innovative new partnerships aimed at developing new principal preparation programs that will improve schools and increase student achievement. But the question remains: how?

In 2008, the IL School Leader Taskforce recommended to the IL General Assembly that the new requirements for principal preparation include a job-embedded, time intensive internship model. In addition, the report recommended that resources be appropriated to fund internships for high-potential aspiring principals. Unfortunately, the state lacked the financial resources and clear empirical evidence that the time-intensive internship model was more effective than the traditional approach. In order for policy makers, faculty, and district leaders to fully understand the impact that high-quality principal preparation can have on school and student outcomes, it is important at this time to conduct research that explores differences in the effectiveness of two very different internship strategies. Additionally, resources provided by this grant will allow the participants to focus on identifying mechanisms and structures of the mandated district/university partnerships that facilitate change and ensure preparation programs are structured appropriately at both the district and university level.

While individual universities or districts around the country may also be seeking federal funding to enhance their pre-service training, this proposal seeks to do so within a consortium of partners of universities/districts. The best practices and effective strategies found through this project will be applicable to universities/districts throughout the country and with different segments – rural, suburban, and urban. Strategies and findings from this project will be shared at a mid-year meeting and end of the grant symposium with principal preparation programs and districts in Illinois in a reciprocal exchange of best-practices. The strategies and results will also be packaged and presented through different mechanisms (publications, presentations, toolkit compendium) that will be disseminated broadly to districts, university faculty, and policymakers outside of Illinois.

*Expectation for Systems Change or Improvement:*

The IL-PART project incorporates several policy levers designed to influence change. First, including leadership from both of the partner districts and universities, as well as the inclusion of the evaluation team on the IL-PART Advisory Committee (discussed further in the Management Section) allows for a rich level of discussion involving individuals that have the ability to institute change within their organizations when necessary. This increases the capacity of partnerships to collect and share data on principal effectiveness and to use that information to inform the continuous quality improvement process. In addition, it is important that information and data from both pre- and in-service development phases be considered in a comprehensive and cohesive manner in order for partners to understand the continuum of principal development. For example, if aspiring principals pass all performance-based assessments and the State-licensing exams in the pre-service phase, but then fail to improve schools once placed as a principal, then further exploration of the gap between what is expected on the job vs. what is assessed in preparation programs is necessary. The Advisory Committee can develop strategies within district/university partnerships to address the identified

disconnect. This is feasible because the IL-PART project has provided a platform and mechanism for the regular review and analysis of data from both pre- and in-service phases of development.

A second lever of change involves the inclusion of representatives from the ISBE, IBHE, and other key policy stakeholders on the IL-PART Advisory Committee. The purpose of including leaders and representatives from key stakeholder groups is to inform policy improvements that either remove barriers or support effective approaches based on empirical evidence. To that end, discussions and data presented to the IL-PART Advisory Committee on the challenges and opportunities involved in the implementation of the principal preparation programs will help inform ISBE's development of the annual reporting structure and renewal process for preparation programs; and modify any policy language to address unintended consequences. Developing a better understanding of the metrics that indicate program effectiveness will be an essential task for the IL-PART Advisory Committee.

Third, Dr. Erika Hunt, the Co-Director for the IL-PART project also serves as member of the IL P-20 Council and co-chairs its Teacher and Leader Effectiveness Committee. The IL P-20 Council routinely makes policy recommendations to the Governor, the General Assembly, and the Illinois education agencies. Findings from the evaluation funded by this grant could be used, along with the previous recommendation from the IL School Leader Taskforce, to justify a recommendation by the IL P-20 Council that the State appropriate funding to support a pilot program that provides full semester internship scholarships, provided results from this evaluation are positive.

*Magnitude of the Results:*

The most meaningful changes through the IL-PART project will be the changes in perception and approaches to work that occur within the district/university partnership. Reciprocal learning will transpire when academics and practitioners come together in a common goal that ultimately results in improvements in teaching and learning. Universities will be provided with a platform and mechanism

for sharing emerging research on effective strategies and because of their interactions and discussions with the local district, the research they provide will be more generalizable to the high-need schools involved in the partnerships. Districts will in turn provide insight into the true working conditions of their schools: the fast pace of K-12 education; the non-school influenced barriers to education; and the non-instructional mandates that often confound the mission of the school. This insight will allow universities to develop preparation programs that respond to the realities their candidates will face in the schools of today. Site-based training on conducting teacher observations and providing actionable feedback in ways that lead to behavioral changes in the classroom is an intermediary step toward improved instructional practice and student achievement. Universities faculty and principal candidates working with school staff to analyze quantitative data within the contextual setting of the school provides more realistic and effective improvement strategies and targeted instructional practices. These partnerships hold the key to long-term, sustainable improvements to teaching and learning.

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#### **D. PROJECT MANAGEMENT PLAN**

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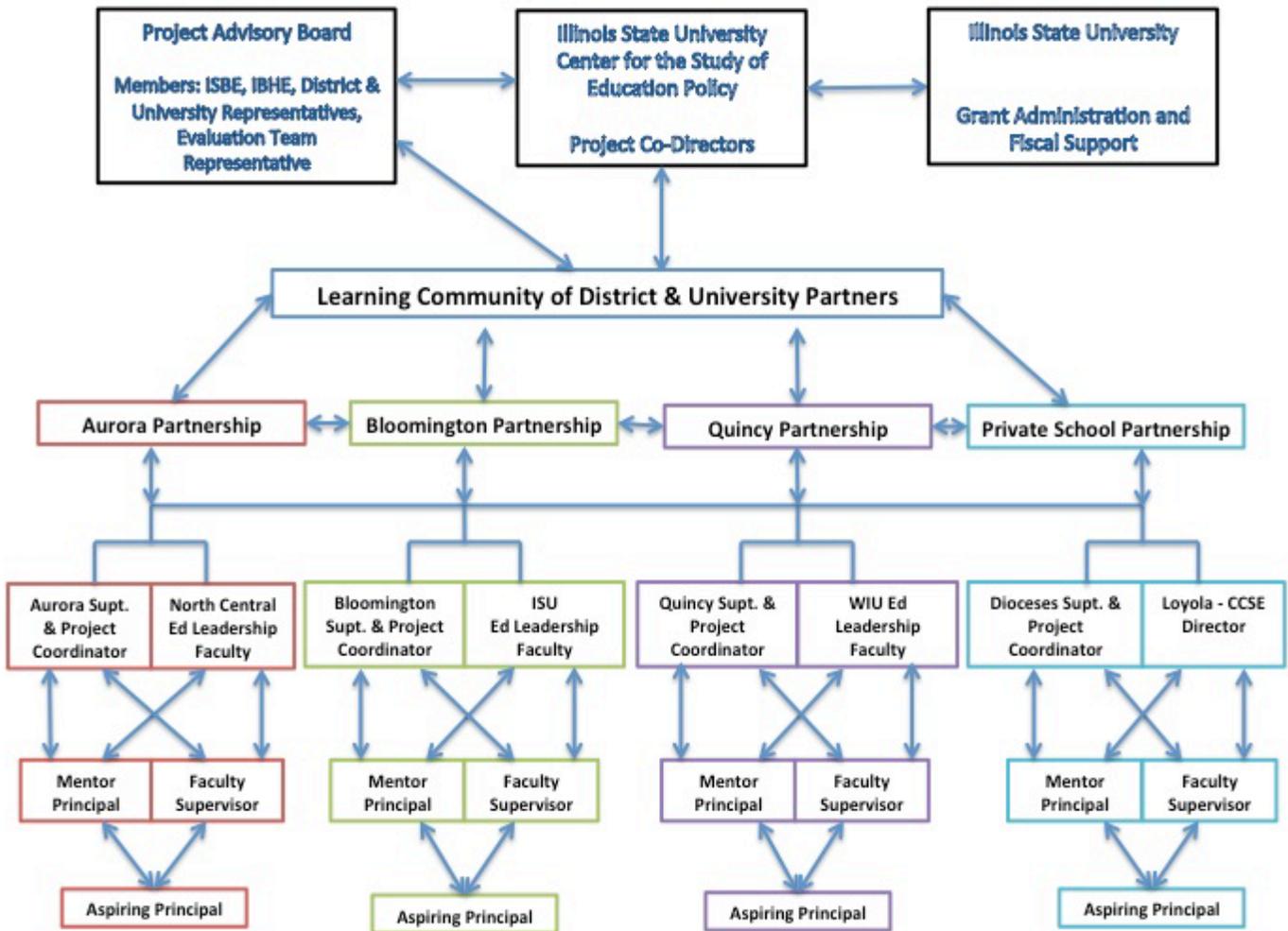
The IL-PART project’s management plan includes an overview of the management structure, personnel involved, key responsibilities, and an implementation plan with a schedule of activities, along with progress indicators. The overall project management structure is shown in Figure 2 below. In addition to this information, a detailed budget narrative is attached to this proposal, indicating how the federal funds will be allocated for each of the five years of the project. Each year’s budget is adequate to fully implement the proposed activities.

##### *Oversight, Key Personnel, Responsibilities and Time Commitments*

The project will be housed at the Center for the Study of Education Policy at IL State University. The **Co-Project Directors** will be responsible for project administration and fiscal

oversight; will supervise the project implementation at partnering organizations with assistance from **Partnerships Coordinators**; will coordinate data sharing with the **Evaluation Team**, and facilitate **Learning Community** and **Advisory Committee** meetings.

**Figure 2. Organizational Chart for the IL-PART Project**



*Personnel, Qualifications and Level of Involvement in the Project:*

Key project personnel have been selected for their professional experience, areas of expertise and commitment to project implementation. The key personnel have successful experience with large statewide and local grant projects. They are also familiar with the many challenges faced by high-need schools and districts. Key personnel are supported by in-kind support of all the partnering institutions.

**Project Co-Director** Dr. Erika Hunt is a senior policy analyst and researcher in CSEP. Hunt brings experience in state policy as a former staff member for Governor Jim Edgar, lobbyist, and state employee. Through her work in CSEP, Dr. Hunt has experience managing numerous statewide projects. Dr. Hunt has previously served as the Project Director of a \$6 million grant project funded by The Wallace Foundation that was responsible for legislation creating an advanced principal certification system in Illinois (Public Act 094-1039) that has since included over \$7 million in legislative funding. Her work with the Wallace Foundation grant was also responsible for the legislation (Public Act 096-0903) that led to the P-12 Principal Endorsement and the redesign of all principal preparation programs in the state. In 2009, Dr. Hunt was appointed by Illinois Governor, Pat Quinn, to serve on the IL P-20 Council and Co-Chair the Teacher and Leader Effectiveness Committee with Audrey Soglin, Executive Director of the Illinois Education Association. The P-20 Council was established by the IL General Assembly to foster collaboration among state agencies, education institutions, community groups, and the business community to collectively identify needed reforms to develop a seamless and sustainable statewide system of quality education and support. The work with the Teacher and Leader Effectiveness Committee has included making recommendations for improving teacher preparation in the state as well as the development of a state dashboard of indicators (tied to the state's longitudinal data system) to evaluate teacher and leadership preparation programs. As co-director on the IL-PART project, Dr. Hunt will be responsible for overall grant administration, including implementing the approved project plan and fiscal management of grant funds and facilitating the advisory board meetings. She will devote 50% of her time to this project. The other 50% of time is spent on other teacher and leadership effectiveness projects already housed in CSEP.

**Project Co-Director**, Alicia Haller, a former principal and district administrator, has extensive experience designing and delivering professional development programs for aspiring, novice and

veteran school principals. As the former head of the Office of Principal Preparation and Development at the Chicago Public Schools (CPS), she directed an annual department budget of over \$13 million. In that position, she also represented CPS on the IL School Leader Taskforce's internship committee where she provided input on the types of experiences aspiring principals are now required to complete during the clinical portion of new principal preparation programs. As a consultant to ISBE, she helped develop the application criteria and indicators for new programs to receive state approval. Previously, Ms. Haller worked at the Harvard Graduate School of Education, providing technical assistance to school districts around the country on developing strong university/school partnerships. For the IL-PART project, she will be responsible for managing partnership participation, compliance and cohesion with project implementation. She will devote 50% of her time to this project. The other 50% of her time will be spent on two projects: 1) assisting newly approved principal preparation programs develop program evaluations that inform the continuous improvement process, and 2) as a program evaluator for IBHE on a state-funded teacher preparation program aimed at increasing the diversity of the teacher workforce in Illinois.

The co-directors both have extensive project management experience and a proven track record of ensuring project completion on time and on budget. They will be assisted in the implementation and management of the project by a group of leaders from each of the partners in the project. A **Learning Community** that includes representatives from each of the partnering university and districts will be established to provide on-going development and support to partners, but will also provide a mechanism for sharing information on the progress of the project. Meetings of the Learning Community will be held quarterly to support program development and alignment with project goals. The platform will also be used to address and challenges that occur throughout the grant. At these meetings, the co-directors will present data and information on expected milestones and budget

expenditures, and the group will discuss any necessary course corrections. The meetings will primarily be focused on the continuous improvement process.

The co-directors and the evaluation team for the IL-PART project will be assisted by **4 Partnership Coordinators** located in each of the 3 partnering high-need districts and 1 located at the Center for Catholic School Effectiveness at Loyola University. These newly created positions are designed to facilitate the sharing of data and collaboration between the universities and the partnering high-need districts (or private schools located in high-need districts<sup>6</sup>) and provide coordination and oversight for the placement of aspiring principals in appropriate schools to complete their internship. These positions will be funded throughout the life of the grant and will ensure that districts and universities provide the external research team from AIR with data necessary to complete the program evaluation. In order for partnering districts to develop and maximize the impact of a robust university/district partnership, it is essential that the position both coordinate the work of this grant while also address the specific needs of the district. (See Appendix K for job descriptions)

In addition to the positions listed above, partnering districts and universities have pledged in-kind contributions of time and resources to support this project. Each university partner has identified a **faculty representative** and each district has identified a **district supervisor** for the partnership coordinators. (In Appendix L you will find Letters of Support from: the Superintendents of the three partnering high-need LEAs; the Deans of the Colleges of Education from the three university partners; Superintendents from the Offices of Catholic Schools in the areas of the partnering high-need districts, and from the Center for Catholic School Effectiveness at Loyola University). Also attached in Appendix L are Letters of Support from the State Superintendent of Illinois, the Executive Director of

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<sup>6</sup> The DOE requirement that private schools be involved in any School Leadership Program design was met by the proposed project through a partnership between the Dioceses in the partnering high-need areas and the Center for Catholic School Effectiveness (CCSE). The Superintendents from the 2 partnering Offices of Catholic Schools and officials from CCSE were involved in the design of the proposed project and will be a partner if the project is awarded a SLP grant. Appendix E includes a detailed description of the private school participation component of this project.

IBHE, and the Regional Superintendent of DuPage County, all of whom are familiar with the quality of work conducted by CSEP. Finally, in an effort to engage policy-makers in early discussions involving the implementation of newly created principal preparation programs, the project will convene an **Advisory Committee** designed to provide input and insight on the project as it progresses and develop strategies for using work from this project and its results to inform other state policies. Representatives from ISBE and IBHE along with a representative from the AIR evaluation team, partnering superintendents and faculty representatives will meet at least once per year, to review data, discuss plans for continuous improvement, and discuss strategies in which this grant informs the work of all principal preparation programs in Illinois. In addition, representatives from the IL Principals Association, the IL Council for Professors of Education Administration, IL Education Association, IL School Administrators Association, IL Association of School Boards, Advance Illinois, state representatives, and the Governor’s Office will also be invited to participate in these meetings.

In Table 5 below, please find a brief summary of the key personnel that will contribute to the IL-PART project. (Appendix M includes full resumes for project contributors listed in the table)

**TABLE 5: IL Partnerships Advancing Rigorous Training Project Management**

<b>Project Key Personnel</b>				
<b>Name:</b>	<b>Title/ Organization:</b>	<b>Background:</b>	<b>Time/ funding:</b>	<b>Role in Project:</b>
Erika Hunt	Project Co-Director: IL State University	Member of the IL P-20 Council; Member of the IL School Leader Taskforce; PhD in Ed Org. and Leadership	0.75 FTE Project	Provide leadership, planning, and administrative oversight to the project, including facilitating the advisory committee meetings.
Alicia Haller	Project Co-Director: IL State University	Former principal; previous chief officer of principal preparation for CPS; CAS in Human Development & Psychology	0.5 FTE Project	Provide leadership, planning and oversight to the project, including managing the partnership and ensuring project compliance and cohesion
Clerical	Mindy Bolin	In year 1, position will be in-kind contribution, and funded by the project in years 2-5	1.0 FTE In-kind & Project	Provide clerical (i.e., managing meetings, annual symposia, and meetings of the advisory committee.

<b>Partnerships Key Personnel</b>				
<b>Name:</b>	<b>Title/Organ:</b>	<b>Background:</b>	<b>Time:</b>	<b>Role in Project</b>
Kristine Servais	Faculty: North Central College	Former principal; Associate professor and graduate coordinator; EdD in Leadership	0.15 FTE In-kind	Coordinate the university's participation in the project
Carol Webb	Faculty: Western IL University	Asst. Dept. Chair and Asst. Professor; former Superintendent; PhD In Ed Administration	0.15 FTE In-kind	Coordinate the university's participation in the project
Brad Hutchinson	Faculty: IL State University	Former superintendent and principal; program coordinator	0.15 FTE In-kind	Coordinate university's participation in the project
Mike Boyle	Assistant Director: Loyola CCSE	Former Catholic school principal and licensed school psychologist;	0.30 FTE In-kind	Manage CCSE participation in the project
TBD	Project Coordinator: Aurora (East), District 131	Experience as a school principal or district administrator; previous experience in prof. dev.	1.0 FTE Project	Ensure project coordination and compliance within the partnership
TBD	Project Coordinator: Bloomington, District 87	Experience as a school principal or district administrator; previous experience in prof. dev	1.0 FTE Project	Ensure project coordination and compliance within the partnership
TBD	Project Coordinator: Quincy, District 172	Experience as a school principal or district administrator; previous experience in prof. dev	1.0 FTE Project	Ensure project coordination and compliance within the partnership
TBD	Project Coordinator: CCSE	Experience as a school principal or district administrator; previous experience in prof. dev	1.0 FTE Project	Ensure project coordination and compliance within the partnership
<b>Evaluation - Key Personnel</b>				
<b>Name:</b>	<b>Title:</b>	<b>Background</b>	<b>Time:</b>	<b>Responsibilities:</b>
Matt Clifford	Sr. Research Scientist: AIR	Lead researcher for several leadership publications PhD in Ed. Policy	Project	Lead evaluator for the project
Melissa Brown-Sims	Researcher: AIR	Oversees AIR's work in 28 US DOE Teacher Incentive Fund grants	Project	Leads the development and administration of data collection protocols
Alok Bhupatkar	Researcher: AIR	PhD in Industrial and Organizational Psych	Project	Research Support
Erika Morral	Researcher: AIR	PhD in Industrial and Organizational Psych	Project	Research Support
Jennifer Kregor	Reseacher: AIR	MS in Ed Policy	Project	Research Support

<b>IL-PART Advisory Committee<sup>7</sup></b>				
<b>Name:</b>	<b>Title:</b>	<b>Background</b>	<b>Time:</b>	<b>Role in Project</b>
Debbie Meisner-Bertauski	Assoc. Dir. of Academic Affairs; IBHE	Member of the School Leader Taskforce; Dir. IL Teacher Quality Enhancement; MS in Ed.	In-kind	Provide insight and counsel to the directors and partners
Vicki Phillips	Division Admin.: ISBE	Former principal, Ed.Sp. in Ed. Admin.	In-kind	Provide insight and counsel to the directors and partners
Linda Lyman	Faculty: IL State University	Prof. in Ed Admin; PhD in Admin. and Curriculum	In-kind	Provide insight and counsel to the directors and partners
Barry Reilly	Superintendent: Bloomington	Former principal and asst. supt. of human resources; EdD in Ed. Admin.	In-kind	Provide insight and counsel to the directors and partners
Kristine Servais	Faculty: North Central College	Former principal; Associate professor and graduate coordinator EdD in Ed. Leadership	In-kind	Provide insight and counsel to the directors and partners
Jerome Roberts	Superintendent: Aurora (East)	Former East Aurora principal; EdD in education leadership	In-kind	Provide insight and counsel to the directors and partners
Carol Webb	Faculty: Western IL University	Asst. Dept. Chair and Asst. Prof.; former Superintendent; PhD In Ed Administration	In-kind	Provide insight and counsel to the directors and partners
Steven Cobb	Superintendent: Quincy	Former principal, asst. supt. and chief operations officer; Ed. Sp. in Ed. Admin.	In-kind	Provide insight and counsel to the directors and partners
Mike Boyle	Assist. Director: Loyola Univ. CCSE	Former Catholic school principal and licensed school psychologist;	In-kind	Provide insight and counsel to the directors and partners
Michael Kagan	Superintendent: Office of Catholic Schools-Rockford	Former Catholic school principal	In-kind	Provide insight and counsel to the directors and partners
Sharon Weiss	Superintendent: Office of Catholic Schools - Peoria	Former Principal and US DOE Blue Ribbon School Award Recipient; EdD in Ed Administration	In-kind	Provide insight and counsel to the directors and partners
Matt Clifford	Lead Evaluator: AIR	Lead evaluator on the IL-PART program evaluation	In-kind	Provide insight and counsel to the directors and partners

<sup>7</sup> Representatives from the education organizations listed earlier (e.g., IPA, ICPEA, Advance IL, legislators, etc.) will also be invited to participate with the IL-PART Advisory Committee but are not included on this table because a formal invitation had not yet been extended.

*Timeline and Milestones for the IL-PART Project:*

Listed below, in Table 6 is the proposed timeline of activities, expected outcomes and milestones for the 5 years of the award. Activities are aligned to the aforementioned goals of the IL-PART project and the required GPRA indicators are listed at the end.

**Table 6: Goals, Objectives, Timeline and Milestones**

<b>Goal 1: Prepare highly qualified school principals for high-need districts</b>						
<b>Objectives:</b>	<b>Yr 1</b>	<b>Yr 2</b>	<b>Yr 3</b>	<b>Yr 4</b>	<b>Yr 5</b>	<b>Expected Outcomes:</b>
Establish a pool of highly qualified school leadership candidates that are able to respond to partner district needs and fill projected principal and assistant principal vacancies		X	X	X	X	<ul style="list-style-type: none"> <li>• 95% of candidates in the new principal preparation programs successfully complete the state mandated training on teacher performance evaluations;</li> <li>• 100% of partnering mentor principals will complete supervision training;</li> <li>• A minimum of 50% of aspiring principals will complete a full semester, full-time internship component and the remainder will complete the traditional internship;</li> <li>• 100% of program completers will demonstrate growth in knowledge and skills as a result of participating in the program (as demonstrated by scores on a pre and post assessment);</li> <li>• 90% of program completers will pass the required state licensing exam;</li> <li>• 75% of partner program completers will secure school leadership positions within 12 months of completing the program;</li> <li>• 70% of those that secure principal or assistant principal positions will remain in those positions for at least 2 years.</li> </ul>
Provide intensive school based learning opportunities for aspiring principals	X	X	X			
Provide mentor principals and faculty supervisors with training so that they provide rich learning experiences for principal interns focused on school improvement efforts	X	X	X			
Assess differences between different internship models (traditional/business as usual vs. full-time, full semester/immersion) to determine if there statistically significant differences in outcomes	X	X	X	X	X	
						<p><b>Milestones:</b>            Placement of aspiring principals in the 2 internship models in years 1-3; preliminary report of evaluation findings in year 3; Track placement of program graduates into principal and assistant principal positions in years 1-5; focus on principal selection and induction support in years 3-5; track performance evaluation data for program graduates in years 3-5; and final evaluation report completed in year 5.</p>

<b>Goal 2: Develop highly effective partnerships between universities and high-need districts</b>						
<b>Objectives:</b>	<b>Yr 1</b>	<b>Yr 2</b>	<b>Yr 3</b>	<b>Yr 4</b>	<b>Yr 5</b>	<b>Expected Outcomes:</b>
Support high-need districts by placing principal interns in targeted schools identified by the partner districts.	X	X	X	X	X	<ul style="list-style-type: none"> <li>• 100% of partnerships will participate in a Learning Community.</li> <li>• 100% of participating districts establish policies and procedures for identifying internships sites with effective supervision.</li> <li>• 100% of participating principal preparation programs and districts have collaborated in developing standardized training for mentor principals and faculty supervisors</li> <li>• 100% of participating districts have procedures in place to ensure adequate learning experiences for principal interns and universities have processes for capturing evidence of performance</li> <li>• 100% of participating universities will align performance-based assessments with the District’s principal evaluation system;</li> <li>• All program participants will establish a formal data-sharing plan that allows for on-going analysis and program improvement</li> <li>• 100% of schools in high-need LEAs that host principal interns will receive resources earmarked for school improvement efforts.</li> </ul> <p><b>Milestones:</b> Partnerships determine mechanism for capturing performance data for principal interns in year 1; Best practices identified and adopted by districts around selection and support for internship sites in year 1; Partnerships develop standardized training for mentor principals and faculty supervisors across placement sites by beginning of year 2; By year 3, performance data will be aligned to the district's performance evaluation system to inform future development plans Formal data sharing plans between districts and university partners will be established by year 2 and be in effect through the life of the grant.</p>
Identify specific structures and mechanisms that strengthen the partnership between the university and the district that lead to improved outcomes.	X	X	X	X	X	
Support partnership development between the university and the district by staffing a position devoted to facilitating the sharing of information, standardizing the placement and supervision of principal interns and managing the data collection requirements that will be used in the continuous improvement process.	X	X	X	X	X	
Design network and development opportunities for various roles involved in the partnership (faculty supervisors, mentor principals, district/university involved in the partnership, etc.)	X	X	X	X	X	
Focus the work of the work of the Learning Community on continuously improving the structures and processes aimed at increasing principal knowledge, skills and abilities that positively impact student growth.	X	X	X	X	X	
Provide incentives and opportunities for successful veteran principals to become mentors to aspiring principals in partner programs	X	X	X	X	X	

<b>Goal 3: Dissemination of evaluation findings and identified emerging best practices</b>						
<b>Objectives:</b>	<b>Yr 1</b>	<b>Yr 2</b>	<b>Yr 3</b>	<b>Yr 4</b>	<b>Yr 5</b>	<b>Expected Outcomes:</b>
Identify and share evidence of elements, structures and mechanisms that promote effective principal preparation	X	X	X	X	X	<ul style="list-style-type: none"> <li>• A minimum of 90% of principal interns, mentor principals and faculty supervisors participate in the project evaluation;</li> <li>• Mid project statewide meetings;</li> <li>• Convening end of grant symposium;</li> <li>• Develop a website sharing tools &amp; practices;</li> <li>• Prepare report to key policy-makers (IL Gen Assembly, IL P-20 Council, ISBE, IL Dean's Council, etc.) and Governor's Budgeting for Results Forum</li> <li>• Publications in peer reviewed journal and presentations at conferences (e.g. AERA, UCEA, IL Triple I Conference - joint conference held between school board, principal, and superintendents associations).</li> </ul> <p><b>Milestones:</b> A statewide symposium on principal preparation will be held in year 5 to disseminate information on identified best practices; Preliminary report completed in year 3 will be shared at a statewide meeting and through other statewide forums from year 3-5; the evaluation final report will be shared with stakeholders and policy makers in year 5.</p>
Disseminate information on emerging best practices in principal preparation, placement, support and retention at local, state and national conferences.		X	X	X	X	
Disseminate empirical evidence of any statistically significant difference in outcomes among the different models of clinical experiences in principal preparation (traditional/business as usual internship vs. full-time, full semester/immersion internship)			X	X	X	
Inform IL policy with regard to requirements involving the clinical/internship portion of a principal preparation program.		X	X	X	X	
<b>GPRA Measures: Required of all School Leadership Program Grantees</b>						
<b>Objectives:</b>	<b>Yr 1</b>	<b>Yr 2</b>	<b>Yr 3</b>	<b>Yr 4</b>	<b>Yr 5</b>	<b>Success Measures:</b>
The percentage of program graduates who are certified to become a principal or asst. prin.	X	X	X	X	X	The percentage of program completers (regardless of internship model completed) that earn a principal endorsement
The percentage of program graduates who are certified and are hired as a principal or assistant principal in a high-need LEA.	X	X	X	X	X	The percentage of program completers from all participating principal preparation programs that receive principal endorsements and are hired by any high-need LEA
The percentage of program graduates certified through the program who are hired as a principal or assistant principal in a high-need LEA and who remain in that position for at least two years.	X	X	X	X	X	The percentage of program completes from participating principal prep. programs that receive principal endorsements and are hired by any high-need LEA and who remain in that position for at least two years (or are promoted from asst. principal to principal during that time.)

<b>GPRA Measures: Required of all School Leadership Program Grantees</b>						
<b>Objectives:</b>	<b>Yr 1</b>	<b>Yr 2</b>	<b>Yr 3</b>	<b>Yr 4</b>	<b>Yr 5</b>	<b>Success Measures:</b>
The percentage of principals and assistant principal who completed the SLP-funded professional development program and whose schools demonstrate positive change, no change or negative change based on pre- and post-school site measures, of which one measure must include, if available, student growth.	X	X	X	X	X	As part of a research study funded by this proposal, this performance measure will be indicated with two different categories: 1) growth outcomes for each school impacted by aspiring principals in their internship phase; and 2) growth outcomes for each school impacted by program graduates that are hired into principal or assistant principal positions (including both non-high-need and high-need LEAs)
The percentage of program graduates who are rated “effective” or “highly effective” as measured by a U.S. Department of Education program approved evaluation system, if available.	X	X	X	X	X	The IL General Assembly passed the Performance Evaluation Reform Act in 2011, which included a US DOE approved evaluation system. As part of a research study funded by this proposal, this performance measure will include the percentage of program graduates that that are rated effective or highly effective.

*Procedures for Feedback and Continuous Improvement*

As shown previously in the conceptual design in Figure 1 and throughout the proposal, the IL-PART project is carefully designed to routinely collect qualitative and quantitative data on individual and program performance. The centrality of the data collection and analysis process is intentionally designed to provide each of the partnerships with the type of information they need to inform the continuous improvement process within each partnership. In addition, the IL-PART Advisory Committee will regularly review and discuss project data as a standing item on their meeting agenda. The Committee will make recommendations to the Project Directors and partners for IL-PART project improvements.

Data will be collected and analyzed on each cohort as they progress through the principal preparation program. Upon completion of the program, further data will be collected and analyzed; including the candidates’ ability to meet both state certification requirements and be hired into principal or assistant principal positions. Finally, performance evaluation data will provide evidence of

impact. The new Illinois Educator Performance Evaluation Reform Act, requiring districts to link multiple measures of student growth to principal performance evaluations, will provide ample feedback to the district/university partnerships on how well they are preparing principal candidates for improving student outcomes.