

**A. Quality of the project design (45 points)**

***1. The extent to which the goals, objectives, and outcomes to be achieved are clearly specified and measurable***

Western Michigan University (WMU) and 14 eligible, high-need public school districts in Michigan propose to conduct the *Achievement-Centered Leadership Program for Practicing and Aspiring Principals* to work with 60 pairs of practicing and aspiring principals (each pair from the same school, with a total of 120 participants) over the five-year period. The program focuses on the development of instructional leadership and management skills that support instruction aligned to college and career-ready standards, as sought by the RFP. The *Achievement-Centered Leadership Program* will engage practicing and aspiring principals from high-need districts in the learning and application of core leadership practices associated with the six dimensions of principal leadership that are empirically related to higher student achievement. The six dimensions are based on extensive empirical search. The learning and practice of school leadership is based on a model of adult learning and professional development, including knowing what is important and why, how to do it, what to look for as to results, and how to make adjustments.

The goals, objectives, and outcomes of the proposed project have a solid logical model that consists of two major components. *The first component* is the six dimensions of leadership practices of school principalship that are empirically associated with improving student achievement through increasing the support of focused instruction, thus increasing the capacity of schools to meet college- and career-ready standards. As the literature review will indicate in the following, the proposed project focuses on the core practices of principalship that are significantly related to changes in instruction and instructional capacity that research indicates are associated with enhanced student achievement (Waters, Marzano & McNulty, 2005; Wahlstrom, Seashore-Louis, Leithwood & Anderson, 2010). *The second component* of the logical model is

the theory of learning and practice for adults in a complex organization. Also based on the literature, the learning activities for participants range from knowing what is important and why (experiential), to what to do (declarative), to how to do it (procedural), to when to do it (contextual), and to what to look for as to results and how to make adjustments (evidential) (adapted from Waters, Marzano, & McNulty, 2003).

***The first component of the logical model for Achievement-Centered Leadership***

***Program: The Six Dimensions as the Content.*** The proposed program is based on current knowledge from research and effective practice. It focuses on developing skill, knowledge, and experience in 12 key leadership practices that are part of the six dimensions of principal leadership that are empirically related to higher student achievement. Principals, particularly those in high-need schools, face intensive pressure to raise student achievement. It has been increasingly argued that the main responsibility of school leadership is the improvement of teaching and student learning (cited in Spillane, 2003).

Principals make a difference in student learning (e.g., Bossert, Dwyer, Rowan, & Lee, 1982; Goldring & Pasternak, 1994; Hallinger & Heck, 1996; Heck, Larson, & Marcoulides, 1990; Heck & Marcoulides, 1992; Knuth & Banks, 2006; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Marcoulides & Heck, 1993; Marzano, Water, & McNulty, 2005; Owings, Kaplan, & Nunnery, 2005; Waters & Kingston, 2005). However, it is fair to say that one shortcoming of the current paradigm of principal preparation is that the focus is more on general leadership characteristics and management functions than on leadership behaviors related to student achievement. Based on Marzano's study of balanced leadership, the recent findings of the Wallace Foundations's Leadership Project, more than 30 additional high-quality studies, and our own 5-million-dollar projects funded by the US Department of Education and The Wallace Foundation, we will use the lessons learned from our earlier intervention programs to work with

participants on six key dimensions of principal leadership that are empirically related to higher student achievement (Table 1) in our *Achievement-Centered Leadership Development Program*.

**Table 1. Research Base for the Six Dimensions of Achievement-Centered Principal Leadership That Are Empirically Associated With Increased Student Achievement (the First Component of the Logic Model for the Proposed Project)**

<b>Dimensions and Practices of Achievement-Centered Leadership</b>	<b>Elements in Marzano’s Balanced Leadership</b>	<b>Elements in Other Research</b>
<p>1. <b>Engage in data-informed decision-making</b></p> <p>1.1 Intersect student/community background, school process, and achievement data</p> <p>1.2 Permeate data-informed decision-making throughout the school renewal process</p>	<p>Monitors/ Evaluates</p> <p>Situational awareness</p>	<ul style="list-style-type: none"> <li>• Confirmed pathways linking data-informed decision-making to school process to student achievement (Shen et al., under review)</li> <li>• The practice of teachers; student opportunity to learn; academic learning time (Hallinger &amp; Heck 1996)</li> <li>• Supervising and evaluating the curriculum (Witziers, Bosker, &amp; Kruger, 2003)</li> <li>• Information collection (Celio &amp; Havey, 2005; Leithwood &amp; Jantzi, 1999; Shen &amp; Cooley, 2008; Shen et al. 2012)</li> <li>• Organizational learning (Mark, Louis, &amp; Printy, 2000).</li> </ul>
<p>2. <b>Manage safe and orderly school operations</b></p> <p>2.1 Develop a safe and orderly school environment</p> <p>2.2 Manage the budget, facilities and staff in alignment with the vision</p>	<p>Order</p> <p>Communication</p> <p>Discipline</p>	<ul style="list-style-type: none"> <li>• Consistent positive effect of “organization management” (Grissom &amp; Loeb, 2011)</li> <li>• Safe and orderly school environment; positive and supportive school climate; communication and interaction; interpersonal support (Cotton, 2003)</li> <li>• Governance (Heck, 1992; Heck &amp; Marcoulides, 1993)</li> <li>• Planning; structure and organization (Leithwood &amp; Jantzi, 1999)</li> <li>• Minimize classroom disruptions (Sebring &amp; Bryk, 2000)</li> </ul>
<p>3. <b>Develop teacher leaders</b></p>	<p>Resources</p>	<ul style="list-style-type: none"> <li>• Shared leadership between principals-teachers increases teachers’ professional community and use of instructional practices that are strongly associated with student achievement</li> </ul>

<p>3.1 Evaluate and support teachers via individualized professional development</p> <p>3.2 Practice distributive leadership</p>	<p>Contingent reward</p> <p>Relationship Input</p>	<p>(Seashore-Louis, et.al., 2010)</p> <ul style="list-style-type: none"> <li>• Collective and “shared” leadership (Leithwood &amp; Seashore-Louis, 2011)</li> <li>• Distributive leadership (Heck &amp; Hallinger, (2009; Spillane, 2012)</li> <li>• Cultivating teacher leadership for school improvement; shared instructional leadership (Marks &amp; Printy, 2003)</li> <li>• Instructional leadership; classroom observation and feedback to teachers (Cotton, 2003)</li> <li>• The practice of teachers; student opportunity to learn; academic learning time (Hallinger &amp; Heck 1996)</li> <li>• Promoting school improvement and professional development (Witziers, Bosker, &amp; Kruger, 2003)</li> <li>• Teacher empowerment (Louis &amp; Marks, 1997)</li> <li>• Professional community (Louis, Marks, Kruse, 1996; Marks &amp; Louis, 1997; Spillane, Shalveson, &amp; Diamond, 2001)</li> <li>• Social trust (Sebring &amp; Bryk, 2000)</li> <li>• Shared leadership and staff empowerment; visibility and accessibility; teacher autonomy; support for risk taking; professional opportunities and resources (Cotton, 2003)</li> </ul>
<p><b>4. Redesign the organization</b></p> <p>4.1 Strengthen internal (among teachers) and external (school-community) collaborations</p> <p>4.2 Restructure school to facilitate and support the teaching and learning of college- and career-ready academic standards</p>	<p>Outreach</p> <p>Culture</p> <p>Focus</p> <p>Flexibility</p>	<ul style="list-style-type: none"> <li>• Professional community influences student achievement through school climate that encourages additional levels of student effort (Seashore-Louis, et. al. 2010)</li> <li>• Goals focused on high levels of student learning; community outreach (Cotton, 2003)</li> <li>• Climate (Digiorgio, 2008; Heck, 1992; O'Donnell &amp; White, 2005)</li> <li>• Leadership of parents is positively associated with student achievement (Pounder, 1995)</li> <li>• School mission, teacher expectation, school culture (Hallinger &amp; Heck 1996)</li> <li>• Defining and communicating mission; achievement orientation (O'Donnell &amp; White, 2005; Witziers, Bosker, &amp; Kruger, 2003)</li> <li>• Culture (Leithwood &amp; Jantzi, 1999)</li> <li>• Collective efficacy (Goddard, 2001; Goddard, Hoy, &amp; Hoy, 2000; Manthey, 2006)</li> <li>• Collective responsibility (Lee &amp; Smith, 1996)</li> </ul>

		<ul style="list-style-type: none"> <li>• Culturally relevant pedagogy (Boykin &amp; Cunningham, 2001; Dill &amp; Boykin, 2000; Ladson-Billings, 1994, 1995a, 1995b, 1998)</li> </ul>
<p><b>5. Establish a coherent and rigorous instructional program</b></p> <p>5.1 Develop coherent and rigorous curriculum in the school</p> <p>5.2 Implement real-time and embedded assessment system</p>	<p>Curriculum, instruction, assessment (Involvement)</p> <p>Knowledge of curriculum, instruction, and assessment</p> <p>Intellectual stimulation</p>	<ul style="list-style-type: none"> <li>• Instructional climate and action (Leithwood &amp; Seashore-Louis, 2011)</li> <li>• Instructional leadership; classroom observation and feedback to teachers (Cotton, 2003)</li> <li>• Instructional organization (Hallinger &amp; Heck 1996; Heck, 1992; Heck &amp; Marcoulides, 1993)</li> <li>• The integration of transformational and shared instructional leadership (Marks &amp; Printy, 2003)</li> <li>• Monitoring student progress (Witziers, Bosker, &amp; Kruger, 2003)</li> <li>• Instructional program coherence (Newmann, Smith, Allensworth, &amp; Bryk, 2001)</li> </ul>
<p><b>6. Lead the continuous school renewal</b></p> <p>6.1 Develop high performance expectations for the principal, staff and students</p> <p>6.2 Maintain passions and commitment for school renewal</p>	<p>Affirmation</p> <p>Change agent</p> <p>Optimizer</p> <p>Visibility</p> <p>Ideals/beliefs</p>	<ul style="list-style-type: none"> <li>• Teacher motivation correlated with student achievement (Seashore-Louis, Leithwood, Wahlstrom &amp; Anderson, 2010).</li> <li>• Situational approach to leadership (Leithwood &amp; Seashore-Louis, 2011)</li> <li>• Self-efficacy (Smith, Guarino, Strom, &amp; Adams, 2006), self-confidence, responsibility, and perseverance; rituals, ceremonies, and other symbolic actions (Cotton, 2003)</li> <li>• Principal leadership makes a difference when influencing internal school process such as school policies and norms, the practices of teachers, and school goals (Crum &amp; Sherman, 2008; Hallinger &amp; Heck, 1996)</li> <li>• The integration of transformational and shared instructional leadership (Marks &amp; Printy, 2003)</li> <li>• Visibility (Witziers, Bosker, &amp; Kruger, 2003)</li> <li>• Purposes and goals (Leithwood &amp; Jantzi, 1999)</li> <li>• Encouraging teachers to take risks and try new teaching methods (Sebring &amp; Bryk, 2000)</li> <li>• High expectations of students (Cotton, 2003)</li> </ul>

The content provided in Table 1 illustrates that the six dimensions that form the first component of the logical model of the *Achievement-Centered Leadership Program* represent current knowledge from research and best practices. The six dimensions of achievement-centered principal leadership are based on three primary streams of research. The first stream includes large-scale meta-analyses, such as those by Marzano, Waters, and McNulty (2005) and Cotton (2003). These are quality syntheses of the literature on the relationship between principal leadership and student achievement. A second stream of research stems from the substantive studies on leadership's influences on student achievement conducted by the researchers Kenneth Leithwood, Karen Seashore-Louis, Stephen Anderson, and K. Wahlstrom (2004, 2010, 2011) for the Wallace Foundation. The third stream of literature includes those influential studies that were not included in the meta-analyses. We included research ideas such as the integration of transformational and shared instructional leadership (Marks & Printy, 2003), collective efficacy (Goddard, 2001; Goddard, Hoy, & Hoy, 2000; Manthey, 2006), collective responsibility (Lee & Smith), culturally relevant pedagogy (Boykin & Cummingham, 2001; Dill & Boykin, 2000; Kadson-Billings, 1994, 1995a, 1995b, 1998), instructional program coherence (Newmann, Smith, Allensworth, & Bryk, 2001), professional community (Louis, Marks, & Kruse, 1996; Marks & Louis, 1997), social trust (Sebring & Bryk, 2000), organizational learning (Mark, Louis, & Printy, 2000), organization management (Grissman & Loeb, 2012), distributive leadership (Heck & Hallinger, 2009; Spillane, 2011), and collective and shared leadership (Leithwood et al., 2011). By utilizing the research findings from the empirical studies, the developed program reflects comprehensive, up-to-date knowledge from research and effective practice.

***The second component of the logical for Achievement-Centered Leadership Program:  
The five-level-of-learning process to engage practicing and aspiring principals in school  
renewal in a complex system.*** In the foregoing, we discussed the six modules as the content for the

***Achievement-Centered Leadership Program.*** In this section, we will discuss the five-level-of-learning process to conduct the learning activities, which is the second element of the logical model for the proposed project. The following table illustrates how we intend to conduct the program.

**Table 2. Levels of Learning: A Seamless, Actions-oriented Approach (the Second Element of the Logical Model for the Proposed Project)**

<b>Five Levels of Learning</b>	<b>2.5 Days of Training for Each Module</b>	<b>Mentoring and Developing the Renewal Activities with Stakeholders</b>	<b>Mentoring and Implementing the Renewal Activities with stakeholders</b>	<b>Learning &amp; Sharing</b>
Experiential (knowing what is important and why)	<b>X</b>			
Declarative (knowing what to do)	<b>X</b>			
Procedural (knowing how to do it)		<b>X</b>	<b>X</b>	
Contextual (knowing when to do it)			<b>X</b>	
Evidential (knowing what to look for as to results and how to make adjustments)				<b>X</b>

As will be discussed in the detail later, there will be four major groups of learning activities for the participants. First, each participant will participate in a two-and-a-half-day workshop for each of the six dimensions of principal leadership (each workshop is a distinct module focusing on one leadership dimension). The workshops will take into account the theories of adult learning. Second, as an extension of each workshop, each pair of practicing and aspiring principals (from the same school), together with a mentor and the school’s stakeholders, will examine and reflect upon

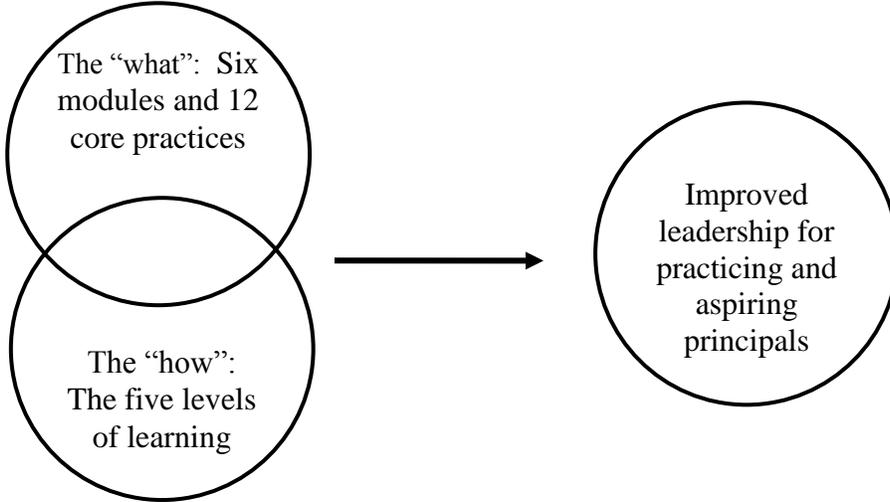
the practice of that leadership dimension in the school. The pair of practicing and aspiring principals will then develop at least one renewal activity related to each dimension. For example, as related to the module on *data-informed decision making*, a pair of practicing and aspiring principal might begin or modify the use of data while observing teachers as part of the instructional supervision and evaluation process. Depending on the current status of the school in relation to data-informed decision-making, they may develop renewal activities on “data walls,” “data meetings,” “data teams,” “data intersections,” and “data dash board for the school”. Third, based on the development in the previous point, the pair of practicing and aspiring principals will implement, in partnership with the school’s stakeholders and the mentor, at least one renewal activity for each of the six modules. Finally, the participants, the project staff, and mentors will form a learning community, sharing and reflecting upon their thinking and actions.

As illustrated in Table 2 and the four learning activities discussed in the previous paragraph, the continuum of four major learning activities differs from the usual practice of professional development. First, the proposed activities focus on knowledge and skills at different levels, ranging from (a) *experiential*, to (b) *declarative*, (c) *procedural*, (d) *contextual*, and (e) *evidential*. Second, the proposed activities are action-oriented and job-embedded. With the support of a mentor, the school’s stakeholders and the project staff, each pair of practicing and aspiring principals will plan and actually implement renewal activities in their own school. Third, the proposed activities are results-oriented. Working with the participants, the evaluation component of the project will investigate the outcome of renewal activities participants choose to implement.

In summary, there are two elements of the logical model for the proposed project, with a purpose to connect the content (“what”) with the process (“how”) so that the proposed project will make its impact on practicing and aspiring principals, teachers and schools, and ultimately

students. The following is a schematic presentation of the logical model of the project (Figure 1). A fully developed logic model will be presented in the next section on project evaluation.

**Figure 1. A Schematic Presentation of the Logical Model of the Project**



***Details of the Proposed Project***

As an operation of the two elements of the logical model, we will discuss in the following, the details of the proposed project.

***Specified and Measurable Goals, Objectives and Outcomes of the Project.*** Please see the following.

**Table 3. Specified Goals of the Project**

<b>Dimensions and Practices of Proposed Program</b>	<b>Goals</b>
<p><b>1. Engage in data-informed decision-making</b>                      1.1 Intersect student/community background, school process, and achievement data                      1.2 Permeate data-informed decision-making throughout the school renewal process</p>	<ul style="list-style-type: none"> <li>• Develop a system to collect major streams of data on topics such as student achievement, instructional practice, and parent engagement</li> <li>• Know the status of school goals and initiatives based on data</li> <li>• Able to analyze data and initiate first-order and second-order renewal activities</li> <li>• Able to evaluate the impact of the renewal activities</li> </ul>

<p><b>2. Manage safe and orderly school operations</b></p> <p>2.1 Develop a safe and orderly school environment</p> <p>2.2 Manage the budget, facilities and staff in alignment with the vision</p>	<ul style="list-style-type: none"> <li>• Develop and adhere to standard operating procedures</li> <li>• Allocate and manage resources in ways consistent with the school vision and goals</li> <li>• Reduce factors that detracts teachers from their teaching</li> <li>• Develop a positive and supportive school climate</li> </ul>
<p><b>3. Develop teacher leaders</b></p> <p>3.1 Evaluate and support teachers via individualized professional development</p> <p>3.2 Practice distributive leadership</p>	<ul style="list-style-type: none"> <li>• Facilitate teacher growth via effective adoption of state teacher evaluation process</li> <li>• Engage teachers in decision making and leadership</li> <li>• Establish school leadership teams</li> <li>• Secure sufficient resources for teachers’ professional growth</li> </ul>
<p><b>4. Redesign the organization</b></p> <p>4.1 Strengthen internal (among teachers) and external (school-community) collaborations</p> <p>4.2 Restructure school to facilitate and support the teaching and learning of college- and career-ready academic standards</p>	<ul style="list-style-type: none"> <li>• Develop opportunities and processes for parent leadership and input</li> <li>• Build professional community and collective leadership through faculty and parent leadership teams</li> <li>• Ensure the coherence among various renewal initiatives in school</li> <li>• Revise systems, processes, and policies based on evaluation of system barriers to success</li> </ul>
<p><b>5. Establish a coherent and rigorous instructional program</b></p> <p>5.1 Develop coherent and rigorous curriculum in the school</p> <p>5.2 Implement real-time and embedded assessment system</p>	<ul style="list-style-type: none"> <li>• Be actively involved in curriculum-related activities</li> <li>• Work with teachers to align the standards and curriculum</li> <li>• Establish a formative assessment system consistent with the curriculum and the state’s accountability measures</li> <li>• Facilitate teachers’ use of formative assessment data in key subjects for diagnostic purpose</li> </ul>
<p><b>6. Lead continuous school renewal</b></p> <p>6.1 Develop high performance</p>	<ul style="list-style-type: none"> <li>• Facilitate a visioning process to set high performance expectations for the school</li> <li>• Adjust leadership approaches to fit the current</li> </ul>

expectations for the principal, staff and students 6.2 Maintain passions and commitment for school renewal	contingencies <ul style="list-style-type: none"> <li>• Motivate and lead first- and second-order changes</li> <li>• Articulate and act upon strong, positive values for schools and education</li> </ul>
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**Objectives of the Project.** The objectives are four-fold: (a) demonstrate learning in the Leadership Portfolio; (b) plan and implement at least one renewal activity for each module; (c) the renewal activities gradually move from first-order (i.e., “incremental”) to second-order (i.e., “deep”) change over the duration of the project (Marzano, Walters, and McNulty, 2005), and (d) share learning among the participants.

**Outcomes of the Project.** As part of the project evaluation, we will conduct rigorous analysis of the outcomes related to (a) principals, (b) school process and culture, and (c) student achievement. We expect to see significant improvement along these dimensions due to the intervention.

**Table 4. How Will the Outcomes of the Program Be Measured?**

Outcomes	Instrument or Data Source
Statistically improved principal’s leadership	Measured by (a) Vanderbilt Assessment of Leadership in Education (VAL-ED), (b) Data-informed Decision-making on High-Impact Strategies, and (c) University of Michigan’s School Leader Questionnaire
Statistically improved school culture and process	Measured by the well-established and widely-used School Climate Survey
Statistically improved student achievement	Measured by student achievement in math and reading as reflected in MEAP (Michigan Educational Assessment Program)

**How to Conduct the Achievement-Centered Leadership Program.** Western Michigan University (WMU) has worked extensively with Michigan principals. In partnership with other organizations, it received funding from Michigan Department of Education (05-06), US Department of Education (02-05), and Wallace Foundation (2005-2010) to conduct professional development for practicing and aspiring principals. We have learned a lot from these activities.

Members of the project team have also conducted extensive research on various aspects of principalship which informs the development of the program (e.g., Burt, Cooley, Shen, Reeves, Yuan, 2008; Cooley & Shen, 1999, 2000, 2003; Cooley, Shen, & Ruhl-Smith, 1998; Hsieh, & Shen, 1998; Keiser & Shen, 2000; Mansberger, 2005a, 2005b; Mansberger, 2006; Portin & Shen, 1998; Portin, Shen, & Williams, 1998; Rodriguez-Campo, Rincones-Gomez, & Shen, 2005, 2008; Ruhl-Smith, Shen, & Cooley, 1999; Ruhl-Smith, Smith, Cooley, & Shen, 2000; Shen, 2001, 2012; Shen et al., 2005; Shen & Cooley, 2008, 2012, 2013; Shen, Cooley, Reeves, Burt, Ryan, Rainey, & Yuan, 2012; Shen, Cooley, & Wegenke, 2004; Shen & Crawford, 2003; Shen & Hsieh, 1999; Shen, Cooley, Ruhl-Smith, 1999; Shen, Cooley, Ruhl-Smith, & Keiser, 1999; Shen, Cooley, & Wegenke, 2004; Shen, Leslie, Spybrook, & Ma., 2012; Shen, Ma & Cooley, under review; Shen, Rodriguez-Campo, & Rincones-Gomez, 2000; Poppink & Shen, 2003; VanderJagt, Shen, & Hsieh, 2001, Shen & Xia, 2012; Xie & Shen, in press.)

The proposed project capitalizes on our learning and the needs of the participating, high-need school districts. We heard from the participating school districts during the needs assessment phase that achievement-centered leadership development is sorely needed. The district also emphasizes the urgency of having professional development activities connected to higher student achievement. Therefore, the achievement-centered program (a) incorporates current knowledge on principal leadership and student achievement and (b) focuses on working with practicing and aspiring principals on those six dimensions of principal leadership that are empirically related to higher student achievement. The following illustrates how the program will be conducted.

***Curriculum.*** As was discussed in the foregoing, based on empirical research and best practice that are associated with higher student achievement, the ***Achievement-Centered***

***Leadership Program for Practicing and Aspiring Principals*** focuses on the six dimensions and 12 related core leadership practices.

***Participants.*** All together, 60 pairs of practicing and aspiring principals (i.e., 60 practicing principals, 60 aspiring principals, with a total of 120 participants) will participate in the training program over a five-year period. Practicing and aspiring principals will be recruited from the eligible high-need school districts. We will recruit from each school a pair of practicing and aspiring principals so that the practicing principal, the aspiring principal, and the mentor can form a team, an approach that (a) creates efficiency, (b) promotes the interaction of perspectives from the principal (the practicing principal), the teacher leader (the aspiring principal) and the mentor, and (c) facilitates the development and implementation of the renewal activities in the school with enough leadership density in each school for the renewal activities.

***Duration of the Project.*** The 60 pairs of practicing and aspiring principals (a total of 120 participants with 60 practicing principals and 60 aspiring principals) will be randomly assigned into two cohorts. The first cohort, with 30 pairs of practicing and aspiring principals (a total of 60 participants with 30 practicing principals and 30 aspiring principals) will begin the 30-month program from October 2013 to March 2016. Immediately after the first cohort finishes, the second cohort (a total of 60 participants with 30 practicing principals and 30 aspiring principals) will start their program from April 2016 to September 2018. Therefore, the proposed project will last five years, with the first 30 months dedicated to the first cohort and the second 30 months dedicated to the second cohort. As will be discussed in detail later in the proposal, the methodology of random assignment with delayed treatment allows us to have a rigorous design to investigate the impact of the program and provide evidence of internal validity. The 30-month program has the intensity, duration, and rigor to impact principals, teachers, schools, and student achievement.

**Learning Activities.** As discussed in the foregoing, there will be four major groups of learning activities for the participants: (a) each principal will participate in a two-and-a-half-day workshop for each of the six dimensions of principal leadership (each workshop is a distinct module focusing on one leadership dimension); (b) as an extension of each workshop, each pair of practicing and aspiring principals, together with a mentor and the school's stakeholders, will examine the practice of that leadership dimension in the school, and develop at least one renewal activity related to each dimension; (c) working with the school's stakeholders and the mentor, each pair of practicing and aspiring principals will actually implement at least one renewal activity for each of the seven modules; (d) the participants, the project staff, and mentors will form a learning community (both on-line and face to face), sharing and reflecting upon their thinking and actions. The continuum of four major activities ranging from (a) *experiential*, to (b) *declarative*, (c) *procedural*, (d) *contextual*, and (e) *evidential* (adapted from Waters, Marzano, & McNulty, 2003).

Moreover, we believe the four major activities promote the likelihood of *transformative* learning among the program's participants. Transformative learning, which Kegan (2009) describes as changes in *how* we know (in contrast to *informative* learning, which is described as changes in *what* we know) is important for developing the capacity of leaders and aspiring leaders to generate second-order changes within their schools. Transformative learning is promoted by opportunities for reflection to make explicit assumptions and beliefs, dialogue with others, and create an informed theory of practice (Cranton, 1994). Among the activities that support transformative learning in the *Achievement-Centered Leadership Development Program* is the opportunities to work in a professional learning community, with a mentor, to critically analyze, experiment, and evaluate their evolving practice over a sustained period of time.

**Mentoring.** Mentoring is important for professional development (Darling-Hammond et al., 2007; Wallace Foundation 2007). Five of the module developers and deliverers will mentor the

participants. Each mentor will work with five pairs of practicing and aspiring principals. Please see the section on personnel for details. All mentors have had successful school leadership experience in the K-12 setting. The arrangement that the mentors are among the team members to develop and deliver the modules help with the efficiency and effectiveness when we progress from the module development and delivery to planning and implementing renewal activities at the school. The mentors will participate in all learning activities for each module, and provide 12 days of mentoring to each pair of practicing and aspiring principals (two days for each of the six modules) over the 2.5-year duration of the program.

***Personal Learning Networking Activities.*** This project will use social networking and other online communication technologies to help deliver interactive learning modules for participants to acquire the knowledge and skills to participate in an on-line personal learning community. The on-line learning component is oriented toward three tasks: (a) participants will read or view, react to, and discuss the on-line reading materials and videos on the research and best practices related to the six modules; (b) each participant will develop an on-line leadership portfolio; and (c) participants will exchange their ideas on implementing one renewal activities for each module in their schools.

As to task (a) on on-line learning, we will use the existing instructional technology at our university and on the Internet. For task (b) on on-line leadership portfolio, we will use collaborative software such as Adobe Acrobat Pro X. Electronic portfolios have gained popularity in education as a means of presenting collections of documents and resources. Electronic portfolios can assist in recording and archiving an individual's projects, interests, presentations, video progress and accomplishments over a period of time. They also demonstrate one's competency in leadership, technology and effective communication by illustrating the participant's ability to create a customized experience for readers. The project will work with

Adobe, Inc. to provide free or substantial discounted access to Acrobat Pro to develop multimedia supported electronic portfolios including video, PowerPoint presentations, spreadsheet, PDFs, scanned awards and text-based documents as well as access to Adobe Connect for video conferencing. Training will be provided by Dr. Robert Leneway, Associate Professor of Educational Technology at Western Michigan University and an Adobe Educational Leader. As to task (c) on on-line communication, online educational network with an internal private group blog, such as Ning, and public sites such as Twitter will also be developed so that the participants will be able to react and discuss their renewal activities in their schools within an established personal learning network. The online component is a vehicle not only for delivering the program, but also for facilitating practicing and aspiring principals to demonstrate understanding and familiarity with the features and capabilities of technological programs and devices and continue their learning and sharing within their developed personal learning networks after the project ends.

***Assessment.*** The assessment for participants will be based on their performance. Each participant will develop a Leadership Portfolio that includes (a) their learning along each dimension of principal leadership, (b) their plan and implementation of the renewal activities, and (c) their reflections on the whole experience, including data to document the results of their renewal activities. In addition, as will be discussed later, data on participant's leadership, school process, and student achievement will be collected for professional development and evaluation purposes.

***Learning Communities.*** The project will form learning communities that include participants, mentors, and other project staff members, which is an effective strategy for professional development (Grossman & Wineburg, 1999; Grossman, Wineburg, & Woolworth, 2001; Leithwood et al., 2011). We will establish a virtual learning community for each cohort, respectively, to facilitate the reflection and learning. The proposed project is results-oriented in

that participants will plan and implement renewal activities. This requirement makes the work more meaningful because the participants will engage in renewal activities as part of their jobs and as required by the school improvement plan. The project will not be additional work. Rather, participation in the project will give principals sustained assistance and support. The project is consistent with effective adult learning and school change (e.g., Donaldson, 2001; Fullan, 2001; Merriam & Caffarella, 1999; Tennant & Pogson, 1995).

Based on the evidence provided above, the delivery model is appropriate for adult learners and has the characteristics of successful professional development programs. Darling-Hammond (1995) summarized many studies on professional development and listed the following features for those professional development activities that improve teaching and lead to higher student achievement. Our training program shares these characteristics:

- experiential, engaging participants in concrete tasks
- grounded in participants' questions, inquiry, and experimentation as well as profession-wide research
- collaborative, involving a sharing of knowledge among educators
- sustained and intensive, supported by modeling, coaching, and problem solving around specific problems of practice connected to other aspects of school change.

***Incentives for Participants.*** A budget of \$6,000 is allocated for each school (i.e., each pair of practicing and aspiring principals) for the 2.5 years of duration. The participants could use the funds for graduate credit hours and professional development for the practicing principal, the aspiring principal and the school faculty, and for developing and implementing the renewal activities in their schools.

***Participation by the School District Personnel and Changing Working Conditions.*** As discussed above, each pair of practicing and aspiring principals will implement one renewal activity for each module. However, sometimes the working condition might be a barrier for

implementing the renewal activity. In order to facilitate the implementation of the renewal activity, school district personnel will participate in the portion of the workshops where participants discuss and share their renewal activities in their schools so that the central office personnel are informed and could change the condition, if needed, for successful implementation of the renewal activities. Paying attention to improving both (a) participants' knowledge, skill and behavior, and (b) the conditions under which the participants work will contribute to the success of the project.

***2. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.***

***Meeting the Needs of the Participating, High-need School Districts.*** The proposed project meets participating school districts' needs. In our needs-assessment with the school districts, we heard clearly that to improve student achievement is urgent for participating, high-need schools. Table 5.1 and Table 5.2 demonstrate the needs of the participating school districts. For example, participating school districts' unweighted average of minority student composition was 34%, only slightly higher than the state's average of 31%. However, the free and reduced-price lunch unweighted average for participating school districts was 68%, much higher than the state's average of 48% (Table 5.2). At the elementary and middle school levels, unweighted averages of proficiency rate of the participating school districts for Michigan Educational Assessment Program (MEAP) were lower than state averages for every subject at every grade level (Table 5.1). Unweighted averages of the participating school districts for Michigan Merit Curriculum Test (MMC) were also lower than the state averages for all subjects at the 11<sup>th</sup> grade level, with the largest lag of 36 percentage points in math, followed by reading with a lag of 11 percentage points (Table 5.2). Principal leadership is second only to teaching among school-related factors that affect student learning (Leithwood, Louis, Anderson, & Wahlstrom, 2004; 2011). Therefore, the proposed project will enable the participating school districts to meet its need for principals who

have the skills and competencies necessary to significantly improve schools and student achievement in participating school districts.

***Table 5.1 A Comparison between the Participating School Districts and the State Average for Sample MEAP Results at Elementary and Middle School Level***

School District	MEAP Percent Proficient Fall 2012							
	3rd Grade Math	3rd Grade Reading	5th Grade Math	5th Grade Reading	5th Grade Science	7th Grade Math	7th Grade Reading	7th Grade Writing
Bangor Public Schools	17	37	36	70	13	21	47	39
Coldwater Community	30	59	39	61	12	34	59	46
Colon Public Schools	21	58	31	46	3	17	54	50
Comstock Public Schools	20	60	34	66	10	13	43	29
Decatur Public Schools	38	54	41	56	6	39	58	54
Dowagiac Union Schools	23	69	40	66	12	27	53	49
Godfrey-Lee Public Schools	21	49	11	55	3	10	32	30
Grand Rapids Public Schools	18	45	24	50	3	13	35	31
Hartford Public Schools	28	63	42	77	3	23	51	33
Quincy Community Schools	37	54	44	69	9	39	65	50
Sturgis Public Schools	46	62	47	69	5	45	64	50
Union City Schools	19	60	41	63	15	33	68	74
White Pigeon Community	18	46	42	69	13	39	51	48
Wyoming Public Schools	31	61	30	63	6	16	53	47
<b>Unweighted Average</b>	26	56	36	63	8	26	52	45
<b>Statewide</b>	41	67	46	70	13	38	62	52

\*MEAP stands for Michigan Educational Assessment Program, which is the accountability test at the elementary and middle school levels.

***Table 5.2 A Comparison between the Participating School Districts and the State Average for S MMC Results at High School Level and Other District-Wide Statistic for Fall 2010\****

School District	MMC Percent Proficient				Graduation rate	% of minority students	% of free or reduced-price lunch
	11th Grade math	11th Grade Reading	11th Grade Science	11th Grade Social Studies			
Bangor Public Schools	14	48	15	35	53	41	76
Coldwater Community	22	46	18	24	65	10	60

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Colon Public Schools	15	44	15	26	91	4	54
Comstock Public Schools	25	54	24	36	53	34	74
Decatur Public Schools	14	48	16	27	95	22	68
Dowagiac Union Schools	16	43	15	37	64	35	70
Godfrey-Lee Public Schools	6	29	6	12	65	89	87
Grand Rapids Pub. Schools	13	37	10	22	45	79	83
Hartford Public Schools	18	40	10	24	52	47	78
Quincy Community Schools	29	52	34	42	96	4	51
Sturgis Public Schools	25	38	24	36	81	36	63
Union City Schools	21	45	23	27	89	4	57
White Pigeon Community	20	34	10	36	89	11	70
Wyoming Public Schools	14	46	11	28	67	59	72
<b>Unweighted Average</b>	<b>18</b>	<b>43</b>	<b>17</b>	<b>29</b>	<b>72</b>	<b>34</b>	<b>68</b>
<b>Statewide</b>	<b>29</b>	<b>54</b>	<b>26</b>	<b>39</b>	<b>76</b>	<b>31</b>	<b>48</b>

\*MMC stands for Michigan Merit Curriculum, which is the accountability test at the high school level in Michigan.

***3. The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.***

*The Achievement-Centered Leadership Program* is designed to enhance the skills of practicing and aspiring principals in the participating school districts to improve student achievement. The federal legislation and state-level accountability rules have placed ever increasing pressure on building principals to ensure that every child meets state accountability measures. It has become quite obvious that if principals continue to perform as managers, and not as engaged instructional leaders who can develop teams to drive sustained improvements in teaching and learning, then the goal to realize the potentials of each student will become an elusive myth that extends beyond the capacity of the participating high-needs school districts.

A growing body of evidence has highlighted the fact that behind excellent teaching and excellent schools is excellent leadership, the kind that ensures that effective teaching practices do not remain isolated and unshared in single classrooms, and ineffective ones do not go unnoticed

and unremediated (Wallace Foundation, 2006). Effective principals hold themselves and others accountable for improving the achievement of all students.

Developing the type of leader needed for this important work requires supportive skilled leadership at all levels of the public education (Wallace Foundation, 2006). Improving student achievement is the top priority for the school district; and improving principals' leadership is one of the most important pathways for raising student achievement. The proposed project engages practicing and aspiring principals in achievement-centered leadership development. It is part of a comprehensive effort to improve teaching and learning and support rigorous standards for students. The aforementioned statement is supported by the following characteristics of the proposed project: (a) a focus on the dimensions of the principal leadership that are empirically associated with higher student achievement, which is part of the effort to improve student learning in the participating, high-need school districts; (b) consistency with the work that the schools do under Education Yes! (the Michigan operationalization of the federal mandate); (c) the alignment with the district's and state's efforts to improve principal leadership for enhancing student learning via the Michigan School Improvement Framework; and (d) an emphasis on renewal activities that takes into account the school's current status and augment the school improvement efforts in the context of the district and state policies.

***4. The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.***

The project is proposed with intent to replicate the project activities and strategies. The basis for guide the replication of project activities lies in the fact that (a) a set of materials on curriculum, training manual, mentoring manual, assessment tools will be prepared and

disseminated; and, (b) efficacy data for the project on the participant, the school, and the student will be collected, analyzed, and disseminated. In the following, we will expand on these points.

**First**, we will develop a set of materials on curriculum, training manual, mentoring manual, assessment tools and disseminate them. We will develop a set of curriculum with a philosophy for the *Achievement-Centered Leadership Program for Practicing and Aspiring Principals*, present research findings related to the six modules, and collate best practices for the six modules. Based on our experience of delivering the program, we will also develop the training manual which is similar to lesson plans and the mentoring manual which includes questions for context analysis, stakeholder analysis, and strategies for developing and implementing renewal activities for each module. We will also develop and disseminate tools for engaging in renewal activities. For example, for the data-informed decision-making project funded by the Wallace Foundation, we surveyed 350 principals in Michigan and developed an instrument that measures the extent to which principals engage in data-informed decision-making in relation to 11 high-impact strategies that are synthesized by Marzano (2003) and are positively correlated with student achievement. As to the details about the instrument “Data-Informed Decision-Making on High-Impact Strategies: A Measurement Tool for School Principals” that we developed, please refer to Appendix 4. We plan to utilize existing tools or to develop new tools during the process so that there will be at least one tool for each module. Therefore, in the future there will be a set of tools to be utilized when others deliver the *Achievement-Centered Leadership Program for Practicing and Aspiring Principals*. The set of materials mentioned above—curriculum, training manual, mentoring manual, and assessment tools—will provide the information needed for replicating the proposed project activities.

**Second**, efficacy data derived from the project evaluation will also help with providing information for replicating the proposed project activities. As it will be discussed in detail in the

following, we will utilize a rigorous design called “randomization with delayed treatment” to evaluate the impact of the proposed project on participants’ leadership, school process and culture, and student achievement. Based on our prior work with 16 principals on data-informed decision-making (one of the six modules), we have seen a positive impact on student achievement in these 16 schools. For example, between 2005 and 2008 when we engaged the principals in the data-informed decision-making project, the advanced and proficiency rate for mathematics and reading for our eight elementary schools increased by 12 percentage points, while the corresponding figure for the state average increase by 8 percentage points over the same period of time. We are confident that with a program that has six modules with various learning activities and is carried out over 2.5 years with strong mentoring, we will have even stronger efficacy data regarding the proposed project. The efficacy data will certainly help replicate the proposed activities.

**Finally**, we have built a strong partnership for replicating the proposed activities. The partnership we have developed over a five-year initiative on data-informed decision-making and an aligned system of leader development in Michigan is the foundation for replication. The following is an example of replicating the data-informed decision-making work at the state level. The Wallace Foundation funded the Data-Informed Decision-Making project and we worked with 16 principals in four urban school districts, we developed the curriculum on data-informed decision-making with context analysis in the schools and best practices. In partnership with Michigan Department of Education, we also developed *Data-Informed Decision-Making: A Guidebook for Data Points and Analyses in the Context of Michigan School Improvement Framework* (Appendix 5). As mentioned above, we also developed and validated an instrument entitled *Data-Informed Decision-Making on High-Impact Strategies: A Measurement Tool for School Principals*. After we piloted the Data-Informed Decision-Making Program in the 16

demonstration schools, Michigan Department of Education replicated the training activities in its state-wide principal leadership development activities; and the two principals' associations — Michigan Association of Secondary School Principals and Michigan Elementary and Middle School Principals Association — also utilized the materials that we developed and incorporated into their endorsement programs for their constituents. Through the Wallace Foundation grant, we have already developed a constructive professional relationship with Michigan Department of Education and other professional organizations for replication of project activities and strategies. Please see the letter of support from Michigan Department of Education (Appendix 3). Another interesting point worth mentioning is that after we released the *Data-Informed Decision-Making: A Guidebook for Data Points and Analyses in the Context of Michigan School Improvement Framework*, we received requests from two dozen school districts and we distributed more than 4,000 copies to Michigan school districts.

In summary, the following actions will ensure the replication of the proposed activities: (a) a set of materials on curriculum, training manual, mentoring manual, assessment tools that will be prepared and disseminated; (b) efficacy data for the project on participants, the school, and the student will be collected, analyzed, and disseminated; and (c) the constructive relationship that we have with Michigan Department of Education and other organizations. We are confident that the proposed project will result in information to guide replication of project activities or strategies, including information about the effectiveness of the approach and strategies employed by the project. The support from Michigan Department of Education will facilitate the replication.

**Invitational Priority 1. Building Leadership Capacity.** The proposed project is consistent with invitational priority 1. The project seeks to work with practicing and aspiring principals in high-needs schools, where persistently lowest achieving schools are located, “ to: (1) Help them master essential school leadership skills, such as evaluating and providing feedback to

teachers, analyzing student data, developing school leadership teams, and creating a positive school environment; and (2) enable them to support instruction in their schools aligned to college- and career-ready standards” (Federal Register, Vol. 78, No. 89, p. 26759), all of which are incorporated into the six dimensions and 12 core leadership practices of the project.

**B. Quality of the project evaluation (15 points)**

*1. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.*

*2. The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.*

We address these two criteria together as they are closely related. We will establish a reliable, on-going system of formative and summative evaluation of our efforts, linked directly to the needs established by the gap/needs analysis and articulated goals throughout this proposal. We will conduct both (a) traditional evaluation activities and (b) an experimental design that will provide quality data on the impact of the proposed project. The evaluation efforts are appropriately budgeted and will be led by Dr. Shen, co-director for the project.

**(1) Traditional Evaluation Activities**

Since evaluation is an important and integral part of any successful program, we will use evaluation as a tool to assess, facilitate, and improve the project. In addition to conducting evaluations at the conclusion of the proposed project, we will build evaluation into the proposed project to continuously guide and improve activities of the proposed project. Given the specific deliverables of the components of the proposed project, we will take an objective-oriented approach to evaluation with a focus on (a) determining the extent to which objectives and

outcomes are met and (b) helping realize the objectives and outcomes (Worthen, Sanders, & Fitzpatrick, 1997). The deliverables for the proposed project are as follows:

**Table 6. Deliverables of Various Components of the Proposed Project**

Components	Deliverables
Pre-Assessment of the Participants and their schools (by Nov. 2013)	For each participant (including both cohorts 1 and 2), data will be collected using the following instrument: (a) Vanderbilt Assessment of Leadership in Education (VAL-ED) (participating rating themselves), (b) Data-informed Decision-making on High-Impact Strategies, and (c) School Leader Questionnaire; for each participant’s teachers, data will be collected using (a) Vanderbilt Assessment of Leadership in Education (VAL-ED) (teachers rating participants) and (b) School Climate Survey; and all Michigan Educational Assessment Program (MEAP) (student achievement) scores for 2013
Developing the Curriculum Materials	A curriculum package of the six modules, including reading materials, presentation slides, research findings, best practices, and activities
Implementing the Program	(a) Delivery of the program; (b) evaluation data from each module; (c) the Leadership Portfolio from each participant, including his/her reflection and renewal activities related to each module,
Mid-Assessment of the Participants (by Mar. 2016) when the first cohort finished training and the second will begin the training shortly	For each participant (including both cohorts 1 and 2), data will be collected using the following instrument: (a) Vanderbilt Assessment of Leadership in Education (VAL-ED) (participating rating themselves), (b) Data-informed Decision-making on High-Impact Strategies, and (c) School Leader Questionnaire; for each participant’s teachers, data will be collected using (a) Vanderbilt Assessment of Leadership in Education (VAL-ED) (teachers rating participants) and (b) School Climate Survey; and all Michigan Educational Assessment Program (MEAP) (student achievement) scores for 2016
Post-Assessment of the Participants (by Sep. 2018)	Repeating the data-collection using the above instruments and the MEAP (student achievement) scores by 2018
Evaluation, Research, and Dissemination	(a) Annual report for the first four years as well as the final report for the fifth year; (b) when the first cohort completes the program by Mar. 2016, completing the research on the short-term impact of the program by comparing the first cohort (treated by Mar. 2016) and the second cohort (not treated at all by Mar. 2016 and will begin the treatment in Apr. 2016); (c) completing the research on the short-term and long-term impact by comparing the first cohort (representing long-term impact) and the second cohort (representing the short-term impact) in 2018; (d) presentations at national conferences and journal articles

Both *formative* and *summative* evaluation will be conducted for the project. We will conduct formative evaluation to help facilitate and improve the proposed project. The focus of the formative evaluation will be on both the process and achievement related to the deliverables. As to the summative evaluation, we will evaluate the outcomes of the proposed project.

When we conduct the formative and summative evaluations, both *quantitative* and *qualitative* data will be collected. **Quantitative data** include, among others, (a) data collected using the following instruments or sources: (a1) Vanderbilt Assessment of Leadership in Education (VAL-ED), (a2) Data-informed Decision-making, (a3) a school process instrument developed based on the School Leader Questionnaire by University of Michigan and National Center for Education Statistics' Schools and Staffing Survey; (b) numeric ratings on the content and delivery of each module, (c) numeric ratings on mentoring activities, and (d) student achievement data on various subjects from MEAP tests.

**Qualitative data** include, among others, (a) feedback on the content and delivery of each module, (b) feedback on the mentoring activities, (c) the artifacts contained in the Leadership Portfolio, (d) observation by the project staff, participants, presenters, and mentors, and (e) artifacts from the on-line learning and interactions.

Multiple methods, such as questionnaires, interviews, observations, archives, standardized tests, and document analyses, will be employed. Data will also be collected from multiple sources such as participants, teachers of the participating schools, mentors, and students.

**(2) The Experimental Design**

The following experimental design involves randomly assigning the participants into two cohorts to evaluate the outcomes of the proposed program.

**Participants and The Procedure for Random Assignment**

The 60 pairs of participants of the project will be randomly assigned into two cohorts in October 2013. The cohorts’ treatment schedules and functions in the study are as follows:

**Table 7. The Two Cohorts’ Treatment Schedules and Their Functions in the Evaluation**

<b>Cohort</b>	<b>Treatment Schedule</b>	<b>Function when comparison is made in March 2016 (Phase I)</b>	<b>Function when comparison is made in September 2018 (Phase II)</b>
30 pairs of participants (first cohort)	Between Oct. 2013 to Mar. 2016 (Phase I)	Experimental group	Experimental group 1 (for long-term effect)
30 pairs of participants (second cohort)	Between Apr. 2016 and Sep. 2018 (Phase II)	Control group	Experimental group 2 (for short-term effect)

**Evaluation Design and Data Collection Procedures**

As previously mentioned, participants will be randomly assigned to the two cohorts, and the treatment for the second cohort is delayed so that a control group and an experimental group can be created when the two groups are compared at the end of Phase I (from October 2013 to March 2016, a duration of 30 months). The random assignment meets the requirement for a rigorous, scientific design and builds a base to contribute the possible difference between two groups to the proposed project.

**Table 8. Schedule for Treatment and Data Collection**

<b>Cohort</b>	<b>Pretest</b>	<b>Treatment</b>	<b>Mid-test</b>	<b>Treatment</b>	<b>Post-test</b>
The first cohort	Baseline collected using the four	Receive treatment between Oct. 2013 to Mar.	The 2nd round of data collection	N/A	The 3rd round of data collection by Sep. 2018

	instruments in Nov. 2013	2016 (Phase I)	by Mar. 2016		
The second cohort	Same as the above	No treatment during Phase I	Same as the above	Receive treatment between Apr. 2016 to Sep. 2018 (Phase II)	Same as the above

**Measures**

Established instruments and measure related to principals’ leadership, school culture, and student achievement will be used for the propose project. The following table illustrates the instruments and measures to be used.

**Table 9. A Summary of Instruments, Measures, and Their Psychometric Properties**

<b>Domain</b>	<b>Content of the data</b>	<b>Data collection method and instruments</b>	<b>Psychometric Properties</b>
Principals’ leadership	Measuring participants’ leadership along six competence areas and six processes	Vanderbilt Assessment of Leadership in Education (VAL-ED) by Porter, Murphy, Goldring & Elliott	Internal consistency reliabilities were 0.98 for the two principal forms and 0.99 for the two teacher forms; as to construct validity, GFI and Adjusted GFI were .99 for both core components and key processes analyses for Form A and .98 for both core components and key processes for Form C. Root mean square error was .02 for form A and .01 for form C (Porter et al., 2008).
Principals’ leadership	Measuring principals’ data-informed decision-making on high-impact	Data-informed Decision-making on High-impact Strategies by Shen et al.	The instrument has alpha reliabilities ranging from .90 to .96 for each subscale and .98 for the whole

<b>Domain</b>	<b>Content of the data</b>	<b>Data collection method and instruments</b>	<b>Psychometric Properties</b>
	strategies		instrument; factorial validity is also high with Comparative Fit Index 0.91, Tucker-Lewis Index .90 and standardized root mean square residual .05. (Shen et al., 2012).
Principals' leadership	Measuring principals' curricular and instructional practice	School Leader Questionnaire by the Study of Instructional Leadership, University of Michigan	The scales have alpha reliabilities ranging from .77 to .90 (Camburn, Rowan, & Taylor, 2003)
School culture and process	Measuring the school culture and process	The well-established and widely-used School Climate Survey	High factorial validity and predictive of between-school variation in children's academic achievement and cognitive functioning (Horn, 2003)
Student achievement	Measuring student achievement in math, reaching, writing, social studies, and science at the elementary level	Michigan Educational Assessment Program	Reliabilities ranging from 0.654 to 0.949 for various subjects (Burns, 1998)

**Statistical Analysis**

**Phase I.** The pretest/post-test randomized-groups design will be used to compare the experimental group (i.e., the first cohort that is treated during Phase I, Oct. 2013 to Mar. 2016) and the control group (i.e., the second cohort that is NOT treated during Phase I). A 2 x 2 (Group x Time) Repeated Measures ANOVA with repeated measure on the time factor will be conducted for detecting the effect of the treatment.

**Phase II.** During Phase II (from Apr. 2016 to Apr. 2018), the second cohort will receive the treatment. The pretest, mid-test, and post-test randomized-groups design will be used to

compare the two cohorts with a focus on detecting the long- and short-term effect. The 2 x 3 (Group x Time) Repeated Measures ANOVA with repeated measure on the time factor will be conducted for investigating the long- and short-term effect on principals, schools, and students.

### **(3) Evaluating the Impact of the Program on Student Achievement**

We will use achievement data from the Michigan Educational Assessment Program (MEAP) as outcome measures to evaluate the effectiveness of the project. The project will begin in October 2013; and the 2013 MEAP data will be used as a baseline. We will analyze data from the 2016 MEAP (when the first group has finished 30 months of training but the second group has not started training), and 2018 (when it has been 30 months since the first group finishes training and the second group has finished 30 months of training). The purpose of this design is to discern when treatment effects appear using the two groups as relative controls. Statistically, we will employ hierarchical linear modeling (HLM) to compare student achievement and investigate treatment effects (see Raudenbush & Bryk, 2002). The HLM approach will take into account the data hierarchy in which students are nested within principals (i.e., schools). With variables descriptive of student characteristics (e.g., gender and race) at the first level, we will create one dummy variable at the school level to represent treatment groups so as to evaluate treatment effects with adjustment for student characteristics within each principal's school. Because participating principals will come from high, middle, or elementary schools, we will use the multivariate multilevel HLM approach with latent variables (see Ma & Ma, 2005). With the MEAP, mathematics is tested each year at Grades 4, 7, and 11, which will become the three indicators of the latent variable, mathematics achievement. Meanwhile, reading is tested each year at Grades 4, 7, and 11, which will become the three indicators of the latent variable, reading achievement. We will then establish a multivariate multilevel HLM model to evaluate whether treatment effects differ between mathematics and reading. This strategy can also reasonably resolve the problem of

different measurement scales within and between subjects (it is necessary to create a common effect size measure from the model to compare treatment effects). This statistical procedure will be used in the three different time points to discern when treatment effects occur in each subject and whether treatment effects are similar across subjects. In summary, we will use this longitudinal, multivariate, multilevel approach with latent variables to evaluate the effectiveness of the project with evaluative attentions to many specific details pertaining to the project.

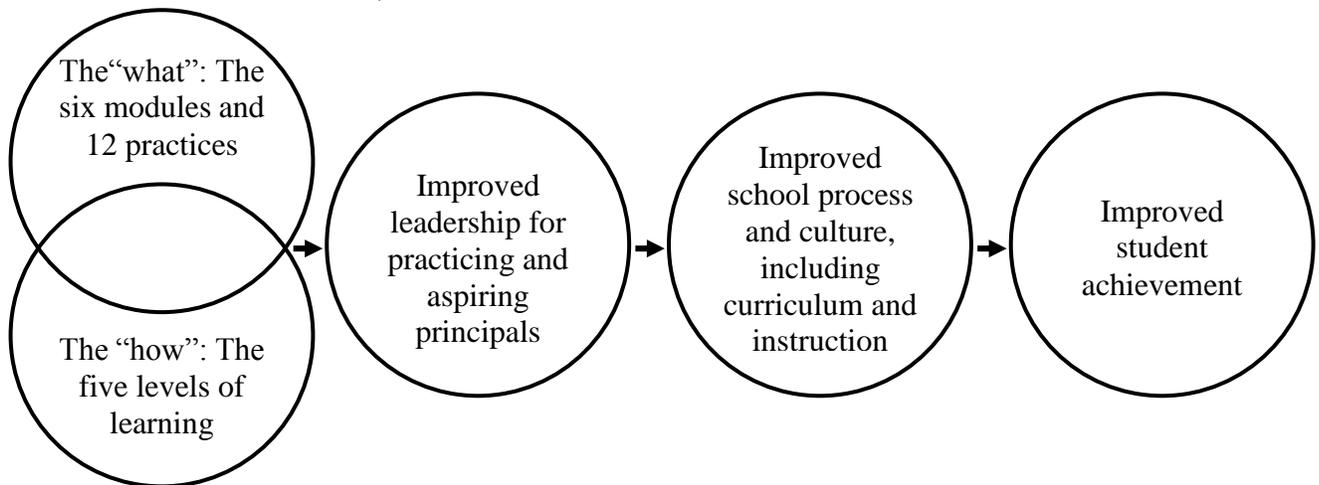
**Table 10. A Summary of the Evaluation Activity**

<b>Content of the data</b>	<b>Data collection method and instruments</b>	<b>When and from whom to collect</b>	<b>Qualitative or quantitative</b>	<b>Data analysis method</b>
Evaluation of each module	Short survey	From each participant immediately after each module	Both	Simple tabulation and content analysis of verbal comments
Participants' learning, reflection, and renewal activities	Archival data contained in the Leadership Portfolio	From each participant after the 30-month program	Qualitative	Qualitative content analysis
Measuring the change in participants' orientation to renewal	Vanderbilt Assessment of Leadership in Education (VAL-ED)	From each participant, repeated measures collected at the beginning, the 30 <sup>th</sup> month, and the end	Quantitative	Repeated measure ANOVA
Measuring the change in participants' principalship	Data-informed Decision-making on High-impact Strategies	From each participant and his/her teachers, repeated measures collected at the beginning, the 30 <sup>th</sup> month, and the end	Quantitative	Repeated measure ANOVA
Measuring the change in participants' curricular and instructional practice	School Leader Questionnaire by the University of Michigan	From each participant, repeated measures collected at the beginning, the 30 <sup>th</sup> month, and the end	Quantitative	Repeated measure ANOVA
Measuring the change in school	School Climate Survey	From each participant and	Quantitative	Repeated measure ANOVA

culture and process		his/her teachers, repeated measures collected at the beginning, the 30 <sup>th</sup> month, and the end		
Measuring the change in student achievement	Michigan Educational Assessment Program	Existing data from Michigan Educational Assessment Program, math at 4 <sup>th</sup> , 7 <sup>th</sup> , and 11 <sup>th</sup> grade and reading at 4 <sup>th</sup> , 7 <sup>th</sup> , and 11 <sup>th</sup> grade from year 2013, 2016, and 2018	Quantitative	longitudinal, multivariate, HLM approach with latent variables

**The Logic Model.** Embedded in the evaluation work described above is the following logic model. The “what” and “how” are the input; the 120 trained practicing and aspiring principals with improved leadership are the output; and the improved school process and culture as well improved student achievement are the outcomes. Therefore, the proposed evaluation deals with all three aspects: input evaluation, output evaluation, and outcome evaluation.

**Figure 2. The Logic Model That Demonstrates the Causal Link Among Principal Leadership, School Process and Culture, and Student Achievement**



***3. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.***

The proposed evaluation method will provide performance feedback to allow periodic assessment of progress toward achieving intended outcomes. First, throughout the duration of the five-year grant, we will conduct an evaluation after each module. The data will allow us to continue improving the content and delivery of the program. Second, by the end of Phase I (Mar. 2016), we will have conclusive data on the impact of the program on the participants, their teachers, their schools, and their students. Third, we will continuously collect feedback from the participants and mentors through reviewing the mentor's log, the participant's Leadership Portfolio, and observing the activities. Finally, the monthly meeting by the management team and the quarterly meeting with the advisory board (which consists of stakeholders representing major constituents as will be discussed in the section on Quality of the Management Plan later) will provide an opportunity to have feedback and improve the proposed project.

**C. Significance (25 points)**

***1. The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.***

The proposed *Achievement-Centered Leadership Development Program for Practicing and Aspiring Principals* is based on current knowledge from research and effective practice. Please see details in the section on project design. It focuses on six dimensions of principal leadership that are empirically related to higher student achievement. Principals, particularly those in high-need schools, face intensive pressure to raise student achievement. It has been increasingly argued that the main responsibility of school leadership is the improvement of teaching and student learning (cited in Spillane, 2003). The proposed project will contribute to increased knowledge and understanding on how to improve student achievement via enhanced school leadership.

***The Logic Model of the Impact from the Program to Participants, to Schools, and to Students.*** Empirical studies have found that principal leadership is second only to teaching among school-related factors that affect student learning (Leithwood, Louis, Anderson, & Wahlstrom, 2004; Leithwood & Louis-Seashore, 2011), and professional development can improve principals' leadership (Darling-Hammond, LaPointe, Meyerson, & Orr, 2007). Furthermore, empirical studies found the effect of principals' leadership on student achievement is mediated through variables in the schooling process (Hallinger & Heck, 1996; Heck, 1992; Heck & Hallinger, 2009; Louis & Marks, 1997; Marks & Printy, 2003). The proposed evaluation activities will help us understand how the training affects the principal leadership, which in turn impacts the school process and culture and subsequently student academic achievement. Through the proposed project, we will be able to understand how the proposed training program impacts the principal leadership, which in turn impacts the school process and culture, and subsequently student academic achievement. A complete causal link (i.e., logic model) is expressed in Figure 2 in the foregoing. Therefore, through the proposed project, we increase the knowledge on the issues of increasing student achievement; we also have more knowledge on a strategy to improve principal leadership, which in turn impacts the school process culture, and subsequently student achievement.

In summary, the proposed project is based on solid, up-to-date empirical research and best practices. With the quality, intensity, and duration of the training discussed in the previous sections, we expect to see significant impact on student achievement as measured by the rigorous Michigan Educational Assessment Program. Therefore, the proposed project will increase knowledge and understanding of raising student achievement via enhancing principal leadership.

***2. The likelihood that the proposed project will result in system change or improvement.***

The proposed project will result in system change and improvement at the state, district, and school levels. At the state level, with the funding from Wallace Foundation, we have been

working on developing an aligned system of leader development, which is operationalized as the following in the state of Michigan where principal training begins with pre-service preparation *in MDE-approved university programs*, is sustained through professional development for practicing education leaders *with MDE-approved professional association endorsement programs and Michigan Department of Education's coaching program for principals*, is integrated into, and supportive of, a larger shared vision of education improvement *as reflected in Michigan Department of Education's Michigan School Improvement Framework*. The Michigan legislature passed the law in 2008, granting Michigan Association of Secondary School Principals and Michigan Elementary and Middle School Principals Association, among others, the legal authority to conduct endorsement programs. However, Michigan Department of Education, Michigan Association of Secondary School Principals and Michigan Elementary and Middle School Principals Association are all in need of an effective program that is relevant to the Michigan context and the proposed project will supply the program with all the materials on curriculum, training manual, mentoring manual, assessment tools, and efficacy data. Michigan Department of Education is looking for a leadership program that could be scaled up to the state level to facilitate the state-wide school improvement process. Therefore, the proposed project will result in an improvement in the state-level aligned system of leader development.

The second aspect related to system change and improvement is at the district level. The proposed training for the practicing and aspiring principals are connected with the condition under which the participants work so that the condition will not impede, rather it will facilitate, the implementation of the knowledge, skill, and behaviors acquired by the participants. This is also an improvement at the system level because training and condition are rarely coupled. The Wallace Foundation has conducted much work in the area of connecting training and condition, and it was found to be an effective strategy (Wallace Foundation, 2006). Therefore, the demonstration and

promotion of the concept of linking training and condition at the district level will also result in a system change and improvement.

Finally, the third aspect related to system change and improvement is how educational renewal should proceed. There are many models of educational change, ranging from the externally imposed, goal-oriented “Research, Development, Dissemination, and Evaluation” (RDDE) model and the internally generated, culturally-oriented “Dialogue, Decision, Action, and Evaluation” (DDAE) model (Goodlad, 1994; Shen, 1999; Shen & Cooley, 2012). School has long been argued as the unit of change and renewal. However, how to generate the educational change and renewal is a complex question. The proposed project would utilize the strength of both the RDDE and DDAE models to have the six-module framework as an externally initiated force, but allow the practicing principals, aspiring principals (who are also a teacher leaders), the mentor, and other stakeholders to work together to use the school as a unit of change within a supportive district context. Therefore, the educational renewal activity at the school level will add a model of how to engage in system change and improvement.

***3. The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement***

***The Results or Outcomes of the Proposed Project.*** The proposed project will help the participating schools and school districts achieve important results during the project period that the schools and school districts will not otherwise achieve. The project will:

- (a) improve the knowledge, skill, and behavior of 60 practicing principals and 60 aspiring principals,
- (b) improve the school process and culture, including curriculum and instruction, in participating schools and set an example for others,
- (c) raise the students’ academic achievement for participating schools, and

- (d) develop a model of professional development for principals that could be scaled-up and sustained by Michigan Department of Education and other professional associations

These results are important for the participating schools and school districts. They are also important for dissemination and replication across the state. The coalition of 60 schools in 14 school districts across the state, along with the scale-up efforts by Michigan Department of Education, will serve as the foundation for a significant magnitude of results.

***Characteristics of the Project That Ensure the Outcomes.*** The importance and magnitude of the results are based on (a) the support from the participating school districts, (b) the up-to-date knowledge based on empirical research, (c) the delivery strategy that takes into account characteristics of adult learning and the complexity of school renewal, and (d) the sufficient level of intensity and duration to ensure the impact. Please see Table 11 for a summary of the characteristics that will lead to the importance and magnitude of the proposed project.

**Table 11. *Characteristics of the Project That Ensure the Outcomes***

<b>Characteristics</b>	<b>Description</b>
Support from the participating school districts and other organizations.	We have the letters of support from all 14 participating school districts and the Michigan Department of Education
The research base of the content and the fit with the needs.	Content of the proposed project—six dimensions of principal leadership that are empirically related to higher student achievement—is appropriate for and urgently needed by the participants.
Delivery of the project takes into account the characteristics of adult learning and is job-embedded and renewal-oriented.	The learning during the program moves from the <i>experiential (knowing what is important and why)</i> , to the <i>declarative (knowing what to do)</i> , to the <i>procedural (knowing how to do it)</i> , to the <i>contextual (knowing when to do it)</i> , and finally to the <i>evidential (knowing what to look for as to results and how to make adjustments)</i> (adapted from Waters, Marzano, & McNulty, 2003). The proposed project is renewal-oriented. With some mentoring assistance, the principals will work with constituents to engage in renewal activities as part of their learning.
The proposed project is of sufficient coherence,	The proposed project is coherent, with an

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intensity, and duration to lead to improvements in school leadership.	emphasis on seven dimensions empirically associated with student achievement. It is also intense and sustained, with 15 days of face-to-face learning activities, 14 days of face-to-face individual mentoring, and on-line learning opportunities over a period of 30 months.
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The proposed project is of sufficient quality, intensity, and duration to lead to improvements in principal practice, teaching practice, and student achievement. As to **quality**, the proposed project builds on the line of training and research that we have been conducting over the years on principalship. Our work in this area was first supported by a grant from the Wallace Foundation in 2000 on conducting leadership academies for aspiring principals. In 2002, we received a grant from the U.S. Department of Education to work with both aspiring and practicing principals on instructional leadership. From 2004 to 2010, we received a second grant from Wallace Foundation to work with principals to engage in data-informed decision-making to raise student achievement and develop an aligned system of leader development in Michigan. Our line of work on principalship makes a significant impact on those who received training and leads to improved student achievement. We conducted a substantial amount of research on principalship, which have resulted in about 30 journal articles, three books, and other publications. Furthermore, the project focuses on six dimensions of school leadership that are empirically found to be associated with student achievement. Thus, our experience and productivity, understanding of the issues involved, sharp focus on improving principal leadership to raise student achievement, and the quality of staff all contribute to the quality of the project.

The project also has sufficient **intensity** and **duration**. The proposed project has 27 days of face-to-face contact time (2.5-day seminar on each of the six modules and 2-day mentoring for each module). Besides the direct contact time, each participant will work with his or her

constituents to carry out at least one renewal activity for each of the six modules. As discussed in the previous sections, there is learning at five levels [from knowing what is important (experiential), to knowing what to do (declarative), to knowing how to do it (procedural), to knowing when to do it (contextual), and to knowing what to look for as to results and how to make adjustment (evidential)]. All these activities will take place over a span of 30 months, a duration that is sufficiently long to ensure a significant impact on principals, schools, and students.

As discussed in detail in the evaluation section, we will evaluate rigorously the impact on participants by using the following instruments to measure the most important aspects of principal leadership: (a) Vanderbilt Assessment of Leadership in Education (VAL-ED), (b) Data-informed Decision-Making on High Impact Strategies, and (c) School Leader Questionnaire by the University of Michigan. As detailed in the section on evaluation, we will also assess the impact on (b) teachers and the school by using the school culture instrument and (b) student by studying student achievement on the Michigan Assessment of Educational Progress.

The final reason for producing significant results lies in the partnership for the proposed project, which involves the collaboration of the partners for maximizing the effectiveness of project services. The proposed project is a partnership between 14 public school districts and Western Michigan University (WMU). It has the support of the superintendent and the school board of the participating school districts. WMU is one of 76 public institutions in the nation designated as universities with high research activity by the Carnegie Foundation. It is also ranked the nation's top 100 public universities. It is one of the top ten producers of teachers and school administrators in the nation. The faculty of educational leadership has extensive experience in partnering with school districts to improve student learning. The proposed project represents a form of school-university partnership that maximizes the effect of project services. The strong support from Michigan Department of Education is also an important facilitating factor.

**D. Quality of the management plan (15 points).**

*1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.*

*The Management Team.* A management team will be formed for the proposed project.

The committee consists of Dr. Nancy Mansberger (director), Dr. Jianping Shen (co-director), Dr. Walter Burt (co-director), and Lorie Wolfe (project manager). Their respective responsibilities are as follows:

**Table 12. A Delineation of Responsibilities for the Management Team**

<b>Name</b>	<b>Responsibility</b>
Nancy Mansberger	To function as the director to supervise the function of the project; to plan and coordinate the activities of the program; to report to the federal grant officer; to be in charge of financial matters
Jianping Shen	To plan, coordinate, and carry out the evaluation, research, and dissemination of the project, and to assist with the program
Walter Burt	To coordinate the delivery of the program, including working with the mentors and as a liaison with school districts
Lorie Wolfe	To be responsible for the daily operation of the project and organizing the events and activities

*The Team of Instructors/Mentors and Others.* In addition to the management team, a team of instructors/mentors for the modules and other experts are assembled. As will be discussed later in biographic notes, all these instructors and mentors have had extensive leadership experience in schools. In order to increase the efficiency and coherence of the program delivery, most of these team members will deliver one module and mentor five pairs of practicing and aspiring principals. The module assignment reflects these members’ expertise.

**Table 13. A Delineation of Responsibilities for Other Key Project Members**

<b>Name</b>	<b>Responsibility</b>
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Dr. Walter Burt	Developer and instructor for module # 1, mentor for five pairs of practicing and aspiring teachers; also co-PI as the liaison with school districts
Dr. Denny McCrumb	Developer and instructor for module # 2, mentor for five pairs of practicing and aspiring teachers
Dr. Louann Palmer	Developer and instructor for module # 3, mentor for five pairs of practicing and aspiring teachers
Dr. Gary Wegenke	Developer and instructor for module # 4, mentor for five pairs of practicing and aspiring teachers
Dr. Patricia Reeves	Developer and instructor for module # 5, mentor for five pairs of practicing and aspiring teachers
Dr. Grant Chandler	Developer and instructor for module # 6, mentor for five pairs of practicing and aspiring teachers
Dr. Sue Poppink	Developer of training and mentoring manual, and researcher
Dr. Robert Leneway	Educational technology expert to assist with developing the on-line component of the proposed project

***Timeline and Milestones.*** The following is a table that delineates the timeline and milestones using the first cohort as an example.

**Table 14. *The 30-Month, Timelines and Milestones Using the 1<sup>st</sup> Cohort as an Example***

<b>October 2013</b>	<ul style="list-style-type: none"> <li><b>a.</b> Hold biweekly management team meetings (<b>standing meetings; will not repeat for the following to save space</b>)</li> <li><b>b.</b> Hold biweekly meetings for the team of instructors/mentors (<b>standing meetings; will not repeat for the following</b>)</li> <li><b>c.</b> Finalize the preparation for <i>module 1 – Engage in data-informed decision making</i></li> <li><b>d.</b> Randomly assign the 60 pairs of practicing and aspiring principals into the two cohorts (the first receiving the training during the first 30 months and the second cohort during the remaining 30 months) and inform the participants of the timing of their participation</li> <li><b>e.</b> Collect baseline data from both the first and second cohorts</li> <li><b>f.</b> Conduct context analysis of the schools along the dimensions of the six modules</li> <li><b>g.</b> Finish contractual arrangements</li> </ul>
<b>Nov. – Feb. 2014</b>	<ul style="list-style-type: none"> <li><b>a.</b> Conduct <i>module 1 – Engage in data-informed decision making</i> and its evaluation</li> <li><b>b.</b> Explain the requirements for the <i>Leadership Portfolio</i> that each participant will prepare over the 30 months</li> <li><b>c.</b> Provide mentoring in the context of the triad (the mentor, the practicing principal, and the aspiring principal)</li> </ul>

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- d. Working with teachers, the mentor, and others, each pair of practicing and aspiring principals plans and starts to implement one renewal activity related to *module 1 – Engage in data-informed decision making*
- E Each participant begins to document learning in the *Leadership Portfolio*
- f. Finalize preparation for *module 2 – Manage the school operation*

- Mar. – May 2014**
- a. Share the learning and renewal activities related to *module 1 – Engage in data-informed decision making*
  - b. Conduct *module 2 – Manage the school operation* and its evaluation
  - c. Continue to provide mentoring in the context of the triad (the mentor, the practicing principal, and the aspiring principal)
  - d. Working with teachers, a mentor, and others, each pair of practicing and aspiring principals plans and starts to implement one renewal activity related to the *module 2 – Manage the school operation*
  - e. Each participant continues to document learning in the *Leadership Portfolio*
  - f. Finalize preparation for *module 3 – Develop teacher leaders*

- June – August 2014**
- a. Share the learning and renewal activities related to *module 2 – Manage the school operation*
  - b. Conduct *module 3 – Develop teacher leaders* and its evaluation
  - c. Continue to provide mentoring in the context of the triad (the mentor, the practicing principal, and the aspiring principal)
  - d. Working with teachers, a mentor, and others, each pair of practicing and aspiring principals plans and starts to implement one renewal activity related to *module 3 – Develop teacher leaders*
  - e. Each participant continues to document learning in the *Leadership Portfolio*
  - f. Finalize preparation for *module 4 – Redesign the organization*

- Sep. – Dec. 2014**
- a. Share the learning and renewal activities related to *module 3 - Developing teacher leaders*
  - b. Conduct *module 4 – Redesign the organization* and its evaluation
  - c. Continue to provide mentoring in the context of the triad (the mentor, the practicing principal, and the aspiring principal)
  - d. Working with teachers, a mentor, and others, each pair of practicing and aspiring principals plans and begins to implement one renewal activity related to *module 4 – Redesign the organization*
  - e. Each participant continues to document learning in the *Leadership Portfolio*
  - f. Finalize preparation for *module 5 – Develop a coherent and rigorous instructional program*

- Jan. – Apr. 2015**
- a. Share the learning and the planned renewal activity related to *module 4 – Redesign the organization*

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- b.** Facilitate practicing and aspiring principals to reflect upon (a) the changes planned and implemented so far and (b) the continuation from the first-order to second-order changes
- c.** Conduct *module 5 – Develop a coherent and rigorous instructional program* and its evaluation
- d.** Continue to provide mentoring in the context of the triad (the mentor, the practicing principal, and the aspiring principal)
- e.** Working with teachers, a mentor, and others, each pair of practicing and aspiring principals plans and begins to implement one renewal activity related to *module 5 – Develop a coherent and rigorous instructional program*
- f.** Each participant continues to document learning in the *Leadership Portfolio*
- g.** Finalize preparation for *module 6 – Lead continuous school renewal*

**May – August 2015**

- a.** Share the learning and the planned renewal activities so far, particularly related to *module 5 – Develop a coherent and rigorous instructional program*
- b.** Conduct *module 6: Lead continuous school renewal* and its evaluation
- c.** Continue to provide mentoring in the context of the triad (the mentor, the practicing principal, and the aspiring principal)
- d.** Work with teachers, the mentor, and others, each pair of practicing and aspiring principals plans and begins to implement one renewal activity related to *module 6: Lead continuous school renewal*
- e.** Each participant continues to document learning in the *Leadership Portfolio*
- f.** Develop plans for engaging participants more deeply in the implementation and reflection on *module 6: Lead continuous school renewal*.

**Sep. – Dec. 2015**

- a.** Share the learning and the planned renewal activities so far, particularly related to *module 6: Lead continuous school renewal*
- b.** Encourage synthesis of renewal activities,
- c.** Continue to provide mentoring in the context of the triad (the mentor, the practicing principal, and the aspiring principal)
- d.** Engage participants in deeper implementation & renewal (promote second-order change)
- e.** Each participant continues to document learning in the *Leadership Portfolio*

**Jan. –Mar. 2016**

- a.** Share learning from the whole program; reflect upon the renewal activities and the first-order/second-order changes
- b.** Collect post-data from the participants, their teachers, schools, and mentors; collect student achievement data
- c.** Hold the graduation ceremony for the first cohort
- e.** Revise the program based on the evaluation
- f.** Prepare for the second cohort
- g.** Begin the process of dissemination based on the empirical data

- h.** Conduct evaluation to inquire into the impact of the program on principals, teachers, schools, and students
- (April 2016)** **a.** *The first cohort has a reunion/sharing day (one-day overlap with the second cohort)*
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\*The second cohort (from April 2016 to September 2018) will follow a similar timeline with adjustments based on what we will have learned from the first cohort (October 2013 to March 2016).

***Time Commitment of the Project Directors and Other Key Personnel.*** The time commitments of the project directors and other key project personnel are appropriate and adequate to meet the objectives of the proposed project. Over the course of the 5-year project, Dr. Mansberger (as the director) will spend about 50% of her time on the project. Dr. Shen and Dr. Burt are also appropriately budgeted with varying levels of commitments over the years, consistent with the evolution of the five-year project. For the instructors/mentors, they will spend about 38 days each year on the project. The project manager, Lorie Wolfe, will commit 2/3 of her time to the project. Appropriate amount of funds have also been budgeted for on-line learning and interaction through educational technology, and evaluation and research for developing efficacy evidence and dissemination. The budget for each year is consistent with the nature of the work. The funds requested in this proposal will be allocated to assure that an appropriate amount of time is invested by key members of the project. The time commitments of the project co-directors and other key project personnel are appropriate and adequate to meet the objectives of the proposed project. Please see Appendix 6 for budget details.

***The Qualifications, Including Relevant Training and Experience, of the Project Director and Key Personnel.*** Dr. Nancy Mansberger will serve as the director, Dr. Jianping Shen, and Dr. Walter Burt will serve as the co-directors. As illustrated in the short biographic notes as well as in the full vitae in Appendix 7, they have diverse and successful experience related to the proposed project, and they complement each other's skills.

**Dr. Nancy Mansberger, Director**, is an Associate Professor of educational leadership in the Department of Educational Leadership, Research and Technology at Western Michigan University, where she advises and teaches graduate courses in research, assessment, and data-informed decision making for school leaders. She has an extensive background in the program evaluation of systemic school reform initiatives, and has been a co-director in a number of federally-funded school renewal initiatives. Prior to coming to WMU, she was a K-12 music specialist, school improvement coordinator, and district administrator. She also served as a school board officer.

**Dr. Jianping Shen (co-director for research and evaluation)** holds a named professorship (The John Sandberg Professor of Education) and an endowed chair (The Gwen Frostic Endowed Chair for Research and Innovation)—at Western Michigan University. He was selected as a National Academy of Education/Spencer Foundation Postdoctoral Fellow in 1998. Dr. Shen has published about 70 articles in professional journals as well as other publications. Among others, he and his colleagues published more than 20 articles and three books on school principals. He was a guest editor for a special issue on urban school principalship for *Education and Urban Society* (2000) and a special issue entitled “The Changing Characteristics of School Principalship” for *NASSP Bulletin* (2003). He and his colleagues published *School Principals* (2005), *Tools for Improving Principals’ Work* (2012), and *A Resource Book for Improving Principals’ Learning-Centered Leadership* (2013). He has extensive and successful experience in inquiring into school principalship.

**Walter Burt (co-director as the liaison with school districts and also module developer and mentor)**, Ph.D., is currently the interim Dean of the College of Education and Human Development, and an associate professor in Educational Leadership at Western Michigan University. He was a teacher, district-level evaluator, and superintendent. He was selected for the

first cohort of the Broad Foundation's program for superintendents. He worked for Stupski Foundation in San Francisco on school renewal before joining the faculty.

**Grant Chandler (project member, module developer and mentor)**, Ph.D. is employed by Michigan State University Office of K-12 Outreach as a K-12 Intervention Specialist and Assistant Program Director for Mi-Excel, the statewide system of support for public schools that have been identified as *priority* schools under Michigan's ESEA waiver for No Child Left Behind. Dr. Chandler has worked with the Northwest Regional Educational Laboratory as a practitioner advisor, and consults on school renewal projects nationwide. He has extensive administrative experience as a high school administrator for a large urban district, project director for federally-funded school reform initiatives, and as a district Director of K-12 school reform.

**Robert Leneway (project member, coordinator for technology)**, Ph.D., coordinates the Educational Technology program as an Associate Professor at Western Michigan University and teaches related online courses. He is also the K-12 Technology Consultant for WMU GEAR-UP grant. He previously worked as a K-16 education consultant for the Michigan Department of Education. In 2005 Dr. Leneway was named Educator of the Year by the Michigan Association of Computer Users in Technology, and was nominated for the ISTE-sponsored National Educator of the Year award. The Michigan Rehabilitation Association and the SkillSoft Educational Learning Foundation have bestowed their top annual awards for his work with students with disabilities. He has also developed and conducted digital design and digital storytelling workshops for K-12 teachers, administrators, and students using Adobe Contribute, Flash, Acrobat, Connect, Dreamweaver, Fireworks, Visual Communicator, and Premiere and Photoshop Elements. In 2004, he received the Presidential Award from the Michigan Consortium on Outstanding Achievement in Teaching and Technology for his work with K-12 inservice and pre-service teachers.

**Dennis McCrumb (project member, module developer and mentor)**, Ed.D., was the Superintendent at Marcellus Community Schools for 18 years. He had experience in being a teacher, an assistant principal, and an assistant superintendent. He is currently an Assistant Professor of Educational Leadership at Western Michigan University and the President of Western Michigan University College of Education Alumni Society.

**Louann Palmer (project member, module developer and mentor)**, Ed.D., is an Associate Professor in the Department of Educational Leadership, Research and Technology at Western Michigan University. Formerly, Dr. Palmer served as the Education Policy Advisor to Louisiana Governor Mike Foster; the Assistant Director of the Morrison Institute for Public Policy at Arizona State University; a legislative research analyst with the Arizona Senate. She began her career as a middle school science teacher. Dr. Palmer has served as the lead evaluator/researcher for a number of education reform initiatives.

**Patricia Reeves (project member, module developer and mentor)**, Ed.D., Associate Executive Director of Michigan Association of School Administrators and Assistant Professor of Educational Leadership at Western Michigan University. Dr. Reeves had a twenty-five-year career in K-12 Public Education, with nineteen years in school administration, ten of those as superintendent. Dr. Reeves will apply her research interests in program evaluation, data-driven classroom practice, and systemic change through transformational leadership to assist with developing programming activities.

**Sue Poppink (project member, contributing to developing training and mentoring manual, and research)**, Ph.D., is an Associate Professor of Educational Leadership at Western Michigan University. Prior to coming to Western in 2001, she worked at the local, state and national levels. At the local level, she was most recently the principal for Grattan Academy in Grattan, MI, a charter school which she helped to plan and open, and for which she was responsible

for curriculum development. She has also worked at the state and national level, conducting policy research. Her research has focused on the relationship between policy and practice, especially principal's and teacher's practices. She has published five articles concerning the principalship, and seven articles concerning teaching practice. At Western, she teaches, among other classes, curriculum development for school leaders, policy development, instructional supervision and dissertation writing.

**Lorie Wolfe (project manager)** has both national and international experience as a classroom teacher and school administrator. She also has extensive experience in both business and educational leadership. Lorie supported business development activities for numerous companies in South West Michigan as regional director for Michigan Small Business Technology and Development Center. She has facilitated leadership development for second stage entrepreneurs with the Edward Lowe Foundation. Lorie holds a B.A. from Western Michigan University and M.Ed. from Ohio University.

**Gary L. Wegenke (project member, module developer and mentor)**, Ph.D., is a full Professor in Educational Leadership and the Dean of College of Education at Western Michigan University. He served as a mathematics teacher, high school principal, and superintendent (Waterloo and Des Moines, IA). In 1993, he was selected by The Executive Educator as "one of the nation's 100 best school executives." Later he received Iowa's Superintendent of the Year award (1994). His specialization includes systems thinking, superintendency, and school business management.

***2. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.***

There are four mechanisms for ensuring feedback and continuous improvement in the operation of the proposed project. **First**, for each of the modules of the program, we will conduct

evaluation with participants. This kind of formative evaluation data is very important for making adjustments toward the success of the project.

**Second**, when the first cohort is completed in 30 months, there will be data from the principals, teachers, students, and schools to compare the possible difference between the randomly assigned first and second cohorts. This kind of evaluation will generate summative evaluation data for the first cohort, and will help us plan the second cohort.

**Third**, we will report the results related to the operation of the project as well as formative and summative evaluations in their aggregated forms to the participants and their school districts, the project officer in the U.S. Department of Education, and the professional community including Michigan Department of Education, from all of whom we will seek feedback. These three procedures will help ensure feedback and continuous improvement in the operation of the proposed project.

**Finally**, the committed engagement by identified partners will also ensure feedback and continuous improvement in the operation of the proposed project. All committed partners have much at stake. The participating school districts expect that the project improves principal leadership which will, in turn, lead to higher student achievement. Michigan Department of Education is looking for an effective model of school improvement via leadership development. Through frequent interaction with the project staff, the partners will provide feedback for continuous improvement in the operation of the proposed project.