EDC Education Development Center | **Quality Measures™** CENTER FOR PROGRAM ASSESSMENT AND TECHNICAL ASSISTANCE

Program Faculty

School Districts

University Principal Preparation Initiative
Program Redesign Progress Continuum

State Education Associations

Aspiring School Principals

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Introduction

The UPPI Program Redesign Progress Continuum is the latest addition to the Quality Measures™ Toolkit, commissioned by The Wallace Foundation to assist program redesign teams in assessing their progress in the redesign of their principal preparation programs.

The continuum is informed by findings from the 2018 RAND report*, Launching a Redesign of University Principal Preparation Programs*, and is intended to support teams in their efforts to re-envision a pathway for redesigned, university-based principal preparation.

Using a self-assessment protocol, the progress continuum is designed to support redesign teams in self-assessing their progress toward goals using illustrative descriptions of research-based activities, behaviors, practices, and products that one might expect to see during each phase of the redesign process.

We gratefully acknowledge the input received from the Wallace team as well as feedback collected on early drafts from members of the UPPI redesign teams. It is our sincere hope that this progress continuum will be helpful to programs as they move through the principal preparation program redesign process.

How is the Progress Continuum Organized?

Selected areas of inquiry

The continuum is organized to support a self-inquiry method for determining progress in redesigning principal preparation programs in six selected areas of focus inquiry (AOI): 1) partner engagement, 2) program re-envisioning, 3) program redesign, 4) project management, 5) changes in candidate training experience, and 6) changes in candidate performance. Each area of inquiry is uniquely color coded to distinguish it from other AOIs.

Guiding questions and evidence-based indicators

Each area of inquiry is introduced using a guiding question that is adapted from the RAND report. In addition, a selected set of evidence-based indicators have been adapted from the Quality Measures™ Toolkit (2018) and are used to frame each area of inquiry.

Phases of progress

Four phases are used to define a pathway of progression through the redesign process for users. Phases are not intended to connote a specific amount of time but, rather, are used to describe the types of activities and behaviors you would expect to see happening during each phase. Phases are intended to cohere but should not be viewed as a prescriptive, linear progression of to-do's. The following table is used to describe each phase:

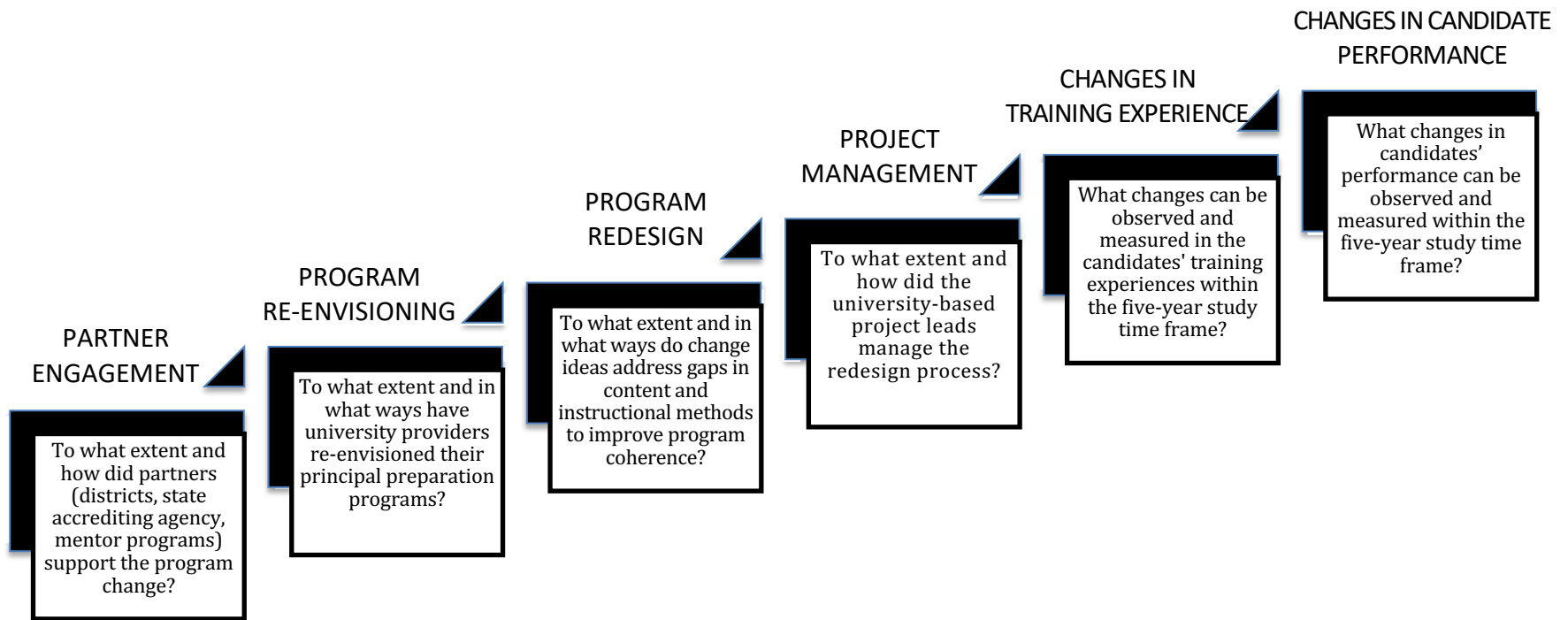|	
Phase 1: Beginning	Describes initial redesign team *activities* and *behaviors* you would typically expect to see at the beginning stages of the redesign process (e.g., norming, organizing, questioning, studying, brainstorming)
Phase 2: Emerging	Describes early *changes* in redesign team practices and products that demonstrate clarity of focus, shared understanding, redesign goals and objectives, and early evidence of progress
Phase 3: Advancing	Describes observable and measurable *changes* in practices and products that demonstrate forward movement toward articulated redesign goals and objectives
Phase 4: Accomplished	Describes observable, measurable *changes* in products and practices that demonstrate that redesign goals and objectives for the AOI have been accomplished

NOTE: Descriptions of activities, behaviors, practices, and products for each phase of the redesign process are intended to be illustrative, and not exhaustive, of all the possible changes that you might see.

Examples of supporting evidence

Also included for each phase across all six areas of inquiry are examples of the types of artifacts that teams might want to consider using as evidence to support the self-assessment of their progress.

Areas of Inquiry and Guiding Questions

This diagram illustrates the six primary measures of inquiry for assessing UPPI redesign progress over the course of the five-year initiative. Question prompts from the RAND report are included to guide the self-assessment of progress for each measure.

CHANGES IN CANDIDATE
PERFORMANCE

CHANGES IN
TRAINING EXPERIENCE

PROJECT
MANAGEMENT

What changes in candidates' performance can be observed and measured within the five-year study time frame?

PROGRAM
REDESIGN

What changes can be observed and measured in the candidates' training experiences within the five-year study time frame?

PROGRAM
RE-ENVISIONING

To what extent and how did the university-based project leads manage the redesign process?

PARTNER
ENGAGEMENT

To what extent and in what ways do change ideas address gaps in content and instructional methods to improve program coherence?

To what extent and in what ways have university providers re-envisioned their principal preparation programs?

To what extent and how did partners (districts, state accrediting agency, mentor programs) support the program change?

QM
Redesign Progress Continuums

AREA OF INQUIRY #1: PARTNER ENGAGEMENT

GUIDING QUESTION:

To what extent and how did partners (districts, state accrediting agency, mentor programs) support the program change?

EVIDENCE-BASED INDICATORS:

- ☐ Shared purpose and goals
- ☐ Leadership and commitment
- ☐ Communication and collaboration
- ☐ Strategic systems alignment
- ☐ Policy influence
- ☐ Partnership sustainability
- ☐ Shared ownership and accountability for results

Phase 1: Beginning	Phase 2: Emerging	Phase 3: Advancing	Phase 4: Accomplished
Preparing and organizing for meaningful and effective partner engagement	*Engaging as a collective partnership to establish shared purpose, norms, goals, and objectives*	*Progressing toward partnership's intended purpose, goals, and objectives*	*Achieved intended purpose, goals, and objectives for the partnership initiative*
During phase 1 you would expect to see:	*During phase 2 you would expect to see:*	*During phase 3 you would expect to see:*	*During phase 4 you would expect to see:*
☑ Strategic partners being confirmed ☑ Memorandums of understanding drafted between partner organizations to clarify expectations and ensure institutional commitment ☑ Structures and norms for effective collaboration and communication being drafted and agreed upon ☑ Partner organizations contributing the time, financial, and human resources needed to accomplish UPPI redesign goals ☑ Structures and norms for effective collaboration and communication being operationalized	☑ A mission statement that communicates the shared purpose of the partnership being developed ☑ Clear and measurable goals for the program redesign initiative being established by the partners ☑ Partner roles and responsibilities for accomplishing redesign goals and objectives being clearly defined and agreed upon ☑ Measures for assessing progress toward intended outcomes being established and agreed upon ☑ Partners using structures and norms to conduct redesign work	☑ Change prototypes being designed and implemented to improve training practices for aspiring school leaders ☑ Ongoing methods for collecting prototype data about what is or is not working to produce actionable data ☑ Ongoing adjustments being made to prototypes in response to data collection ☑ Recommendations for full implementation of effective prototypes of products and methods ☑ Recommendations to revise or abandon prototypes of products and methods based on pilot data ☑ Mutual accountability for progress results shared by all partner organizations ☑ Cycles of improvement processes and structures being adopted as one way to ensure high-quality leader preparation programs	☑ Partnership goals and objectives for the UPPI redesign initiative accomplished ☑ Mutual partner accountability for accomplishing shared goals demonstrated ☑ A collaborative culture among partner organizations that is characterized by trust, mutual respect, and shared decision-making ☑ Alignment of data and human resources systems across partner organizations ☑ Processes for recruiting and inducting new partners to engage in a continuous improvement process for high-quality leader training institutionalized ☑ Partnership consistently using its platform to broaden the impact of high-quality leader preparation ☑ Partnership consistently using its platform to influence the state policy environment ☑ An institutional expectation that partner collaboration and engagement be required in order to change school leader preparation and training practices
Supporting evidence for phase 1 might include:	*Supporting evidence for phase 2 might include:*	*Supporting evidence for phase 3 might include:*	*Supporting evidence for phase 4 might include:*
• Partner commitment letters • Memorandums of understanding • Collaboration and communication protocols • Norms for partner engagement	• Partnership mission statement • Clear and measurable goals • Defined partner roles and responsibilities • Measures for assessing progress • Observations of partners working together	• Redesigned program products and methods • Formative assessment measures used • Implementation data • Written progress reports • Observations of change implementation	• Intra-agency tracking systems • Partner recruitment protocols • Institutional sustainability commitments • Changes in state policy • Changes in institutional policy

AREA OF INQUIRY #2: PROGRAM RE-ENVISIONING

GUIDING QUESTION:

To what extent and in what ways have university providers re-envisioned their principal preparation programs?

EVIDENCE-BASED INDICATORS:

- ☐ Understand program and context challenges
- ☐ Generate change ideas that provide feasible solutions for addressing identified challenges
- ☐ Communicate compelling images of redesign outcomes that build support
- ☐ Use graphic representations as tools to communicate clear vision
- ☐ Increase support for program change among faculty and partners

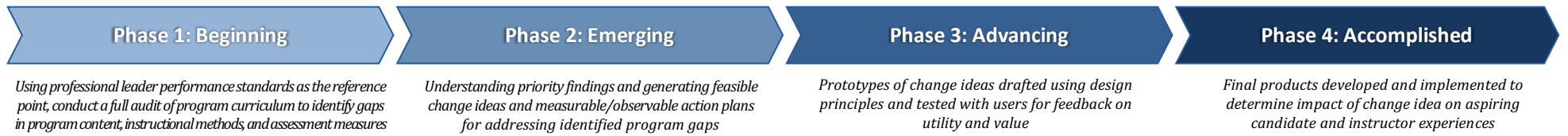| Phase 1: Beginning	Phase 2: Emerging	Phase 3: Advancing	Phase 4: Accomplished
Gaining a deeper understanding of the issues and perspectives associated with redesigning a program in a partnership environment	*A shared vision of the proposed program changes is used to both guide the work and communicate redesign goals to others*	*Prototypes of promising change ideas are drafted and feedback collected on the viability of each prototype design*	*Based on user feedback from prototype pilots and results from additional feasibility studies, prototypes are recommended for full development and implementation*
During phase 1 you would expect to see partners:	**During phase 2 you would expect to see partners:**	**During phase 3 you would expect to see partners:**	**During phase 4 you would expect to see partners:**
☑ Scanning research, analytics, leadership standards, and other data sources to explore redesign possibilities ☑ Using formative program assessment data to launch redesign discussions and to help identify areas of focus for program redesign ☑ Using local and state contexts to better understand and more clearly define redesign challenges	☑ Doing a "deep dive" into root causes for identified challenges ☑ Generating concrete ideas as potential solutions for addressing identified challenges ☑ Visualizing change ideas and potential outcomes from the perspectives of the aspiring principal candidate, training program provider, hiring school district, and state policymaker ☑ Building consensus on change ideas to collectively embrace and move forward	☑ Generating sophisticated tools (logic models, driver diagrams, other) to articulate program redesign goals and intended outcomes ☑ Gathering specific information about resources (people, time, dollars) needed to fully develop and implement proposed change ideas ☑ Promoting a set of concrete ideas that represent feasible redesign solutions and a clear vision for moving the work forward ☑ Articulating a coherent and compelling conception of intended redesign outcomes that increases partner buy-in ☑ Increasing competency of redesign team members to communicate a clear vision and, as a result, increase external support (non-redesign team) for redesign ideas and solutions	☑ Using graphic representations to articulate redesign goals, strategies, work plans, and budgets to strategic focus groups and other external audiences ☑ Collecting and analyzing internal and external feedback and input from other UPPI programs, mentors, and non-redesign team program faculty ☑ Building a critical mass of both internal and external support for program redesign work ☑ Integrating the redesign vision into the culture and fabric of the program to ensure sustainability of practices ☑ Reaching consensus on a preliminary redesign logic model ☑ Reaching consensus on an agreed upon set of program change ideas for possible prototype development
Supporting evidence for phase 1 might include:	**Supporting evidence for phase 2 might include:**	**Supporting evidence for phase 3 might include:**	**Supporting evidence for phase 4 might include:**
• Literature reviews • Baseline program assessment data • Site visit observations	• A set of promising change ideas • Observations of consensus building	• Logic models and other visualization tools • Draft budgets, staffing needs, other resources	• Logic model presentation • Field test results presentation • Recommendation and rationale

AREA OF INQUIRY #3: PROGRAM REDESIGN

GUIDING QUESTION:

To what extent and in what ways do change ideas address gaps in content and instructional methods to improve program coherence?

EVIDENCE-BASED INDICATORS:

- ☐ Curriculum audits
- ☐ Gap analyses of:
  - ○ Course content
  - ○ Instructional methods
  - ○ Clinical practices
  - ○ Assessment practices
- ☐ Product prototype development and predictions
- ☐ Prototype testing and analysis of feedback
- ☐ Adaptations of the final products to user needs

Phase 1: Beginning	Phase 2: Emerging	Phase 3: Advancing	Phase 4: Accomplished
Using professional leader performance standards as the reference point, conduct a full audit of program curriculum to identify gaps in program content, instructional methods, and assessment measures	*Understanding priority findings and generating feasible change ideas and measurable/observable action plans for addressing identified program gaps*	*Prototypes of change ideas drafted using design principles and tested with users for feedback on utility and value*	*Final products developed and implemented to determine impact of change idea on aspiring candidate and instructor experiences*
During phase 1 you would expect to see redesign teams:	*During phase 2 you would expect to see redesign teams:*	*During phase 3 you would expect to see redesign teams:*	*During phase 4 you would expect to see redesign teams:*
☑ Conducting curriculum audits to identify gaps in course content, learning activities, instructional materials, and course assessment measures based on professional standards for educational leadership ☑ Constructing cross-curriculum matrices to identify gaps in course content, instructional methods, and performance assessments ☑ Identifying technology advancements available to use in managing the complexities of the program curriculum audit	☑ Communicating priority findings from curriculum audit to the full redesign team ☑ Determining which priorities can be addressed with achievable action steps, given remaining timelines and budgets ☑ Generating feasible change ideas for addressing curriculum priorities identified in the audit ☑ Defining achievable goals, action steps, and measures for determining that curriculum is organized and logically sequenced to represent a structured progression of learning ☑ Developing a set of design principles for making consistent and acceptable changes to curriculum	☑ Determining the questions that need to be answered to address primary findings from the audit ☑ Preparing prototypes to fill gaps identified in the curriculum audit findings that are consistent with design principles ☑ Predicting user need for prototype ☑ Conducting prototype testing and collecting user feedback to confirm predictions ☑ Analyzing feedback to better understand how the prototype helped users and why the change is needed ☑ Using feedback to determine if initial predictions for change results are accurate ☑ Making revisions to further develop prototype based on feedback ☑ Re-testing revised prototype, following established design principles used to guide the process	☑ Adapting final change products to user context specifications while adhering to pre-defined design principles ☑ Updating gap analyses to reflect the addition of redesigned content and instructional methods ☑ Fully implementing change ideas ☑ Collecting data on candidates' course experience as a result of change ideas implemented ☑ Collecting data on instructors' course experience as a result of change ideas implemented ☑ Returning to the gap analyses to identify next gap, and continue curriculum redesign cycling
Supporting evidence for phase 1 might include:	*Supporting evidence for phase 2 might include:*	*Supporting evidence for phase 3 might include:*	*Supporting evidence for phase 4 might include:*
• Curriculum audit • Gap analysis • Curriculum management software	• Priority findings • Change idea goals and achievable action steps • Design principles	• Prototypes of change ideas • Feedback survey results • Pilot predictions	• Final change idea products • Revised gap analyses • Implementation survey data (candidate experience, instructor experience)

AREA OF INQUIRY #4: PROJECT MANAGEMENT

GUIDING QUESTION:

To what extent and how did the university-based project leads manage the redesign process?

EVIDENCE-BASED INDICATORS:

- ☐ Organizing and Planning
- ☐ Launching
- ☐ Executing and Progress Monitoring
- ☐ Reflecting and Assessing

Phase 1: Beginning	Phase 2: Emerging	Phase 3: Advancing	Phase 4: Accomplished
Organizing and Planning	*Launching*	*Executing and Monitoring*	*Reflecting and Assessing*
During phase 1 you would expect to see UPPI project leaders:	*During phase 2 you would expect to see UPPI project leaders:*	*During phase 3 you would expect to see UPPI project leaders:*	*During phase 4 you would expect to see UPPI project leaders:*
☑ Leading the development and implementation of a solid project plan to guide the work of the redesign team ☑ Actively recruiting redesign team members ☑ Negotiating MOUs with partner organizations ☑ Troubleshooting any issues that come up during the "pre" launch phase of the project related to logistics, program, and/or systems constraints	☑ Facilitating a series of organizational meetings and activities to introduce the program redesign challenge and initial scope of work ☑ Establishing protocols for communication and collaboration ☑ Facilitating the review of QM program self-assessment data to confirm area(s) of focus for the redesign work with the team ☑ Sharing leadership responsibilities for executing the plan with other members of the team in order to build ownership and commitment and to ensure more efficient execution ☑ Troubleshooting any issues that come up during the launch phase of the project related to logistics, program, and/or systems constraints	☑ Collaborating with mentor programs and partners to execute and monitor the completion of redesign tasks ☑ Facilitating and recording discussions as a way to document the process and recall decisions made ☑ Monitoring progress on task assignments and tracking due dates to ensure that work is completed on time and within budget ☑ Communicating progress in an effort to maintain strong levels of engagement with redesign partners and faculty ☑ Troubleshooting any issues that come up during the execution and monitoring phase of the project related to logistics, program, and/or systems constraints	☑ Assessing results for each phase of the project management process ☑ Reflecting on specific areas of strength and specific areas of challenge from a project management perspective ☑ Documenting strategies used in order to address similar challenges going forward ☑ Mitigating constraints (external or internal) that threatened to interfere/interfered with the accomplishment of project goals ☑ Disseminating a comprehensive report of progress and lessons learned from their principal preparation program redesign work
Supporting evidence for phase 1 might include:	*Supporting evidence for phase 2 might include:*	*Supporting evidence for phase 3 might include:*	*Supporting evidence for phase 4 might include:*
• Project plan • Redesign team recruitment strategy • Signed MOUs	• Meeting agendas • Communication protocols • Task assignments	• Meeting minutes/recordings • Progress tracking tools • Written communications to partners/faculty	• Reflections • Written summary report • Assessment results for each phase • Areas of strength/challenge

AREA OF INQUIRY #5: CHANGES IN CANDIDATE TRAINING EXPERIENCE

GUIDING QUESTION:

What changes in candidates' training experiences can be observed and measured within the five-year study time frame?

EVIDENCE-BASED INDICATORS:

☐ Candidate Admissions
☐ Coursework
☐ Clinical Practice
☐ Assessment and Evaluation

Phase 1: Beginning	Phase 2: Emerging	Phase 3: Advancing	Phase 4: Accomplished
Candidate Admissions	*Coursework*	*Clinical Practice*	*Assessment and Evaluation*
During phase 1 you would expect to see changes in applicant admission practices that include:	*During phase 2 you would expect to see changes in candidate coursework that include:*	*During phase 3 you would expect to see changes in candidate clinical practices that include:*	*During phase 4 you would expect to see changes in candidate exit competency requirements that include:*
☑ A redesigned recruitment strategy ☑ Valid and reliable predictor assessments used as part of the applicant screening process ☑ Measures for determining applicant interest in and commitment to leading a chronically low-performing school ☑ Candidate screening as potential hires by partner school districts	☑ Specific and measurable learning goals and instructional methods that are behavior-oriented and explicitly linked to Professional Standards for Educational Leaders ☑ Course designs that explicitly connect course content with instructional methods and performance assessment measures ☑ Courses are organized and sequenced to reflect an intentional developmental progression over the duration of the program	☑ Culturally responsive methods for developing leader competencies at the personal, instructional, and institutional levels ☑ Internships that are co-designed by program faculty and prospective employers ☑ Clinical practice placement protocols that ensure a high-quality clinical experience for every candidate ☑ Clinical supervision criteria that are clearly defined and directly linked to the competencies being developed ☑ High-quality feedback and coaching tools and processes to support the development of specific and measurable competencies	☑ Policy changes that require candidates to demonstrate performance-based leader standards ☑ Changes in certification and licensing standards that are performance-based ☑ Changes in school districts' eligibility requirements for principal/assistant principal positions ☑ Changes in mentor requirements for new leader positions through induction ☑ Changes in principal/assistant principal performance-based evaluations that align with professional standards
Supporting evidence for phase 1 might include:	*Supporting evidence for phase 2 might include:*	*Supporting evidence for phase 3 might include:*	*Supporting evidence for phase 4 might include:*
• Predictor assessments • Redesigned recruitment strategy • School district screening measures	• Candidate learning plans • Curriculum designs • Course scope and sequence	• Culturally responsive methods • Co-designed internship guidelines • Clinical practice placement protocol • Clinical supervision criteria	• Revised school district, institutional, and state policies • Revised certification and licensing standards • Revised mentorship program for new principals • Performance evaluations

AREA OF INQUIRY #6: CHANGES IN CANDIDATE PERFORMANCE

GUIDING QUESTION:

What changes in candidates' performance can be observed and measured within the five-year study time frame?

EVIDENCE-BASED INDICATORS:

- ☐ Candidate Admissions
- ☐ Coursework
- ☐ Clinical Practice
- ☐ Assessment and Evaluation

Phase 1: Beginning	Phase 2: Emerging	Phase 3: Advancing	Phase 4: Accomplished
Candidate Admissions	*Coursework*	*Clinical Practice*	*Assessment and Evaluation*
During phase 1 you would expect to see changes in applicant competencies that include:	*During phase 2 you would expect to see changes in candidate coursework performance that include:*	*During phase 3 you would expect to see changes in candidate clinical performance that include:*	*During phase 4 you would expect to see changes in candidate performance that result in:*
☑ Applicants who demonstrate dispositions compatible with those of successful school leaders ☑ Applicants who demonstrate interest in and commitment to leading chronically low-performing schools ☑ Applications that meet or exceed rigorous admission standards ☑ Applicants who meet or exceed pre-admission screening criteria ☑ Increase in the number of highly qualified applicants being admitted to school leader training programs	☑ Candidates accomplishing specific and measurable learning goals ☑ Candidates demonstrating behaviors that reflect Professional Standards for Educational Leaders ☑ Candidates who meet or exceed coursework expectations on using performance-based assessment measures ☑ Candidates who reflect a continuum of developmental progression over the course of their training	☑ Candidates who demonstrate culturally responsive competencies at the personal, instructional, and institutional levels ☑ Candidates who demonstrate appropriate decision-making in applying knowledge and skills to a comprehensive set of real school situations ☑ Candidates who demonstrate the ability to coach teachers on methods of effective instruction ☑ Candidates who demonstrate the ability to solve complex problems ☑ Candidates who respond to focused feedback and coaching that supports the ongoing development of specific and measurable competencies	☑ Increases in the number of candidates who demonstrate exit competencies that reflect more rigorous performance-based leader standards ☑ Increases in the number of candidates who are certified and licensed by the state <u>and</u> then hired as principals or assistant principals ☑ Increases in the number of candidates meeting school districts' eligibility requirements for principal/assistant principal position vacancies ☑ Increases in the number of candidates, hired by school districts into leadership positions, who remain for 3 or more years ☑ Increases in the number of candidates who meet or exceed performance expectations for new leaders
Supporting evidence for phase 1 might include:	*Supporting evidence for phase 2 might include:*	*Supporting evidence for phase 3 might include:*	*Supporting evidence for phase 4 might include:*
• Application data • Screening assessment results • Interview data	• Candidate learning goals • Candidate learning plans • Candidate assessment results	• Candidate cultural competency data • Candidate documentation of clinical experiences	• Quantitative and qualitative data showing increases

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