

The Impact of Leadership Preparation: Lessons from the UCEA/TEA-SIG Taskforce and Related Research

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Purpose

- To provide an update on the Taskforce's work and findings to date
- To share new findings on how leadership preparation impacts leadership practices and school improvement work
- Future research and its field benefits

The UCEA/TEA-SIG Taskforce on Evaluating Leadership Preparation Programs

- Core group of 20-30 faculty from programs nationwide
- Meetings semi-annually for working sessions at AERA and UCEA
 - Data analysis and implications based discussions
 - Survey development and instrumentation
 - Reporting and communicating findings
 - Fund raising
- Leadership team
 - Co-chairs: Terry Orr and Diana Pounder
 - Liaisons: Steve Jacobson and Tricia Browne-Ferrigno
 - Secretary: Jennifer Friend

Taskforce Accomplishments

- Documenting program attributes
 - Program documentation instrumentation
 - Faculty interview guides

Taskforce accomplishments (cont.)

- Documenting graduate outcomes and program impacts:
 - Instrumentation
 - Follow up survey of graduates/alumni survey
 - Teacher survey
 - Survey fielding and analysis resources
 - IRB guidelines
 - SPSS codebook
 - Scale measure construction and statistics
 - Analyses by programs and by graduates

Taskforce Accomplishments (cont.)

- State data system integration and analysis
 - Types of data
 - Graduates by institution
 - Teacher and school leader employment status by year
 - School and district characteristics
 - Analyses by institution types over time
 - Career advancement
 - Rate of career advancement
 - Diversity trends
 - District differences

Taskforce Accomplishments (cont.)

- Model of statewide collaboration on program evaluation (program documentation, statewide survey of graduates, state performance data analysis)
 - Missouri
 - Utah
 - Indiana
 - Texas (in formation)
 - Illinois (under consideration)

Highlights of our findings

- Program qualities and attributes
- Post program career trends
- Graduate impacts

#1: Program attributes and qualities

- Indiana statewide program study
- Utah statewide program study
- UCEA/TEA-SIG follow up survey of graduates, a five program comparison

Indiana Study

- Increased number of programs (2001-present)—10 →17 programs
- Most are licensure only or licensure and degree programs
- All are based on the Indiana leadership standards
- Masters degrees vary from 36-42 credits, 14 months to 60 months
- Most are cohort based
- Admissions:
 - The statewide composite average GPA for admission is 2.82; the composite mode GPA is 3.0.
 - Only 7 of 17 use GREs
 - 93% acceptance rate; 1/3 of the programs accept 100%
 - Admit more women than men, and women are more likely to finish than are men
 - Admit fewer than 10% minority

Indiana (continued)

■ Curriculum

- Most have a fixed curriculum
- Core courses across programs are: educational leadership, school law, the principalship, curriculum, school-community relations, and the internship or practicum
- instructional leadership was addressed in a less than half the classes, and diversity and cultural competence only in specific courses like school-community relations.

■ Instruction

- significant variation in use of technology and distance learning
- Problem-based learning, case studies, and extended class discussion, are consistently used in half the courses
- Half the programs are off-site or through distance learning

■ Internship

- Two are embedded throughout program and coursework
- Six have district relationships for internship placement
- Internship hours average 100-150, with a range from 60-300.

Indiana (continued)

■ Faculty

- Majority are adjuncts or split time faculty
- Only 20% of faculty statewide are tenure-line full time leadership preparation faculty

■ Assessment

- Prior to internship
- Program completion (grades, portfolio (without clear assessments) and SLLA assessment (10 programs, 96-100% passage rate

Indiana study outcomes

- Wide disparity in productivity: Three programs produce half of the degrees in the state; five programs produce only 2%.
- 53% of those who completed between 2001 and present advanced to a leadership position
- Most are placed locally
- Placement rates are higher for male graduates

UCEA/TEA-SIG findings

- Eight programs (only 5 shown here)
 - One partnership
 - Four public
 - NCATE accredited institutions
- Total sample
 - 477 respondents
 - 69 respondents are current principals
 - 23-61% response rate

Program feature ratings and qualities by program

Feature	A	B	C	D	E	Total	s.d.
a. Content focus on leading learning.	3.8	4.1	3.6	4.1	4.0	4.0**	0.7
b. Program content challenging, coherent and reflective	4.0	4.4	3.5	4.1	4.1	4.1**	0.7
c. Supportive organizational structures	NA	4.2	3.7	4.4	4.3	4.2**	0.7
d. Student-centered instructional practices	3.2	3.7	3.8	4.2	3.8	3.8**	0.7
e. Faculty competence and challenge	4.2	4.5	4.0	4.3	4.3	4.3**	0.7
f. In a cohort	5.0	4.6	2.1	5.0	3.2	3.7**	1.6
g. Positive student relationships	3.8	3.9	3.5	4.2	4.0	4.0**	0.9
h. Mean weeks of internship	84	36	34	11	21	25**	17.4
i. Quality internship attributes	4.0	3.8	3.8	4.1	3.7	3.8	0.9

OUTCOMES	A	B	C	D	E	Total	s.d
Learning							
Learned: Vision and ethics	4.0	4.1	3.5	3.8	4.0	3.9**	0.8
Learned: Leading learning	3.2	3.9	3.4	3.8	3.8	3.7**	0.9
Learned: Managing operations	3.3	3.3	3.2	3.4	3.5	3.4	0.8
Learned: Engaging parents and community	3.4	3.5	3.0	3.3	3.8	3.5**	1.0
Learned: Organizational learning	3.8	4.0	3.5	3.7	3.8	3.8*	0.9
Leadership orientation:							
Principal Intentions	3.2	3.9	3.0	4.0	3.1	3.4**	1.5
Positive beliefs about the principalship	4.7	4.7	4.7	4.7	4.7	4.7	0.5
Negative beliefs about the principalship	4.1	4.0	3.5	4.1	3.8	3.9**	0.8
Perceived control to make one's intentions happen	3.3	3.1	3.3	3.3	3.5	3.3	1.4
Subjective norm: Family, friends, administrator support	4.3	3.9	4.5	3.8	4.0	4.0**	1.0

Key Findings

- Programs are very selective on prior teaching experience and leadership experience
- the programs are delivering a good to strong program on most recommended program attributes, particularly in focus, content, student-centered instructional practices, internships, competent faculty and positive students relationships.
- Programs are more variable in their internship attributes and length.
- Graduates rated their learning highest in learning vision and ethics, organizational learning, and leading learning
- Most graduates aspire to and advance into leadership positions within five years and continue to advance over time

Key relationships

- Content, challenge, reflection, instructional practices, faculty and internship are all related to the extent of graduate learning
- Internship experiences are most positively related to career intentions and advancement

Career Trends: Texas (% advance to leadership position within two years of graduation)

Carnegie Classification	Spring Semester of Production Cohort										Avg
	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	
Research I	50.0%	47.1%	54.3%	54.3%	62.9%	71.4%	65.2%	64.7%	76.1%	67.4%	61.3%
Research II	35.5%	36.7%	51.9%	45.8%	42.4%	12.5%	72.7%	87.5%	71.4%	43.5%	50.0%
Doctoral I	48.6%	51.3%	54.8%	54.1%	57.6%	58.2%	60.8%	62.5%	57.4%	59.9%	56.5%
Doctoral II	42.7%	39.2%	35.2%	40.7%	42.3%	46.9%	28.6%	50.0%	53.5%	45.2%	42.4%
Masters Univ & Colleges I	43.4%	45.6%	46.8%	47.9%	43.8%	47.2%	52.1%	53.7%	51.8%	50.6%	48.3%
Masters Univ & Colleges II	57.1%	83.3%	87.5%	50.0%	70.6%	66.7%	71.4%	58.3%	50.0%	60.0%	65.5%
Baccalaureate Colleges II	45.0%	40.3%	44.0%	40.4%	40.4%	40.7%	53.3%	48.2%	40.8%	48.2%	44.1%
Alternative	na	100.0%	83.3%	73.7%	62.1%	61.2%	55.8%	63.1%	73.6%	67.1%	71.1%
Out-of-State	36.4%	37.1%	53.9%	43.0%	38.8%	51.6%	41.9%	56.3%	57.1%	47.6%	46.4%
Total	44.0%	45.9%	48.8%	48.8%	47.1%	49.6%	53.1%	55.8%	54.2%	53.1%	50.0%

Texas career trends

- 60% of certified candidates became school leaders, including 32% as principals
- Average rate to advancement is 2.0 years to an initial school leadership position and 4.0 years to principalship
- MUC II institutions had highest advancement rate within two years to school leader (78%); Research II and MUC II institutions had highest percentage as principals (42%)
- Men are more likely than women to advance (70% vs. 55%) and become a principal (39% vs. 27%) within seven years
- Nonwhites are more likely than whites to transition within seven years (64% vs. 59%), but are less likely to become principals (25% vs. 34%)

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