

Educational Leadership



THE UNIVERSITY OF UTAH

UTAH EDUCATION
POLICY CENTER

UCEL

- University Consortium for Educational Leadership
 - Focused on leadership preparation that is
 - Unique partnership focused on collaboration across the State Board of Education, higher education institutions, leadership organizations and preparation programs for program improvement
 - Addresses implementation of state policy and rule

Pathways to Leadership

Teacher Practice

Mentoring and Induction
Formal and Informal Leadership Preparation
Formal and Informal Leadership Practice
Professional Learning and Development
Professional Growth Opportunities (Talent Management)

Leadership Preparation

Formal and Informal Preparation
Quality Leadership Programs
District, State, and University-based Principal Preparation Opportunities

Leadership Practice

Public Practice
Mentoring and Induction
Evaluation of Practice
Practice Improvement
District, State, and University-based Professional Learning and Development
Professional Growth Opportunities (Talent Management)

Professional Standards for Educational Leadership (PSEL)

- Mission, Vision, and Core Values
- Ethics and Professional Norms
- Equity and Cultural Responsiveness
- Curriculum, Instruction and Assessment
- Community of Care and Support for Students
- Professional Capacity of School Personnel
- Professional Community for Teachers and Staff
- Meaningful Engagement of Families and Community
- Operations and Management
- School Improvement

High Quality Leadership Programs

1. Research-based content
2. Coherent curriculum
3. Rigorous selection process
4. Cohort structures
5. School-university collaborations
6. Field-based internships
7. Supportive organizational structures
8. Systematic process for evaluations and improvement
9. Low student-faculty ratio & student-centered instruction
10. Full-time tenure-track faculty members
11. Professional growth opportunities for faculty

(Young et al., 2007)



Leadership Curriculum

- A quality leadership preparation curriculum does the following:
 - Integrates important disciplinary theories and concepts
 - Links disciplinary concepts to internship experiences
 - Provides a logical array of coursework, learning activities, and program structures
 - Frames content around the principles of adult learning theory and links theory and practice
 - Aligns to research-based leadership standards.

(Orr, O'Doherty & Barber, 2012)



Why INSPIRE Leadership

- Provide transparent information to programs for improvement purposes
- Provide data on program qualities, graduate experiences, graduate practice, and evaluation of program effects and effectiveness



Programs Need Evaluation Data for the Following Purposes

Program
Improvement

Program
Accountability

Accreditation
Review

Research on
Program Processes
and Outcomes



INSPIRE Leadership Survey Suite

Preparation Program Edition (INSPIRE-PP) — enables the leadership preparation program to systematically document its core program features.

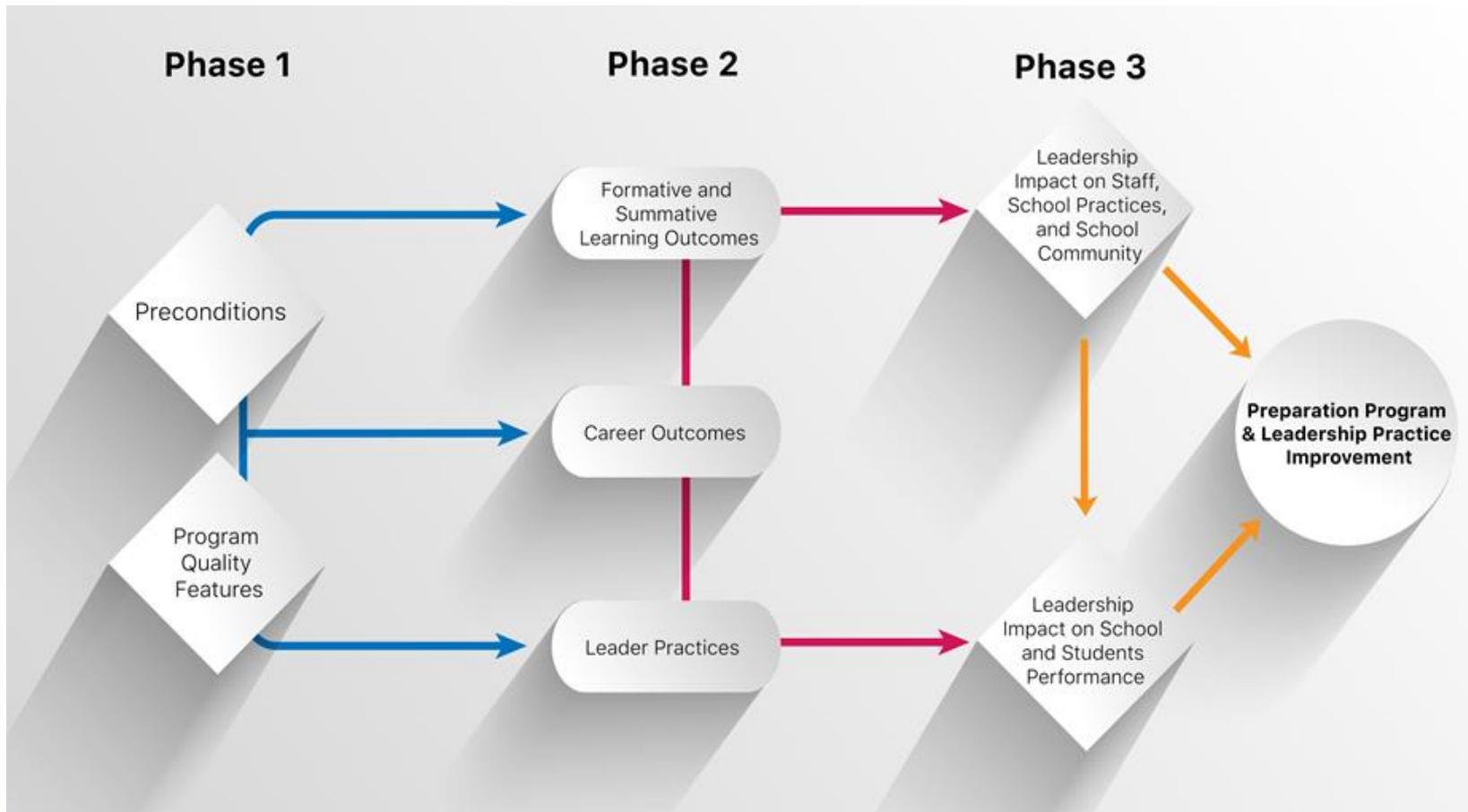
Graduate Edition (INSPIRE-G) — enables feedback from graduates on their preparation experiences, learning outcomes, and career intentions.

Leaders in Practice Edition (INSPIRE – LP) – enables feedback from graduates currently serving as principals regarding their leadership practices, school improvement and organizational indicators.

360 Edition (INSPIRE-360) — enables documentation of leadership practices, school improvement and organizational indicators in the schools where program graduates work from the perspective of program graduates who are working as school principals, including teachers and supervisors.



Evaluation Pathway for Educational Leadership Preparation Programs



ESSA Evidence

- Tier I (strong evidence)—at least one well-designed and well-implemented experimental study (randomized controlled trial)
- Tier II (moderate evidence)—at least one well-designed and well-implemented quasi-experimental study
- Tier III (promising evidence)—at least one well-designed and well-implemented correlational study that controls for selection bias
- Tier IV— the activity, strategy, or intervention demonstrates a rationale based on high-quality research or a positive evaluation that suggests it is likely to improve student or other relevant outcomes
 - For tier IV activities, there must be ongoing efforts to evaluate the effects of the activity, strategy, or intervention.

LIFT: Leadership & Inquiry for Turnaround



LIFT Leadership Principles

Clarity of
Focus &
Unifying
Purpose



Inquiry &
Reflection



Relationships
& Culture



Process &
Structure



Communication



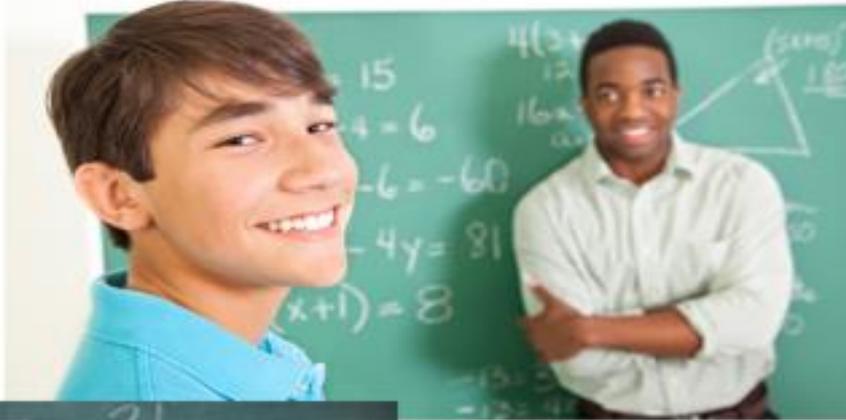
LIFT



Unite
Lead
Learn
Engage
Spark
Discover
Inspire



LIFT



Excellent
and
Equitable
Schools



LIFT



Systems
Approach



LIFT



Research-Based
and Practice-
Informed



LIFT



Practical
Tools and
Resources



LIFT



Community of
Practice
Meetings

(4 x Year)



LIFT



Inquiry
Teams



LIFT



Deepen
Knowledge



LIFT



Support Each
Other and
Celebrate
Success

