

Resource C: Relevant Publications

I. IN-DEPTH REVIEW PROCESS RESOURCES

Title: Principal Preparation Program Self-Assessment Toolkit: For Use in Developing, Assessing, and Improving Principal Preparation Programs (with accompanying handbook)

Source: Education Development Center

Publication Year: 2013

Link: [Wallace Foundation](#)

Description: Designed to help principal preparation programs assess the quality of the training offered, this kit includes “rubrics” (or ratings with descriptions of what they mean) on course content, candidate recruitment and other matters. A separate handbook is designed to guide people through effective use of the tool.

Title: Developing Evaluation Evidence: A Formative and Summative Evaluation Planner for Educational Leadership Preparation Programs

Source: University Council for Educational Administration (UCEA)

Publication Year: 2012

Link: [UCEA](#)

Description: To facilitate planning and data collection, this planner is organized by program inputs and outcomes. The planner includes a conceptual model of the link between leadership preparation and outcomes, a guide for identifying evaluation evidence, and an evaluation planning worksheet.

Title: Institutional and Program Quality Criteria: Guidance for Master’s and Doctoral Programs in Educational Leadership

Source: UCEA

Publication Year: 2012

Link: [UCEA](#)

Description: This guidebook for masters and doctoral programs in educational leadership includes the UCEA Institutional and Program Quality criteria, rubrics that illuminate the difference between very effective, effective and developing practices concerning each criteria as well as suggestions for how to use the rubrics to facilitate conversations around program improvement.

Title: Designing Purposeful and Coherent Leadership Preparation Curriculum: A Curriculum Mapping Guide

Source: UCEA

Publication Year: 2012

Link: [UCEA](#)

Description: This guide provides a process and set of tools to help preparation program faculty articulate and align leadership expectations and their program’s content. The resource includes worksheets to collect curricular information and analyze courses’ standards alignment, content coherence, and relevance to program goals and priorities. The guide can be used to help develop new programs or to evaluate an existing program for renewal and revision.

Title: 2014 Interstate School Leaders Licensure Consortium (ISLLC) Standards

Source: Council of Chief State School Officers (CCSSO)

Publication Year: 2014

Link: [UCEA](#)

Description: Produced by the CCSSO and the National Policy Board for Educational Administration, these standards are model leadership protocols that outline what education leaders should know and be able to do to ensure that all students graduating from high school are prepared to enter college or the modern workforce. The standards outline foundational principles of education leadership that cut across grade levels and help improve student achievement and engagement.

Title: Council for the Accreditation of Educator Preparation 2013 Standards for Accreditation of Educator Preparation (and Evidence Guide)

Source: Council for the Accreditation of Educator Preparation (CAEP)

Publication Year: 2013

Link: [CAEP](#)

Description: CAEP adopted new accreditation standards for education preparation programs in August 2013. To support preparation programs in meeting the new standards, the council released an evidence guide that explains CAEP's perspective on building a "culture of evidence" through the use of data. The guide includes instructions for collecting and analyzing data, as well as guidance on what constitutes valid evidence and suggestions for collecting evidence on the impact of program graduates on student learning.

Title: Evaluation of Teacher Preparation Programs: Purposes, Methods, and Policy Options

Source: National Academy of Education (NAEd)

Publication Year: 2013

Link: [National Academy of Education](#)

Description: NAEd's stated objective for this report was "to provide clearer information and direction around evaluation measures and systems in educator preparation." Many aspects of the relationship between teacher preparation and instructional quality are not fully understood, and existing approaches to teacher preparation program evaluation are complex, varied and fragmented. Designers and consumers of teacher preparation program evaluations could benefit from clear information about the purposes, effects, strengths and limitations of current evaluation approaches and from guidance for designing and using future evaluations. This report, the product of an analysis by a committee of the National Academy of Education, aims to fill that need.

II. THE STATE ROLE IN EVALUATING PRINCIPAL PREPARATION PROGRAMS

Title: Change Agents: How States Can Develop Effective School Leaders (Concept Paper and Guide)

Source: New Leaders

Publication Year: 2013

Link: [New Leaders](#)

Description: This concept paper is a primer for states that want to build a pipeline of highly effective principals by reforming the way they hold preparation programs accountable for results and improving their licensure systems. It lays out current challenges in the field, describes a case for outcomes-focused school leadership, and makes policy recommendations for achieving that vision. The concept paper is accompanied by an important resource, the “Change Agents Companion Guide,” which serves as a framework state policymakers can use to explore fundamental questions of purpose and design based on a new vision for leadership and an assessment of tools at their disposal.

Title: The State of State Policies for Principal Preparation Program Approval and Candidate Licensure

Source: The Journal of Research on Leadership Education/Anderson and Reynolds

Publication Year: 2015 (forthcoming)

Link: Not yet available.

Description: Using a policy analysis framework by Roach and colleagues, this study explores state codes, administrative rules and regulations, and accompanying state board/department of education documents to describe state policies for principal preparation program approval and candidate licensure.

Title: Improving School Leader Preparation: Collaborative Models for Measuring Effectiveness

Source: American Institutes for Research

Publication Year: 2014

Link: [Center on Great Teachers and Leaders at American Institutes for Research](#)

Description: This research brief provides an overview of how states currently measure the effectiveness of school leader preparation programs and explores new collaborative models for continuous program improvement.

Title: Our Responsibility, Our Promise: Transforming Educator Preparation and Entry into the Profession

Source: CCSSO Task Force on Educator Preparation and Entry into the Profession

Publication Year: 2012

Link: [CCSSO](#)

Description: This report was written by the Task Force on Educator Preparation and Entry into the Profession, which is composed of current and former chief state school officers who are members of the CCSSO, with input from the National Association of State Boards of Education and the National Governors Association. The recommendations contained in this report focus on the levers for change that are the responsibility of state education agencies and, where applicable, their partner professional standards boards: licensure; program approval; and data collection, analysis, and reporting. Twenty-five states have agreed to advance the recommendations in the report.

III. ANNUAL REPORT MEASURES

Title: Initiative for Systemic Program Improvement through Research in Educational Leadership (INSPIRE) Surveys

Source: UCEA

Publication Year: 2013

Link: [UCEA](#)

Description: The INSPIRE Surveys include a suite of evaluation resources made available by the UCEA Center for the Evaluation of Educational Leadership Preparation and Practice for leadership preparation programs to produce evidence helpful in improving programs, meeting accreditation requirements, and making the case for support among various constituencies.

The INSPIRE Leadership Suite currently includes:

- Preparation Program Edition (INSPIRE-PP)—This instrument enables the educational leadership preparation program to systematically document its core program features.
- Graduate Edition (INSPIRE-G)—The specific purpose of this survey is to elicit feedback from alumni on their leadership preparation experiences and learning and career outcomes.
- Leader in Practice Edition (INSPIRE-LP)—This instrument enables the educational leadership preparation programs to document leadership practices and school improvement and organizational indicators from the perspective of program graduates who are working as school principals.
- 360 Edition (INSPIRE-360)—This instrument enables the educational leadership preparation program to document leadership practices and school improvement and organizational indicators in the schools where program graduates work from the perspective of teachers.

Title: Comprehensive Assessment of Leadership for Learning (CALL)

Source: Wisconsin Center for Educational Research

Publication Year: 2012

Link: [Comprehensive Assessment of Leadership for Learning](#)

Description: CALL captures current leadership practices in five domains: focus on learning, monitoring teaching and learning, building nested learning communities, acquiring and allocating resources, and maintaining a safe and effective learning environment. The task-based focus of the survey emphasizes the work that needs to be done to improve student learning rather than the disposition or character of leaders. CALL gathers data from principals, school staff and teachers and is intended for middle schools and high schools.

Title: Vanderbilt Assessment of Leadership in Education

Publication Year: 2012

Link: [Discovery Education](#)

Description: The Vanderbilt Assessment of Leadership in Education is a research-based evaluation tool that measures the effectiveness of school leaders by providing a detailed assessment of a principal's behaviors. VAL-ED focuses on the skills and behaviors unique to the role and career of a principal, providing evidence that the appropriate and necessary instructional leadership behaviors are exhibited at the school.

IV. FOR FURTHER READING

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