

Research Based  
Indicators and Rubric  
Criteria

Evidence  
Based  
Protocols

School District/  
Training Provider  
Partnerships



## Quality Measures™ Principal Preparation Program Self-Study Process

*A research based resource for use in developing, assessing, and improving  
principal preparation programs*

## INTRODUCTION

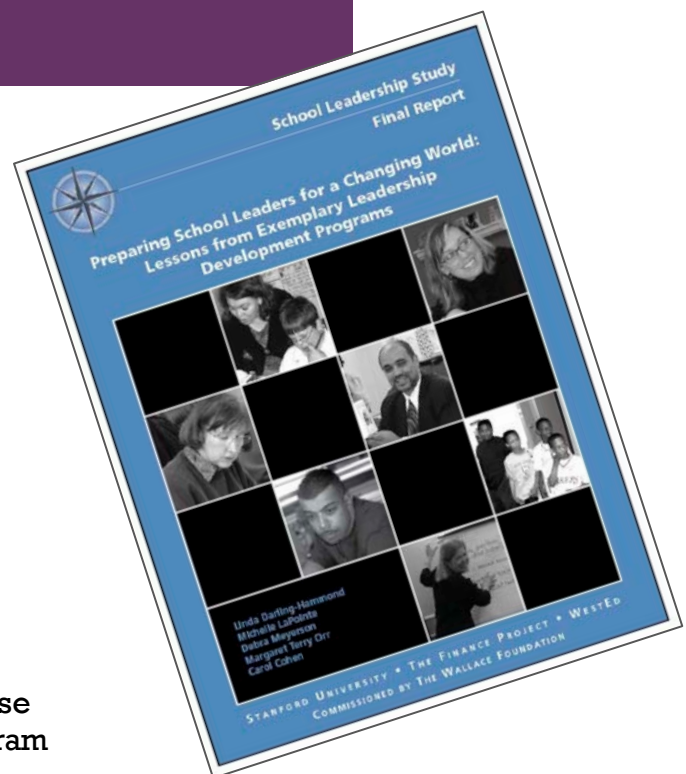
Developed by EDC to guide and support the collaborative self-study of principal preparation programs by state educational agencies, school districts, and their training providers, this edition of Quality Measures™ rubrics and evidence based protocols reflects the evolution of indicators beginning with the seminal research of Linda Darling-Hammond et al. on exemplary preparation program practices in 2007.

Since that time, these tools have gone through a series of important revisions to keep pace with an ever-changing landscape of increased accountability for preparation programs' linkages to principal performance. They reflect current research and professional leader standards, and feedback collected from a host of users from across the country, over the past decade. In addition, review teams may now use the QM virtual platform to access selected program domains and electronically submit program ratings and exemplary evidence (level 3 or 4).

Quality Measures™ indicators and rubrics are designed for use by SEAs, school districts, preparation program providers, and policy makers as a central component of a focused program self-study and continuous improvement process. The tools are intentionally focused on program candidate admissions, course content, pedagogy-andragogy, supervised clinical practice, performance assessment, and graduate performance outcomes.

These indicators and rubric criteria are used to build a shared understanding of program quality and to guide team discussions and consideration of evidence that would support a program rating of Level 4–All, Level 3–Most, Level 2–Some, or Level 1–Few/None. Ratings are then used to guide the design and implementation of strategic interventions as part of an ongoing continuous improvement process.

## Research Based Indicators and Rubric Criteria

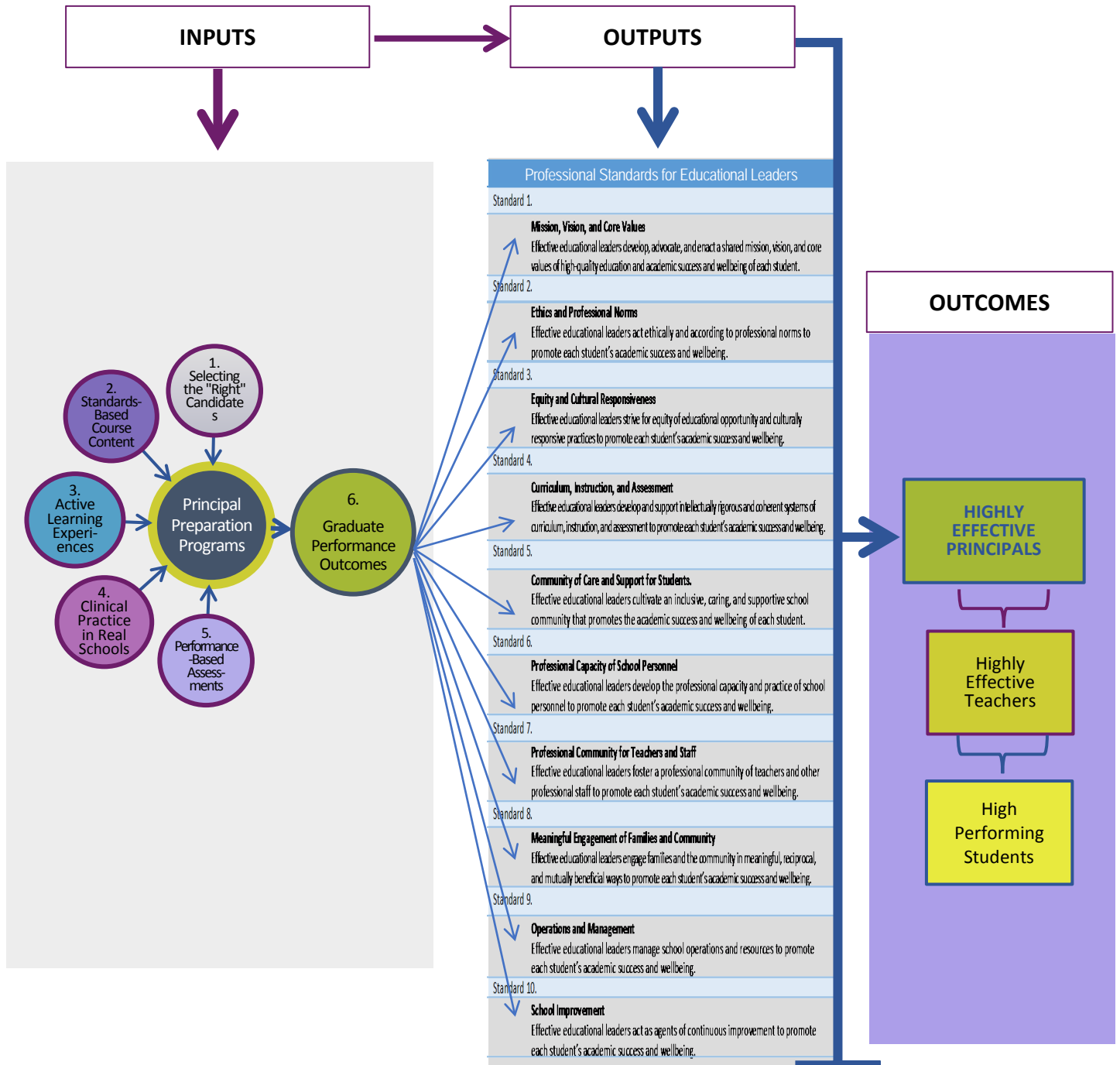


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*The Wallace Foundation generously funded this edition of the Quality Measures™ Principal Preparation Program Self-Study Process: A research based resource for use in developing, assessing, and improving principal preparation programs.*

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# QM Theory of Change



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# QM Program Domains and Indicators at a Glance

## CANDIDATE ADMISSIONS

1. Marketing Strategy
2. Recruitment Practices
3. Admission Standards
4. Applicant Screening
5. Predictor Assessments
6. Candidate Selection

## COURSE CONTENT

1. Standards
2. Learning Goals
3. Course Design
4. Course Evaluation
5. Course Coherence

## PEDAGOGY- ANDRAGOGY

1. Active Learning Strategies
2. Experiential Learning Activities
3. Reflective Practices
4. Formative Feedback
5. Performance Benchmarking
6. Culturally Responsive Pedagogy

## CLINICAL PRACTICE

1. Clinical Design
2. Clinical Quality
3. Clinical Coaching
4. Clinical Supervision
5. Clinical Placements
6. Clinical Evaluation

## PERFORMANCE ASSESSMENT

1. Assessment Purpose
2. Candidate Performance Targets
3. Assessment Quality
4. Assessment Methods
5. Communication of Assessment Results
6. Assessment Impact

## GRADUATE OUTCOMES

1. Exit Competencies
2. State Certification
3. School District Eligibility
4. School District Hiring
5. Job Placement and Retention
6. Job Performance

Evidence Based Protocols

# QM Evidence Based Self-Study Protocol

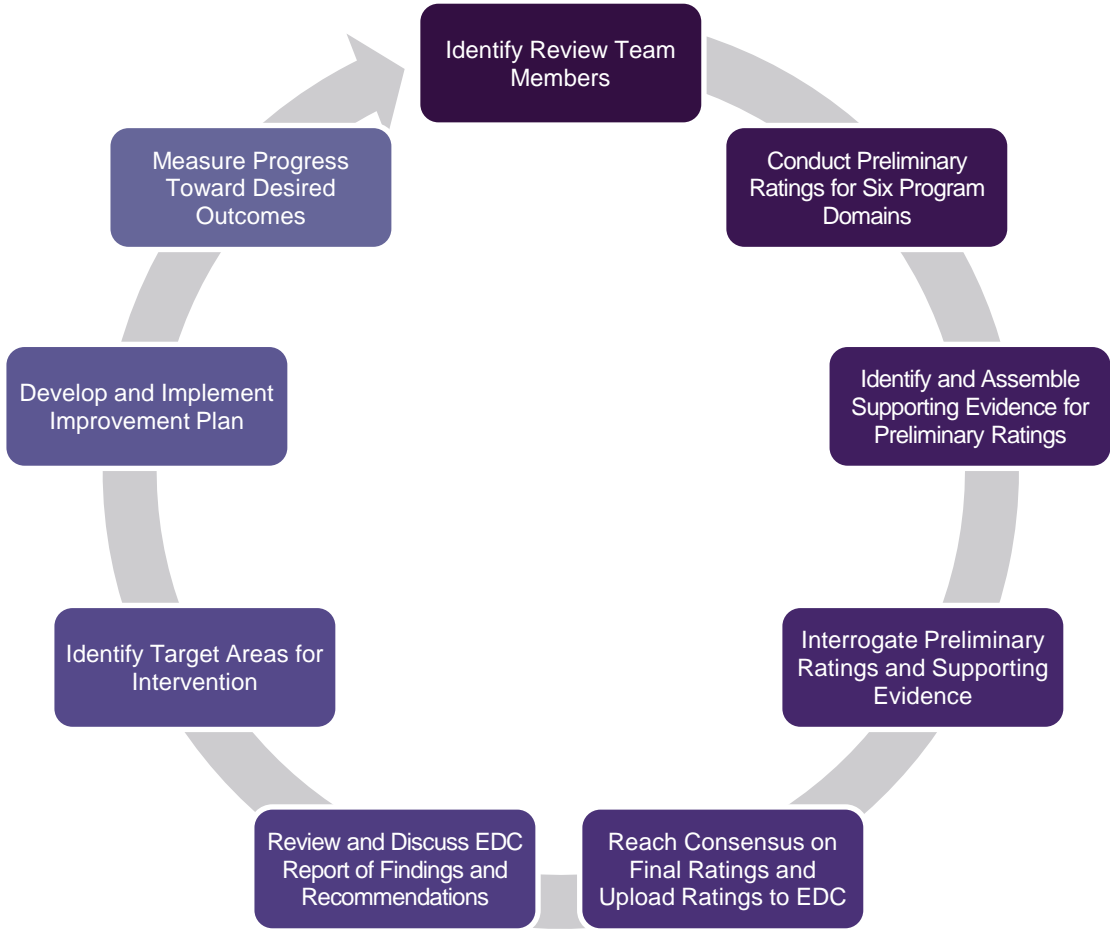


Figure 1: QM Collaborative Inquiry Cycle

Figure 1 provides an overview of the steps involved in the QM self-study process. The nine-step collaborative inquiry process is used to guide self-study teams through the inquiry and intervention cycles and is optimally facilitated by the self-study team leader, with ongoing facilitation and technical support from EDC, through each step of the process. A bank of resources and tools are available to self-study teams, including a catalogue of exemplar artifacts submitted as supporting evidence by programs that have completed this process.

Evidence  
Based  
Protocols

# QM Process Steps and Time Commitment

	<b>Step 1: Tool Orientation</b>	<b>Step 2: Preliminary Ratings &amp; Assembly of Supporting Evidence</b>	<b>Step 3: Review of Ratings, Evidence, &amp; Constructive Feedback</b>	<b>Step 4: Submission of Ratings, Data Analysis, &amp; Report of Findings</b>	<b>Step 5: Presentation of Report of Findings<sup>1</sup></b>	<b>Step 6: Targeted Interventions &amp; Improvement Planning</b>
<b>PURPOSE</b>	Introduce QM domains, indicators, and rating criteria and prepare the self-study team for the evidence review meeting	Determine which evidence best supports preliminary program ratings	Engage in conversations about the degree to which evidence assembled match the criteria. Adjust preliminary ratings as needed	Upload final program ratings and level 3-4 evidence to EDC for analysis and report writing	Identify similarities, differences, and patterns across a cohort for targeted intervention and planning	Conduct collective analysis and identify opportunities for cross-program collaboration and problem-solving
<b>QM PROCESS STEPS</b>	Attend orientation webinar and complete preliminary ratings	Gather supporting evidence	Share preliminary findings and evidence with colleagues and invite clarifying questions, constructive feedback, and discussion	Upload to EDC using online portal	Review aggregate program data with collaborative inquiry cohort	Identify common points for improvement intervention using QM tools and resources
<b>APPROXIMATE TIME COMMITMENT</b>	3-4 hours	About 2 hours per domain	About 1-2 hours per domain	1 hour to complete online submission	4-6 hours	(as part of report of findings meeting)
<b>PARTICIPANTS</b>	Program self-study team	Program self-study team	Program self-study team	Program self-study team	Program self-study team and invited cohort stakeholders	Program self-study team and invited cohort stakeholders
<b>FACILITATED BY</b>	EDC	Self-study team leader with support from EDC facilitator	Self-study team leader with support from EDC facilitator	Self-study team leader with support from EDC facilitator	EDC	EDC
<b>METHOD</b>	Face-to-face meeting or virtual webinar	Self-study team decision	Face-to-face meeting (location determined by the self-study team)	Electronic submission to EDC through QM portal	Face-to-face meeting	Face-to-face meeting

<sup>1</sup> The fifth step in the QM process is to provide individual programs their written report of findings. In the case where more than one program is part of a collaborative inquiry cohort, a second report is prepared by EDC that aggregates the data from each program in the cohort and removes program identifiers.



## School District/ Training Provider Partnerships



### **The Wisdom of SEA/School District/Training Provider Partnerships**

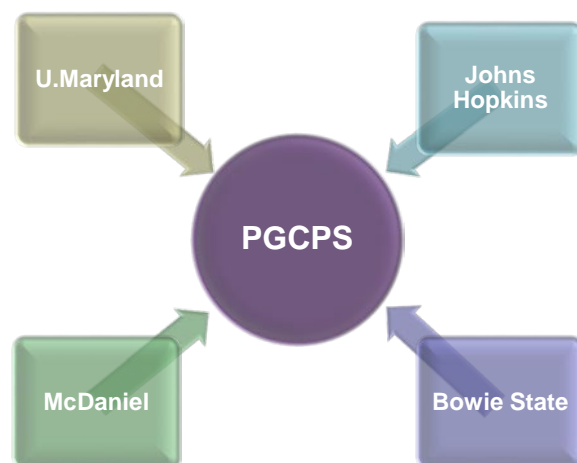
Research on exemplary school leader preparation programs suggests that programs are more effective when school districts and training providers work together to address common problems of practice associated with preparing principals to effectively lead schools (Darling-Hammond, LaPointe, Meyerson, Orr, & Cohen, 2007).

We are seeing the reciprocal benefits of SEA, school district, and training provider collaboration. Partnerships are becoming more widespread and proving to be valuable in influencing programmatic changes in practice.

While the impact of these partnerships is not fully understood, there is significant early evidence to suggest that SEAs and school districts are able to influence changes in area principal training program practices on a number of fronts including: course content and pedagogy, candidate recruitment and selection, internship placements and practices, and clinical supervision.

Similarly, training providers report that they are gaining valuable insights from school districts about the performance expectations for today's school principals; particularly those aspiring to lead chronically low performing schools. These insights are helping to shape the reconceptualization of school leadership and the redesign of principal preparation and training. The diagram below illustrates the partnership alliances established between one Maryland school district and four of its local training providers.

Prince George's County Public Schools Partnership Alliances



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