Leveraging What Works in Preparing Educational Leaders

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Executive Summary

Federal, state, and district leaders are increasingly focusing on the quality of educational leadership and how leaders are prepared for practice. High-quality leadership preparation and development are essential to high-quality practice, which in turn optimizes the capacity of schools and central offices to support student engagement and learning. Schools and school systems reflect the collective efforts of many individuals working towards a common set of goals. Competent, committed leaders determine the accomplishments of that collective vision, talent, and energy through their actions and expertise. Leaders throughout the organization, whether in the classroom, school, or school district, are the catalysts for success in educating our nation's students. Standards are intended to identify and articulate the knowledge and skills that contribute to that leadership expertise. Careful examination of existing standards and how they contribute to quality preparation and practice is foundational to the knowledge building required to strengthen our nation's educational leadership pipeline.

This report addresses several important questions with regard to improving the preparation of educational leaders, specifically:

1. How do the various program standards compare and contrast in their content and approaches, and how are they leveraged to improve the quality of education leader preparation programs?
2. To what degree can standards, and how they are used, have the potential to improve program quality?
3. Are there alternative approaches to strengthening education leader preparation programs?

Based on a review and comparison of commonly used educational leadership preparation, policy and practice standards, a review of literature on the impact of preparation program improvement policy and professional levers, and examination of Educational Leadership Constituent Council (ELCC) review data, and a survey of educational leadership faculty, this report addresses the above questions and provides recommendations for immediate action and future areas of inquiry.

The report has four primary sections: (1) Standards for Educational Leadership Preparation; (2) an Assessment of the Research Base Anchoring the Standards; (3) an Assessment of How Influential Standards Have Been in Improving Preparation Program Quality, and (4) Recommendations for Strengthening Educational Leadership Preparation.

Introduction

Everyone agrees that we need school leaders who can effectively lead 21st century schools. A growing body of empirical research demonstrates that some leadership practices, such as developing educators, focusing the school vision around improvement, and fostering an organizational culture that supports learning, are particularly important to promoting student achievement in their organizations. Educational leaders are uniquely positioned to influence the teaching and learning process, because the school leader ensures that supportive conditions are established, through the formation of a learning-centered culture within the school building. In fact, researchers have reported that the direct and indirect effects of school leadership account for approximately one fourth of the total school effects on student learning (Hallinger & Heck, 1996; Leithwood & Jantzi, 1999, 2008; Leithwood, Louis, Anderson, & Wahlstrom, 2004).

Administrative influence on student learning also extends beyond the building to the school district level. Although there is significantly less research on this relationship, Leithwood and Jantzi (2008) concluded that the standardized total effects of district leadership on student achievement were approximately .13. Thus, even though school superintendents and other central office administrators are physically removed from the teaching and learning practices occurring in schools and classrooms, learning-centered leaders at all administrative levels can successfully establish district-wide organizational cultures that influences student learning.

Because educational leaders are increasingly seen as critical to school improvement, their development has become a central feature of efforts focused on improving our nation's schools (Briggs, Cheney, Davis, & Moll, 2012; Council of Chief State School Officers [CSSO], 2012; Murphy, 2002; New Leaders, 2012; Orr, King &

LaPointe, 2010; Young, Petersen, & Short, 2001). "Preparation and entry into the profession compose the first phase of a continuum of development for teachers and principals and are the foundation on which a teacher or principal builds his or her career. The quality of preparation often determines the success a teacher has in the classroom or a principal has in leading a school, especially in the first few years in their respective roles" (CCSSO, 2012, p. 3).

Traditionally, most school and district leaders were prepared through university-based leadership preparation programs. However, the landscape of educational leadership preparation has shifted dramatically over the last 10 years (Baker, Orr, & Young, 2007). Not only have the number and type of university programs expanded significantly, but the number and type of non-university-based programs and providers also have grown (Murphy, Moorman, & McCarthy, 2008). The growth in programs, increased diversity of providers, critiques of preparation programs, and changes in leadership expectations have raised significant questions within the field about how to ensure that leadership preparation programs develop school- and/or district-ready leaders.

Over the years, reformers have relied foremost on national accreditation and state licensure and program approval processes to foster program quality. However, in recent years, the number and variety of change strategies have expanded, including

- Leadership standards setting to identify expected knowledge and skills;
- Program standards setting to underscore best practices in leadership preparation;
- Federal, state, and foundation grant funding for innovative program design and delivery;

- State and national accreditation requirements with assessment performance expectations;
- State-required licensure exams or assessments;
- State requirements for program design, delivery, and content; and
- Enabling alternative pathways to licensure.

Although countless reports have asserted that such regulatory policies and requirements either can or do exert significant influence on educational leadership preparation programs (Briggs et al., 2013; CCSSO, 2012; Murphy, 2002; New Leaders, 2012; Orr, King, et al.,

2010), this claim is not well supported by empirical research (Hackmann, 2013; Pavlakis & Kelley, 2013). In fact, surprisingly little empirical research has been dedicated to this issue.

Based on a review and comparison of commonly used educational leadership preparation, policy, and practice standards; a review of literature on the impact of common preparation-program improvement policy and professional levers; and a survey of educational leadership faculty, this report addresses several key questions with regard to educational leadership standards and their the use in to enhance the quality of educational leadership preparation:

1. **How do the various program standards compare and contrast in their content and approaches and how are they leveraged to improve the quality of education leader preparation programs?**

2. **To what degree can standards, and how they are used, have the potential to improve program quality?**

3. **Are there alternative approaches to strengthening education leader preparation programs?**

Section 1
Standards for Educational Leadership Preparation

Over the last few decades, a good deal of attention has been devoted to the improvement of educational leadership. Research has demonstrated that school leaders are crucial to improving instruction and increasing student learning. Drawing on this research and coupled with increasing demands in education, stakeholders have ushered in a reconceptualization of the work of both school and district level leaders. Principals and superintendents are expected to be effective leaders of instruction, human capital, organizations, and communities as well as to inspire others, and make wise, ethical, and evidence-based decisions. It has been argued that clear and consistent standards are needed to ensure that leaders and other educational stakeholders have a common understanding of effective leadership (Young et al., 2013).

These new understandings of educational leadership should be reflected in and reinforced by educational leadership standards. Standards are often considered a foundation for thinking about leadership development and practice and "can inform all components of an aligned and cohesive system—preparation, licensing, induction, and professional development" (CCSSO, 2008a, p. 4). This section focuses on four prominent, nationally used standards impacting educational leadership preparation: (a) the ISLLC standards, (b) the ELCC standards, (c) the University Council for Educational Administration (UCEA) standards, and (d) the Quality Measures (QM) standards. We provide an overview of each, describe how they are each used, and then compare and contrast each set of standards. In doing so, we emphasize how each set can work to inform and support the effective preparation of educational leaders.

1.1 Educational Leadership Policy and Program Standards

Over the past decade, school reformers have developed, used, and revised educational leadership standards to guide and measure educational leadership preparation and practice. In the following subsections we introduce four sets of standards: the ISLLC standards, the ELCC standards, the UCEA standards, and the QM standards. We describe their development, focus, and content.

ISLLC Standards

Foremost among the standard setting initiatives is the work of the ISLLC, initially a consortium of 24 state education agencies and 11 professional development organizations committed to raising performance standards for school leaders (CCSSO, 1996). Based on professional knowledge and experience as well as research linking educational leadership and school success, the ISLLC established performance expectations for effective school leadership, the ISLLC Standards for School Leaders.

Through the ISLLC Standards for School Leaders, the consortium identified the knowledge, skills and dispositions associated with six key concepts of educational leadership (CCSSO, 2008A). The standards were revisited, revised, and reapproved in 2008. Whereas the ISLLC 2008 standards maintained the "footprint" of the original 1996 ISLLC standards, the key domains of knowledge required of leaders seeking to impact student learning and achievement were confirmed and enhanced by a review of existing leadership research. These six standards are the following:

1. Setting a widely shared vision for learning;

2. Developing a school culture and instructional program conducive to student learning staff professional growth;

3. Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment;

4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;

5. Acting with integrity, fairness, and in an ethical manner; and

6. Understanding, responding to, and influencing the political, social, legal and cultural contexts (CCSSO, 2008a, p. 6).

One distinguishing feature of ISLLC 2008 is the heightened focus on the work of leadership in promoting student achievement and success. Two other important differences are that the 2008 standards do not include indicators or examples of each standard, and functions are used to delineate the meaning of each standard instead of the sections on knowledge, skills and dispositions included in the 1996 version (CCSSO, 2008a).

Over the course of their existence, the ISLLC standards have not been immune to criticism. A range of critiques and concerns has been aimed at the ISLLC standards. Some of the concerns focus on the emphasis of the standards on student achievement. Specifically, some question whether this is wise given that the connection between leadership and student achievement is indirect (Davis, Darling-Hammond, LaPointe, & Meyerson, 2005; Gronn, 2003; Leithwood et al., 2004) and the growing body of evidence around the importance of distributed leadership (Pitre & Smith, 2004). Some critiques focused on areas that are either not strongly emphasized within the standards or entirely omitted. These areas include school technology leadership, data use,

diversity, and human capital development. Other concerns focused on the overspecification of the standards (CCSSO, 2008a), the underspecification of criteria to be met under each standard (Keeler, 2002; Leithwood & Steinbach, 2005), the absence of a companion document identifying the empirical knowledge and research upon which the standards are based (Achilles & Price, 2001; Hess, 2003; Waters & Grubb, 2004), as well as lack of consideration given to the role of context in leadership practices (Canole & Young, 2013; English, 2003; Gronn, 2003).

Many of the above concerns have been countered, explained, or justified by scholars like Joseph Murphy, who played a pivotal role in both the development and revision of the ISLLC standards (see, for example, Murphy, 1999, 2002, 2003, 2005; Murphy, Yff, & Shipman, 2000). Murphy (2005) reminded critics and users alike that an important focus of the original ISLLC work group was "to generate a critical mass of energy to move school administration out of its 100-year orbit and to reposition the profession around leadership for learning" (p. 180).

ELCC Standards

The most commonly used set of standards for assessing principal preparation programs are the ELCC standards, developed for the National Council for Accreditation of Teacher Education (NCATE) under the auspices of the National Policy Board for Educational Administration (NPBEA), a group of educational leadership stakeholder organizations committed to quality leadership preparation and practice.

First published in 1995 as Guidelines for Advanced Programs in Educational Leadership, the ELCC guidelines examined course syllabi and other institutional data to determine how programs prepared aspiring leaders. However, by 2001, the NPBEA revised the guidelines and integrated them with the ISLLC standards to reflect NCATE's shift in focus from program

content to program impact. The key question guiding program reviews became "how well graduates are prepared to perform in the workplace" (NPBEA, 2002, p. 6). Thus, the 2002 ELCC Program Standards were based on ISLLC 1996. When ISLLC was updated in 2008, the ELCC standards were updated as well.

Like the ISLLC standards, the ELCC standards place significant emphasis on the leader's role in improving teaching and learning. At a conceptual level, the ELCC standards align comfortably with ISLLC. However, there are three major differences between these two sets of standards. First, the ELCC standards were designed for educational leadership preparation, whereas the ISLLC standards were designed with leadership practice in mind. A second significant difference is that the ELCC standards have been designed to separately address the preparation needs of building and district leaders, whereas the ISLLC standards consider leadership in a more general sense. Finally, the ELCC standards include a seventh standard, focused specifically on the administrative internship experience. The major principles informing the ELCC standards are included in Appendix A.

UCEA Institutional Standards

UCEA has worked to support excellence in leadership research and preparation for six decades. Originally formed by the American Association of School Administrators and the Cooperative Program in Educational Administration, the chief aim of UCEA from the beginning was to "promote, through inter-university cooperation, the improvement of the professional preparation of administrative personnel in the field of education" (Culbertson, 1995, p. 50).

Since its inception, UCEA has anchored its Institutional and Program Quality criteria to the evolving knowledge base on quality leadership preparation. Although UCEA has consistently contributed to research and development

initiatives focused on leadership preparation, over the last decade, UCEA has renewed its research efforts around quality preparation. Specifically, UCEA has supported, disseminated, and utilized research on how preparation impacts the practice of educational leaders and what program features are indicative of quality preparation (Darling-Hammond, LaPointe, Meyerson, & Orr, 2009; Young, Crow, Murphy, & Ogawa, 2009).

The growing body of research on leadership preparation and development serves as a foundation for the UCEA Institutional Standards and Quality Criteria. Research indicates that several program features are particularly important. These features are strongly represented in the UCEA Institutional and Program Quality criteria, which include a focus on student recruitment and selection, practitioner engagement, partnerships, curriculum, clinical experiences, program evaluation, faculty–student ratios, postprogrammatic support, faculty development, and research (Young, Orr, & Tucker, 2012). The specific UCEA Institutional and Program Quality Criteria are listed in Appendix B.

UCEA's Institutional Standards were originally developed as a way to determine eligibility for membership in the consortium. Membership in UCEA requires a rigorous, multistage review and renewal process—a process that carefully examines the quality of an institution's preparation and research programs. UCEA encourages membership among universities with the capacity and commitment to participate in research, development, and dissemination activities toward the ends of improving preparatory programs and solving substantial problems in educational leadership and administrative practice. Preparation for membership review enables an institution to self-assess and potentially use the membership criteria to leverage resources needed for program improvement.

QM Standards

The QM standards or "indicators of quality" were made publicly available in 2009 by the Education Development Center (EDC, 2009). The indicators reflect research on the essential features and attributes of program course content and clinical practices associated with exemplary principal preparation programs (Darling-Hammond, LaPointe, Meyerson, & Orr, 2007) and evolved through work with Wallace funded districts, universities, and states to assess the quality of their principal preparation programs. The indicators are described as "indicators of quality that are essential for well- developed principal preparation pre- service programs" (EDC, 2009, p. 2).

This 2009 version of QM focuses on two program features in particular, Program Course Content and Pedagogy and Program Clinical Practice. The five course-content indicators focus on the content domains of ISLLC 2008 (CCSSO, 2008a). For example, it is recommended that content "be logically and sequentially organized and aligned with state professional standards and school district performance expectations" (EDC, 2009, p. 2). Furthermore, the EDC (2009) asserted that program pedagogy should include "problem-based learning strategies designed to incorporate real school contexts and make extensive use of formative and summative assessments" (p. 2). The five clinical practice indicators characterize a high-quality experience as one that is full time, yearlong, carefully sequenced, and organized around opportunities to practice leadership skills in a real-world setting. "Like other program coursework, the clinical practice should provide formal formative and summative assessments and offer interns the opportunity to develop competencies in more than one context" (EDC, 2009, p. 3).

Since 2009, QM has expanded to include other indicators of quality. Most recently, work has taken place to develop indicators of quality for district-preparation provider partnerships and sustainable and high-quality mentoring programs.

Other Standards

In addition to the standards listed above, a variety of content and program standards has emerged over the last decade. The National Board for Professional Teaching Standards developed a set of standards for highly skilled educational leaders, titled the National Board Standards for Accomplished Principals. New Leaders also offers a set of standards for urban leaders titled the Urban Excellence Framework. On the program side, the Southern Regional Education Board offers four core conditions for effective leadership preparation: (a) university–district partnerships for principal preparation, (b) emphasis on knowledge and skills for improving schools and raising test scores, (c) well-planned and supported field experiences, and (d) rigorous evaluation of participants' mastery of essential competencies and program quality and effectiveness (Spence, 2006). These and other standards were reviewed and analyzed most recently in a CCSSO report titled *Standards for Educational Leaders: An Analysis* (Canole & Young, 2013).

1.2 Adopting and Using Standards

Although the number of standards impacting educational leaders has increased significantly over the last two decades, the four sets described in the previous section are of particular interest given their research based and influence on the quality of educational leadership preparation. Importantly, whereas each of the four standards impact leadership preparation, they do so in different ways and through different means. A careful examination and comparison of these standards is essential, both to understand the implications for leadership preparation as well as to carefully consider the role of these standards in fostering quality programs.

There is a significant difference between merely *adopting* a set of standards and *using* or putting them to work. Standards have the potential to set expectations, guide improvements, and influence practice. However, if the processes designed to achieve these goals are not well conceived and effective, the impact of standards will fall short. In fact, one could go as far as saying that a set of standards is only as good as the processes through which the standards are applied.

In recent years, various processes or change strategies have been devised to encourage better quality leadership preparation and yield better quality graduates, including

- State administrative licensure requirements and processes;
- State program approval/accreditation requirements and processes;
- National accreditation review processes;
- Professional association program review and improvement processes; and
- Federal, state, and foundation grant funding for innovative program design and delivery.

Each strategy reflects a different theory of change, from direction setting (standards-based program requirements), to incentives (grant funding), evaluation (licensure assessments), and mandates (state requirements and accreditation requirements). In the following subsections we describe how each set of standards has been used to impact educational leadership preparation.

ISLLC Standards

In 1996, eight states immediately adopted the ISLLC standards, 23 others added to or modified the standards for their leadership frameworks, and 10 states separately developed leadership standards that aligned with the ISLLC standards. Almost overnight, the ISLLC standards had become a household name, and by 2005, 46

states had adopted or slightly adapted the standards (Murphy, Young, Crow, & Ogawa, 2009; Sanders & Simpson, 2005). The extensive use of the ISLLC standards "has solidified their role as the de facto national leadership standards" (Canole & Young, 2013, p. 9).

ISLLC 2008 was "designed to serve as a broad set of national guidelines that states can use as a model for developing or updating their own standards" (Canole & Young, 2013, p. 5). Based on concerns about different uses of ISLLC 1996, the framers of ISLLC 2008 asserted, "The standards here are policy standards and are designed to be discussed at the policymaking level to set policy and vision" (Canole & Young, 2013, p. 6). As such the ISLLC 2008 standards, which placed great emphasis on the instructional leadership responsibilities of administrators, provide a common vision for effective educational leadership, particularly with regard to the primary responsibilities of educational leaders (Canole & Young, 2013).

ISLLC 2008 is most strongly reflected in state policies on regulating licensure and setting expectations for performance. For example, approximately half of the states in the United States have mandated that aspiring administrators take and pass a standardized examination as a condition of attaining their administrative licenses (Adams & Copland, 2005). Of these states, 16 require the School Leaders Licensure Assessment (SLLA) developed by the Educational Testing Service (ETS), which is aligned with the ISLLC standards (Hackmann, 2013; McCarthy & Forsyth, 2009).

Furthermore, in an effort to address the underspecification of general criteria and provide guidance for leadership practice, a subgroup of CCSSO representing 24 different states created *Performance Expectations and Indicators (PEI) for Education Leaders* (CCSSO, 2008b). This document, which is considered a companion guide to the *Educational Leadership Policy Standards: ISLLC 2008*, articulates concrete

expectations for the practice of educational leaders in various roles at different points in their careers. The explicit description of individual ISLLC standard expectations through dispositions, elements, and indicators has helped states operationalize the 2008 ISLLC policy standards for practice.

ISLLC 2008 also influences leadership development in many states as well as through the national accreditation association, formerly known as NCATE. As noted in a previous section, the ELCC, which serves as a specialty area review organization for NCATE, used the ISLLC standards to develop standards guiding leadership preparation. This is discussed further in the following subsection.

ELCC Standards

The ELCC standards are used by educational leadership preparation programs across the country to shape the content and experiences provided to aspiring school and district leaders. There are two primary policy drivers associated with this work, state program approval and national accreditation.

The ELCC serves as the Council for the Accreditation of Educator Preparation's (CAEP) Specialized Professional Association for leadership preparation. Programs and departments of educational administration or educational leadership desiring CAEP (formerly NCATE) accreditation are required to meet the ELCC standards as part of their institutional review. Ten principles underlying the ELCC standards and their use within the preparation field are included in the ELCC 2011 implementation guides for programs undergoing NCATE accreditation and ELCC Program Review. The full list of principles is included in Appendix A.

Preparing for an ELCC program review requires that faculty gather six types of assessment data in order to demonstrate evidence of program

effectiveness. Specifically, the ELCC requires data from the following sources:

- A state licensure assessment or other content-based assessment;
- A content-based assessment;
- A professional skills-based assessment of candidate's leadership ability to conduct instructional leadership;
- A professional skills-based assessment conducted in an internship setting designed to demonstrate candidate's leadership skills;
- A professional skills-based assessment of candidate's leadership skills in supporting an effective P-12 student learning environment; and
- A professional skills-based assessment of candidate's leadership skills in the areas of organizational management and community relations.

When reviewed by ELCC, programs are rated on their use and quality of these six types of assessment. Quality is determined by

- The extent to which the assessment description and scoring guides are aligned to specific ELCC standard elements;
- How the scoring guide is used to measure progress;
- How aggregated data are aligned to specific ELCC standards and the assessment scoring guide; and
- Whether results show both areas of candidate success and provide an improvement plan for areas in which candidates are not successful.

To encourage that evaluation data are used for program improvement and improved graduate preparation, ELCC requires that programs describe how their faculty "are using the data from assessments to improve candidate performance and the program, as it relates to content knowledge; pedagogical and professional knowledge, skills, and dispositions; and student

learning" (CCSSO, 2008a, p. 2). Thus, data collection, analysis, and use must be documented and their relationship to program decisions articulated.

The review process provides a powerful lever to program improvement because it provides formative feedback to institutions depending on which of the following three outcomes result:

1. *National Program Recognition* status lasts 2–7 years depending on the institution's accreditation cycle.

2. *National Program Recognition With Conditions* status is a positive action; however, programs with this status only have 18 months of recognition status in which to submit a conditional report and change the decision to full national recognition.

3. *Not Recognized* status means the program has further opportunities to correct the decision through a rejoinder (revised) reporting process. If the program changes from revised status to conditional status within the rejoinder review process, it has gone from a negative decision to a positive recognition decision.

The formative nature of ELCC review feedback is further enhanced by the iterative review process that addresses the feedback needs of institutions that vary in the extent to which their program design and delivery meets ELCC requirements.

1. An initial review can result in National Recognition, National Recognition With Conditions, or Not Recognized status.

2. A second review, arising if an initial review resulted in National Recognition With Conditions or a Not Recognized status, can result in any of the three outcomes.

3. A third review, arising if a second review resulted in National Recognition With

Conditions or a Not Recognized status, can also result in any of the three outcomes.

Evidence of the improvement mechanisms of the ELCC review process can be seen in Table 1 below, which reports on the outcomes of program reviews conducted between Fall 2002 and Fall 2012 by teams trained to assess program quality. These program reviews were finalized by the ELCC audit committee (representing NPBEA).

Data presented in Table 1 provide evidence of the rigor of the program improvement mechanisms in the ELCC review process. That the review is rigorous is evident in fact that of the 254 institutions seeking ELCC program recognition between 2002 and 2012, only 23% had one or more programs receiving National Recognition following an initial review, and 11 % did not receive program recognition. Evidence of the power of the standards based feedback mechanisms to further program improvement can see seen in the fact that 40% of institutions were able to achieve National Recognition for one or more of their programs following a second review. Evidence of the power of the formative nature of the ELCC standards-based feedback can be seen in the fact that institutions do remain in the status of National Recognition With Conditions until they undertake a second, or third review. For example, Table 1 shows 50 institutions with one or more programs with conditions. Also noteworthy is the fact that the ELCC review process can result in programs being designated Not Nationally Recognized. Table 1 shows that 27 institutions offering programs held that status.

The scope of the ELCC review process can be seen in the number of actual programs offered by the 254 institutions that were reviewed between Fall 2002 and Fall 2012, shown in Table 2.

Table 1. Institutions Reviewed and Status, 2002–2012

Institutions reviewed 2002–2012		254 reviewed	
		#	%
Initial review: National Recognition granted:	Institutions with one or more programs granted: National Recognition status on first review	59	23%
Second review: National Recognition granted	Institutions with one or more programs granted: National Recognition status on second review	102	40%
Third review: National Recognition granted	Institutions with one or more programs granted National Recognition status on third review	16	6%
Currently in National Recognition With Conditions status	Institutions with one or more programs currently in National Recognition With Conditions status	50	20%
Not National Recognized	Institutions with one or more programs that did not achieve National Recognition or National Recognition With Conditions status	27	11%

Table 2. ELCC Program Review Decisions, 2002 –2012

	Initial program decisions		Revised program decisions		Conditional program decisions	
	First-time review decisions		Decisions on previous Not Recognized decisions"		Decisions on previous Nationally Recognized With Conditions decisions	
National Recognition granted	113	(20%)	98	(34%)	139	(58%)
Recognition With Conditions	259	(46%)	139	(49%)	100	(42%)
Not Nationally Recognized	197	(35%)	48	(17%)	0	(0%)
1,093 program decisions	**569 (52%)**		**285 (26%)**		**239 (22%)**	

During the 10-year period between 2002 and 2012, 52% of the 1,093 program decision were made during initial review, the majority (80%) resulting in either Recognition With Conditions (46%) or Not Nationally Recognized (35%). During this period, 239 programs that had previously been Recognized With Conditions were reviewed. Over half (58%) of these 239 revised programs achieved National Recognition. However, 42% of the revised programs were still given conditions to address. Subsequent reviews of the 285 programs that had previously not

received national recognition resulted in almost half still having conditions to meet to achieve national recognition (49%). A small number of programs (48) previously deemed Not Nationally Recognized retained that status.

The data presented in Table 3 reveal important patterns in the improvement trajectory of programs reviewed under the ELCC 2002 Standards. The data suggest that while the majority of reviewed programs focused on

building-level leadership preparation (68%), the actual review decision patterns for district-level programs were very similar. At some time in their review process, (a) over 30% achieved national recognition, (b) about half (46%) of the 1,093 programs offered by the 254 institutions were required to meet some conditions, and (c) slightly more than a fifth (22%) were deemed not nationally recognized.

Table 3. Program Decisions by Category and Program Focus, 2002–2012

Programs reviewed 2002–2012 = 1,093	Programs reviewed		Programs Nationally Recognized		Programs Recognized With Conditions		Programs Not Nationally Recognized	
Building level*	744	68%	255	34%	337	45%	152	21%
District level**	349	32%	95	27%	161	46%	93	27%
Totals	1,093	100%	350	32%	498	46%	245	22%

*Includes programs that prepare principals, assistant principals, building supervisors, teacher leaders.
**Includes programs that prepare superintendents, assistant superintendents, district supervisors, school business officials, district leaders.

These patterns should be viewed as broad indicators of an ongoing review process that requires program faculty to engage in comprehensive review of the extent to which they are addressing standards and providing data from performance based assessments of candidate knowledge and professional skills. At the same time, concerns about the degree of flexibility and appropriate level of detail in program review that may have influenced the patterns shown in Table 3 were taken into account. The revision of ELCC standards and performance assessments undertaken in 2011 addressed concerns about these patterns. The new assessment requirements for programs undergoing review under ELCC 2011 are based on revised performance indicators for ELCC standard elements that provide comprehensive but flexible guidance for program improvement (Appendix A describes those requirements).

UCEA Institutional Standards

UCEA Institutional and Program Quality Criteria are used to review programs for initial membership in UCEA as well as within its program renewal and improvement processes. Each of these processes is multistage, evidence based, and goal oriented.

Membership in UCEA requires a rigorous, multistage review and renewal process—a process that carefully exams the quality of preparation and research programs. The process begins with the development of an application portfolio. Decisions on membership are made based on three categories of evidence: (a) eligibility, including consistency with UCEA's standards of excellence; (b) consistency with UCEA's Institution and Program Quality Standards (Appendix B); and (c) other supporting evidence. A set of rubrics and suggested sources of evidence are provided in the UCEA

publication, *UCEA Institutional and Program Quality Criteria: Guidance for Master's and Doctoral Programs in Educational Leadership* (Young et al., 2012).

After receiving an application portfolio, two UCEA Executive Committee members are assigned to thoroughly review the full set of application materials and provide an overview of the applicant's strengths and weaknesses as well as note the absence of data necessary for rating the institution on one or more criteria. Depending on the strength of the application and availability of data, the Executive Committee will make a recommendation to either gather additional information, to send a site-visit team to the institution, or to let the institution know that its programs are ineligible for membership.

The site visitation is conducted by a team of two UCEA faculty with expertise in educational leadership development. The visit usually takes 2 full days and involves a combination of interviews with faculty, students, alumni, district partners, and institutional leadership; classroom observations; and a review of relevant program documents and evidence. Based on these sources of data, the visitation team submits a site-visitation report to the Executive Committee, which then makes a decision about recommending the institution to the broader membership for consideration, either as a full or provisional membership. Provisional membership is recommended for those institutions that are close to meeting membership criteria but still need to improve certain aspects of their program before full membership can be offered.

Representatives of member institutions are provided access to the applying institution's membership application portfolio and site-visit report. After a period of 30 days, the issue is put to a vote.

Continuation of membership in UCEA involves periodic self-study. The purpose of the self-study is to provide each member institution opportunities to (a) review its commitment to improve its programs in educational administration, (b) assess progress in the attainment of program goals, (c) exhibit unique program qualities and strengths, and (d) describe future program goals and opportunities. The self-study is facilitated by two UCEA resources: (a) *Developing Evaluation Evidence: A Formative and Summative Evaluation Planner for Educational Leadership Preparation Programs*, and (b) the Initiative for Systemic Program Improvement through Research in Educational Leadership (INSPIRE) survey suite. The evaluation planner is aligned to both the ELCC and UCEA standards and facilitates planning and data collection around preparation program evaluation and improvement. The planner includes a logic model, suggested sources of evidence to collect, worksheets, and key questions to drive program evaluation. The INSPIRE suite of surveys is also aligned with the ELCC and UCEA standards. It provides 360° data on the quality and impact of educational leadership preparation programs (teacher, leader and program perspectives), and it reflects the key elements of the evaluation planner logic model regarding how preparation impacts leadership, school conditions, and student learning.

Quality Measures

The QM Principal Preparation Program Quality Self-Assessment Rubrics document asserts, "An effective self-assessment of principal preparation program quality requires a clear understanding by all participants in the process of what is meant by 'quality'" (EDC, 2009, p. 4). Thus, the QM designers worked to develop user-friendly tools as well as a process that decreased ambiguity about what program elements were to be assessed and what would be considered as acceptable evidence.

QM places particular emphasis on the review and consideration of "supporting evidence" in determining the degree to which programs reflect research-based indicators of quality. Specifically, tools (e.g., rubrics and assessments) were developed to facilitate program self-assessment and to build consensus around the features and attributes of high quality programs. A hands-on program review involving program faculty and external consultants in the review of program artifacts, data, and faculty work is portrayed as invaluable and critical to the revision process. It is argued "that these tools and processes, when used together, will provide improved guidance to program self- assessment team efforts to more accurately determine the quality of their principal preparation programs" (EDC, 2009, p. 2).

They also calibrate the indicators of quality along a developmental scale (well-developed, developed, emerging, and beginning). These rubrics reflect the current research and lessons learned about principal preparation program quality and have been guided by the most recent version of the ISLLC standards (CCSSO, 2008a) and recent progress in the development of evaluation tools (Goldring, Porter, Murphy, Elliot, & Cravens, 2007) for assessing principal performance.

QM has been used primarily by Wallace-funded principal preparation programs. Programs have used the QM rubrics, along with a handbook containing guidelines for selecting and analyzing credible evidence, to structure their self-assessment of core features. Self-assessments enable program teams to determine where they fall on a developmental scale and then use the results of the analysis to plan improvements in the quality of their programs.

1.3 Comparing and Contrasting the Standards

The standards-mapping work in this report is intended to facilitate an "at a glance" comparison of focus, content, similarities, and differences among the different standards that impact educational leadership preparation in the United States. Specifically, to gain a clearer understanding of the contribution that each set of standards offers to educational leadership preparation, we conducted two standards mapping exercises.

In the first standards map, which is included in Appendix C, we map the ISLLC and ELCC standards. The purpose of crosswalking these two sets of "content" standards is to provide a sense of how well aligned the two sets of standards are as well as how and where they are different. We refer to them as "content" standards because their focus on what leaders should know and be able to do is most relevant to the content of leadership preparation programs.

In the second standards map, which can be found in Appendix D, we map the ELCC, UCEA, and QM standards. The purpose of crosswalking these three sets of "program" standards is to reveal how the different sets of standards complement one another as well as identify the gaps that exist among the standards. We refer to these standards as "program" standards because of their focus on the features of preparation programs. You will notice that ELCC is featured in both sets. This is because the ELCC standards contain two program features, program content and the internship.

ISLLC–ELCC Crosswalk

As described in a previous section, the ELCC standards are based on the ISLLC standards. This grounding is reflected in the strong degree of alignment between the two sets of standards. Appendix C reveals that for every ISLLC standard and function, there is one or more ELCC standard or element that aligns. However, the same is not true for every ELCC standard. Specifically, there is no ISLLC standard that aligns to ELCC Standard 7, which focuses on the administrative internship. One other major difference between the two sets of standards, as

demonstrated by Tables 30 and 31 in Appendix C, the ELCC standards are broken into two major leadership domains: building-level standards and district-level standards. In contrast, the ISLLC standards speak broadly to all leadership positions.

There are important reasons for the differences between the ISLLC and ELCC standards. Foremost among these reasons, is the fact that they have two different purposes and audiences. Whereas the ISLLC standards are considered policy standards and are intended to provide broad guidance to policy makers about what counts as effective leadership, the ELCC standards were designed to guide the preparation of building- and district-level leaders and are therefore much more specific about how the standards apply to the preparation outcomes for each.

Regardless, due to the general nature of the ISLLC standards, the mapping of the ELCC standards is fairly seamless. This might not be the case, however, if we had mapped the CCSSO (2008b) *Performance Expectations and Indicators (PEI) for Education Leaders*. Because the latter standards articulate concrete expectations for the practice of educational leaders in various roles at different points in their careers, the ELCC standards may not have held up as well. The explicit level of description of individual ISLLC standard expectations through dispositions, elements, and indicators could reveal important gaps in the ELCC building- and district-level standards.

ELCC–UCEA–QM Crosswalk

Currently, three nationally used standards together guide the content and features of leadership preparation programs:

- The ELCC standards, which were developed for use in program accreditation;

- The UCEA program standards, which were developed for university program review and improvement as well as for UCEA membership decisions; and

- QM, which were designed for district-provider program self-assessment and improvement.

Appendix D contains a mapping of these three sets of standards. The standards were compared to identify areas of commonality, difference, and uniqueness. In terms of commonality, all three stress the following two program features: (a) the use of and alignment to national or state leadership standards for program design, content, and fieldwork experiences; and (b) the inclusion of an extensive internship experience.

Furthermore, each set of standards offers in-depth guidance on selected program features. For example, the ELCC standards stress the knowledge and skills that candidates should develop; provide extensive guidance on the nature of the field experiences; and require the use of and reported results for six knowledge and skill-based assessments, four of which are required to be performance based. The UCEA quality program criteria provide depth on candidate recruitment and selection; instructional processes; candidate assessment; post program follow-up; faculty expectations; and program relationship to practitioners, schools, and districts. The QM standards provide depth on program content, pedagogy, and clinical practice as well as an overarching process for how districts and universities or other entities can work together on leadership preparation and development.

The three sets of standards and expectations differ with regard to the approaches used to communicate and guide program development. The ELCC standards and expectations focus on candidate outcomes and are designed to guide programs in documenting candidates' knowledge and skills. The UCEA standards and

expectations focus on documentation and reporting on programs, both the processes of leadership preparation and development and program organization and institutional relationships, as well as candidate performance. The QM are designed to help districts and their partner organizations create, support, assess, and improve key features in leadership preparation and development programs.

None of the three sets of standards provides comprehensive guidance for programs. The ELCC, for example, lacks a focus on program features, whereas the UCEA standards lack a focus on the content of programs. Rather, the three sets of standards provide complementary guidance for the preparation of educational leaders. Furthermore, the processes offered for program review and, in the case of UCEA and QM, program improvement complement each other as well.

Section 2
To What Degree Are the ELCC Standards Research Based?

2.1 Analysis of Current Evidence Supporting the ELCC 2011 Program Standards for School and District Leadership

The ELCC program standards for leadership preparation programs were revised in 2011 to reflect the assumption that leadership preparation programs must include three dimensions:

1. Awareness—acquiring concepts, information, definitions, and procedures;

2. Understanding—interpreting, integrating, and using knowledge and skills; and

3. Application—applying knowledge and skills to new or specific opportunities or problems.

Distinct but similar standards and clarifying elements have been established for building and district level leaders. Embedded in both sets of standards are two assumptions:

1. The practice of school and district leadership is well established in a research-based body of knowledge.

2. While education leadership programs are ultimately an institutional responsibility, the strength of the design, delivery, and effectiveness of these programs will parallel the degree to which higher education invites P-12 participation and feedback.

An integral aspect of revision process for the ELCC program standards has been the review of the "research-based body of knowledge" upon which they are founded. This analysis provides an update to the 2010 review of research supporting the ELCC standards conducted by the UCEA at the request of the NPBEA. The report presents a review of the *currency* and *thoroughness* of the 2011 ELCC standards in (a) responding to both state and district needs (currency) and (b) representing the most recently published empirical research on school and district leadership (thoroughness).

The guiding question for the analysis was this: To what extent do the knowledge and skills identified in the 2011 ELCC Educational Leadership Program Standards respond to state and district needs and represent the most recently published empirical research on school and district leadership?

2.2 Methodology

The analysis presents findings from a three-phase process of (a) identification, (b) selection, and (c) analysis to determine the extent to which the knowledge and skills identified in the 2011 ELCC program standards represent state and district needs, and thoroughly reflect current empirical research on school and district leadership. To ensure complete coverage of high-impact research and thinking by major professional organizations, a review was conducted of all publications issued in the last 5 years. This analysis brackets the development of the 2011 ELCC program standards and reflects literature that informed that process and that has been published subsequently. See Appendix G for a more detailed description of the procedures used for each phase of the analysis.

Two distinct sources of evidence were examined to answer the guiding question: empirical, conceptual, and review articles from the Web of Science and reports published by professional organizations during the last 5 years. Articles in the Web of Science database were identified and analyzed to determine methods used and the findings provided for specific standard elements.

A companion analysis of the organizational reports was conducted to determine the degree of congruence of support for elements of each standard between scholarship and organizational reports. The findings presented in this analysis extend and refine the evidence of support provided in the ELCC 2011 report. Research published in journals not included in the Web of Science database (and thus without journal impact factors) was not included in this analysis. The sources used in the analysis presented here are described further in the following section.

First, 198 empirical (qualitative, 92; quantitative, 51; and mixed methods, 23); 21 conceptual, and 11 review articles published in journals between January 2008 and June 2013 reporting impact factors in the Web of Science database and focusing on building and district leadership in the United States were selected. Impact factors are used to judge the quality of the journal in which the article was published. In a given year, the impact factor of a journal is the average number of citations received per paper published in that journal during the 2 preceding years. For example, if a journal has an impact factor of 3 in 2008, then its papers published in 2006 and 2007 received 3 citations each on average in 2008. Appendix E lists the empirical, conceptual, and review articles selected for analysis. Appendix F lists the impact factors for journals in which the selected articles are published (range: 0.223 to 7.148).

Table 4. Focus and Methods of Web of Science Articles Published Between January 2008 and June 2013

Level of focus	Method used in articles					
	Qualitative	Quantitative	Mixed methods	Conceptual	Review	Total level
Building	46	31	13	12	4	106
District	27	14	5	3	2	51
Building & district	14	6	5	6	4	35
State	5	0	0	0	1	6
Total	92	51	23	21	11	
	Empirical total			**Conceptual/review total**		
	166			**32**		**198**

Second, reports by professional organizations focused on building and district leadership published between 2008 and 2013 were selected to capture the thinking and policy recommendations of major educational organizations representing practitioners at the district and state levels. Appendix E lists the 25 reports that were used in this analysis.

2.3 Summary of Findings

A summary of the findings is provided for the seven ELCC standards in this section. Following the summary findings by standard, there is an overarching set of findings and conclusions. The detailed analysis of articles and reports that support these findings concludes Section 2.

ELCC Standard 1: Vision, Mission, & Goals

1. Organizational reports call for strong emphasis on building and district leadership preparation focusing on candidate development of understanding and professional skills in promoting the success of every student by [collaboratively] facilitating the development, articulation, implementation, and stewardship of a shared school/district vision of learning, with a particular emphasis on Element 1.3: promoting continual and sustainable school/district improvement.

2. This strong focus is supported by the emphasis that empirical research provides for Element 1.3.

3. While there is support for a focus on Element 1.3 in conceptual and review scholarship, there is also a particular emphasis on Element 1.2: collecting and using data to identify school/district goals, assess organizational effectiveness, and creating and implementing plans to achieve school/district goals. Element 1.2 is also supported by the empirical research.

ELCC Standard 2: Teaching and Learning

1. Organizational reports call for strong emphasis on building and district leadership preparation focusing on candidate development of understanding and professional skills in developing and supervising instructional leadership capacity (Element 2.3).

2. This focus is supported by the emphasis that empirical research provides for instructional leadership development at both building and district levels.

3. While there is also support for this focus in conceptual and review scholarship, there is also a particular emphasis on Element 2.3

creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional school/district program.

4. There is a noteworthy lack of emphasis on Element 2.4: promoting the most effective and appropriate school/district] technologies to support teaching and learning within the school/district.

5. There was an emphasis on Element 2.1 at the building level in both the empirical research and organizational reports.

ELCC Standard 3: Organizational Management

1. Empirical research, conceptual and review scholarship, and organizational reports all emphasize development of knowledge and skills in efficiently using human, fiscal, and technological resources to manage school/district operations (Element 3.2) in both building and district leaders.

2. Four of the five elements of Standard 3 have particular importance at the building level in both scholarship published in high-impact journals and in organizational reports.

3. There is moderate support for the importance of Element 3.1: monitoring and evaluating school/district management and operational systems and Element 3.4: develop school/district capacity for distributed leadership.

ELCC Standard 4: Collaboration

1. Empirical research, conceptual and review scholarship, and organizational reports diverge substantially in the emphasis placed on the importance of Standard 4 and its four elements.

2. In contrast to conceptual and review scholarship and organizational reports, empirical research published in high-impact journals place particular emphasis

on the importance of developing leader knowledge and skills in promoting the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school/district by collecting and analyzing information pertinent to improvement of the school/district's educational environment (Element 4.1); promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school/district community (Element 4.2); building and sustaining positive school relationships with families and caregivers (Element 4.3); and cultivating productive school/district relationships with community partners (Element 4.4).

ELCC Standard 5: Ethics & Integrity

1. Empirical research and organizational reports diverge substantially in the emphasis placed on the importance of Standard 5.

2. In contrast to organizational reports, empirical research and conceptual and review articles published in high-impact journals place particular emphasis on the importance of developing leader knowledge and skills in promoting the success of every student by promoting social justice within the school/district to ensure that individual student needs inform all aspects of schooling (Element 5.5).

3. Empirical research also emphasizes the importance developing leader capacity to promote the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school/district system of accountability for every student's academic and social success (Element 5.1) by modeling district principles of self-awareness, reflective practice,

transparency, and ethical behavior as related to their roles within the school/district (Element 5.2); safeguarding the values of democracy, equity, and diversity within the school/district (Element 5.3); and evaluating the potential moral and legal consequences of decision making in the school/district (Element 5.4).

ELCC Standard 6: Education System

1. Empirical research and organizational reports diverge substantially in the emphasis placed on the importance of Standard 6.

2. In contrast to organizational reports, empirical research published in high-impact journals places particular emphasis on the importance of developing leader knowledge and skills in Element 6.3: anticipating and assessing emerging trends and initiatives in order to adapt school/district-level leadership strategies.

3. Empirical research also emphasizes the importance of developing leader capacity to promote the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers and acting to influence local, district, state, and national decisions affecting student learning in a school environment (Standard 6).

ELCC Standard 7: Internship

There is little emphasis on this element of school and district leadership development in the resources we reviewed.

Overarching Findings

1. Empirical research published between 2008 and June 2013 in high-impact journals provide clear support for the relevancy and

currency of both building and district level elements of six of the ELCC standards with particular emphasis on Standards 2, 3, and 4:

- Standard 1: Vision, Mission & Goals
- Standard 2: Teaching and Learning
- Standard 3: Organizational Management
- Standard 4: Collaboration
- Standard 5: Ethics & Integrity
- Standard 6: Education System

2. Empirical research, conceptual and review scholarship, and organizational reports all emphasize the importance for both building- and district-level leadership of three elements:

- Element 1.3: promoting continual and sustainable school/district improvement
- Element 2.3: developing and supervising instructional leadership capacity
- Element 3.2: efficiently using human, fiscal, and technological resources to manage school/district operations

3. Empirical research and organizational reports diverge substantially in their emphasis on the importance of elements of

- Standard 4: Collaboration
- Standard 5: Ethics & Integrity
- Standard 6: Education System

4. There is a notable lack of emphasis in empirical research, conceptual and review scholarship, and organizational reports for leadership development in Element 2.4: promoting the most effective and appropriate school/district technologies to support teaching and learning within the school/district.

5. Empirical research and conceptual and review scholarship published in high-impact journals, and organizational reports do not emphasize Standard 7: Internship.

Conclusions

The findings suggest that the 2011 ELCC Education Leadership Program Standards are strongly represented and supported in empirical research (qualitative, quantitative and mixed methods) published between January 2008 and June 2013 in very selective, high-impact journals and respond to current state and district leadership needs, as reflected in 25 reports by key educationally oriented organizations published between 2008 and 2013. Primary areas of focus were

- Element 1.3: promoting continual and sustainable school/district improvement;
- Element 2.3: developing and supervising instructional leadership capacity; and
- Element 3.2: efficiently using human, fiscal, and technological resources to manage school/district operations.

However, patterns of divergence between empirical research and organizational reports in emphasis on standard elements and the lack of emphasis in empirical research, conceptual scholarship, and organizational reports on promoting the most effective and appropriate school/district technologies to support teaching and learning within the school/district (Element 2.4), and on Standard 7: Internship require further exploration.

Patterns of convergence and divergence in emphasis on the ELCC standards between empirical, conceptual/review scholarship, and reports by organizations representing the education policy community should be further examined to identify aspects of leadership that require research regarding their impact on school and student outcomes.

2.4 Detailed Analysis of Support for ELCC Standards

The following is a detailed analysis of the support in each type of publication broken down by ELCC standard and its constituent elements. Included for each standard are the following: basic description of the standard using the building-level language, its constituent elements, foundational research summaries, and tables reflecting current scholarship and professional report coverage of the standard and its elements. The research support summaries presented for each standard are taken from *The Research Base Supporting the ELCC Standards* (Young & Mawhinney, 2012), which informed the revisions of the ELCC standards in 2011.

Table 5. Analysis of Support for ELCC Standard 1.0

ELCC 2011 Building and District Leadership Standard 1.0: Vision, Mission, & Goals	
A school/district-level education leader applies knowledge that promotes the success of every student by [collaboratively] facilitating the development, articulation, implementation, and stewardship of a shared school/district vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school/district plans to achieve school/district goals; promotion of continual and sustainable school improvement; and evaluation of school/district progress and revision of school/district plans supported by school/district-based stakeholders.	**Candidates understand and can:**
	Element 1.1: collaboratively develop, articulate, implement, and steward a shared vision of learning for a school/district.
	Element 1.2: collect and use data to identify school/district goals, assess organizational effectiveness, and create and implement plans to achieve school/district goals.
	Element 1.3: promote continual and sustainable school/district improvement
	Element 1.4: evaluate school progress and revise school/district plans supported by school stakeholders.
Commentary: Research- & Practice-Based Support for ELCC 2011 Standards (2008–2010)	
Building-Level Research Support Summary	*District-Level Research Support Summary*
Research presented in support of Standard 1 confirms that a building-level education leader must have the knowledge to promote the success of every student through understanding principles for developing, articulating, implementing, and stewarding a school vision of learning. This includes knowledge of the importance of shared school vision, mission, and goals for student success that is documented in the effective schools literature and school improvement literature. It includes the knowledge that when vision, mission, and goals are widely shared, student achievement usually increases.	Research presented in support of Standard 1 confirms that a district-level education leader must have the knowledge to promote the success of every student through understanding principles for developing, articulating, implementing, and stewarding a district vision of learning. This includes knowledge of how to develop a broadly shared vision and mission to guide district decisions and to support change at the school level and knowledge of how to develop trust, which is a requisite variable in shared visioning, for school improvement. It also includes knowledge of how to use evidence to inform district decisions, and knowledge of the importance of professional development in developing the organizational capacity needed to support continuous and sustainable district improvement.

Table 6. Emphasis on Standard 1 Elements in Current Scholarship and Organizational Reports

Standard 1 Elements	Journal articles: 59 references by 34/198 articles				Organizational reports 25 total	
	Empirical		Conceptual/Review			
	Building	District	Building	District	Building	District
1.1	2	2	1	2	6 (3)	2 (2)
1.2	5	8	4	4	6 (6)	3(2)
1.3	7	9	3	3	14 (10)	14 (4)
1.4	2	6	1	0	4 (4)	4 (2)
Standard 1 total	16	25	9	9	30 (15)	23 (5)

Note: The number of references to the Standard 1 element in the Organizational Report is listed first, and the number of reports is noted in parentheses.

Summary Commentary on Support for ELCC Standard 1 (2008–June 2013)

Noteworthy patterns of emphasis regarding Standard 1:

1. Empirical research articles (including qualitative, quantitative, and mixed-methods research) focused on all four Standard 1 elements. Of the 59 references by the 34 articles that focused on Standard 1, 41 were made by empirical research articles.

2. The greatest number of references was by empirical research articles focused on district-level elements of the vision standard.

3. Although there were 18 references by conceptual and review articles to elements of Standard 1, none of the references addressed Element 1.4: evaluate [district] progress and revise [district] plans supported by school stakeholders.

4. Organizational reports emphasized all of the elements in Standard 1. For example, 15 reports referenced building level elements 30 times, and five reports emphasized aspects of the four elements of vision 23 times.

Summary observations on the importance of Standard 1:

1. Organizational reports call for strong emphasis on building and district leadership preparation focusing on candidate development of understanding and professional skills in promoting the success of every student by [collaboratively] facilitating the development, articulation, implementation, and stewardship of a shared school/district vision of learning, with a particular emphasis on element 1.3: promoting continual and sustainable school/district improvement.

2. This strong focus is supported by the emphasis that empirical research provides for Element 1.3.

3. While there is support for a focus on Element 1.3 in conceptual and review scholarship, there is also a particular emphasis on Element 1.2: collecting and using data to identify school/district goals, assess organizational effectiveness, and creating and implementing plans to achieve school/district goals. Element 1.2 is also supported by the empirical research.

Table 7. Analysis of Support for ELCC Standard 2.0

ELCC 2011 Building and District Leadership Standard 2.0: Teaching and Learning	
A school/district-level education leader applies knowledge that promotes the success of every student by sustaining a school/district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school/district program; developing and supervising the instructional and leadership capacity of school/district staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school/district environment.	**Candidates understand and can:**
	Element 2.1: advocate, nurture, and sustain a school/district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
	Element 2.2: create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school/district program
	Element 2.3: develop and supervise the instructional and leadership capacity across the school/district .
	Element 2.4: promote the most effective and appropriate school/district technologies to support teaching and learning within the school/district.
Commentary: Research- & Practice-Based Support for ELCC 2011 Standards (2008–2010)	
Building-Level Research Support Summary	*District-Level Research Support Summary*
Research in support of Standard 2 confirms that a building-level education leader must know principles for sustaining a school culture and instructional program conducive to student learning and staff professional growth. This includes knowing the elements of school culture and ways it can be influenced to ensure student success; human development theories; proven learning and motivational theories; how diversity influences the learning process; effective leadership practices, including those characterized as instructional leadership, transformational leadership, or leading learning; and models of change processes.	Research in support of Standard 2 confirms that a district-level education leader must know principles for sustaining a district culture and instructional program conducive to student learning and staff professional growth. This includes knowing how to align and focus work to focus on student learning; the elements of district culture and ways it can be influenced to ensure student success; how district culture influences school culture; human development theories and proven learning and motivational theories; and how diversity influences the learning process. The importance of the knowledge presented in evidence supporting Standard 2 was recognized in the empirical evidence, craft knowledge, and theoretical writings that supported the development of ISLLC 2008 Standard 2 promoting the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Table 8. Emphasis on Standard 2 Elements in Current Scholarship and Organizational Reports

Standard 2 Elements	Journal articles: 94 references by 59/198 articles				Organizational reports 25 total	
	Empirical		Conceptual/Review			
	Building	District	Building	District	Building	District
2.1	16	3	3	1	16 (7)	0 (0)
2.2	14	6	5	2	10 (7)	3 (2)
2.3	23	11	6	3	20 (8)	10 (5)
2.4	1	0	0	0	0	0 (0)
Standard 2 total	**54**	**20**	**14**	**6**	**46 (16)**	**13 (5)**

Summary Commentary on Support for ELCC Standard 2 (January 2008–June 2013)

Noteworthy patterns of emphasis on Standard 2:

1. Empirical research articles published in high-impact journals (including qualitative, quantitative and mixed-methods research) focused on all four elements of district-level leadership Standard 2, but with minimal attention to Element 2.4: promoting the most effective and appropriate school/district technologies to support teaching and learning within the school/district.

2. Of the 94 references by the 59 articles that focused on Standard 2, 74 were made by empirical research articles.

3. The greatest number of references by empirical research articles focused on the building (23) and district (11) Element 2.3: developing and supervising the instructional and leadership capacity across the school/district.

4. Although 20 references by conceptual and review articles also focused on elements of Standard 2, emphasizing Element 2.3: developing and supervising instructional leadership capacity, there were no references by conceptual and review articles to Element 2.4: promoting the most effective and appropriate school/district technologies to support teaching and learning within the school/district.

5. Organizational reports also placed a heavy emphasis on Element 2.3: developing and supervising the instructional and leadership capacity across the school and district. For example, eight reports referenced that instructional leadership capacity development at the building level 20 times, and five reports emphasized this element at the district level 10 times.

6. Both empirical research and organizational reports emphasized the importance of culture at the building level as described in Element 2.1: advocate, nurture, and sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

Table 9. Analysis of Support for ELCC Standard 3.0

ELCC 2011 Building and District Leadership Standard 3.0 Organizational Management	
A school/district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school/district's organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the [school/district; promoting school/district-level policies and procedures that protect the welfare and safety of students and staff across the school/district; developing school/district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.	**Candidates understand and can:**
	Element 3.1: monitor and evaluate school/district management and operational systems.
	Element 3.2: efficiently use human, fiscal, and technological resources to manage school/district operations
	Element 3.3: promote school/district-based policies and procedures that protect the welfare and safety of students and staff within the school/district .
	Element 3.4: develop school/district capacity for distributed leadership.
	Element 3.5: ensure teacher and organizational time focuses on supporting high-quality school/district instruction and student learning
Commentary: Research- & Practice-Based Support for ELCC 2011 Standards (2008–2010)	
Building-Level Research Support Summary	*District-Level Research Support Summary*
Research in support of Standard 3 confirms that a building-level education leader must have knowledge of best practices regarding management of a school organization, operations, and resources for a safe, efficient, and effective learning environment. This includes knowledge of effective management and effective leadership that are associated with improved school conditions and subsequent school outcomes. It also includes knowledge of human resource issues such as educator work redesign; educator recruitment and selection; educator induction, mentoring, and professional development; educator appraisal, supervision, and evaluation; and educator compensation. The importance of the knowledge presented in evidence supporting Standard 3 was recognized in research informing the formation of the *ISLLC 2008 Standards,* which also found an understanding distributed leadership to be essential. More recently, researchers have found in their investigation of links to student achievement that distribution of leadership to include teachers, parents, and district staff is needed in order to improve student achievement.	Research in support of Standard 3 confirms that a district-level education leader must have knowledge of best practices regarding management of a district organization, operations, and resources for a safe, efficient, and effective learning environment. This includes knowing how to create systemic management and operations, organize education improvement efforts, coordinate accountability systems, and create policy coherence that influences school outcomes and student learning. It also includes knowing the importance of creating systems that focus school personnel and other resources on common goals and creating processes that facilitate effective teaching and learning. The importance of the knowledge presented in evidence supporting Standard 3 was recognized in research informing the formation of the *ISLLC 2008 Standards*, which also found knowing the nature of distributed leadership to be essential.

Table 10. Emphasis on Standard 3 Elements in Current Scholarship and Organizational Reports

| Standard 3 Elements | Journal articles: 95 references by 65/198 articles | | | | Organizational reports 25 total | |
| | Empirical | | Conceptual/Review | | | |
	Building	District	Building	District	Building	District
3.1	7	8	2	1	14 (5)	10 (4)
3.2	17	20	6	3	27 (11)	28 (6)
3.3	6	1	1	0	4 (2)	1 (1)
3.4	14	4	3	0	12 (5)	0 (0)
3.5	0	0	2	0	6 (3)	1 (1)
Standard 3 total	44	33	14	4	63 (15)	40 (6)

Observations on the importance of Standard 2:

1. Organizational reports call for strong emphasis on building and district leadership preparation focusing on candidate development of understanding and professional skills in developing and supervising instructional leadership capacity (Element 2.3).

2. This focus is supported by the emphasis that empirical research provides for instructional leadership development at both building and district levels (Element 2.3).

3. While there is also support for the focus on Element 2.3 in conceptual and review scholarship, there is a particular emphasis on Element 2.2: creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional school/district program.

4. There is a noteworthy lack of emphasis on Element 2.4: promoting the most effective and appropriate school/district technologies to support teaching and learning within the school/district.

5. There was an emphasis on Element 2.1 at the building level in both the empirical research and organizational reports.

Summary Commentary on Support for ELCC Standard 3 (2008–June 2013)

Noteworthy patterns of emphasis on Standard 3:

1. Empirical research articles published in high-impact journals (including qualitative, quantitative, and mixed-methods research) focused on four of the five building- and district-level leadership elements.

2. The greatest number of references by empirical research articles focused on the district (20) and building (17) Element 3.2: efficiently using human, fiscal, and technological resources to manage school/district operations. In contrast, none of the articles emphasized Element 3.5: ensuring that teacher and organizational time focuses on supporting high-quality school/district instruction and student learning.

3. Although conceptual and review articles also emphasized Element 3.2: efficiently using human, fiscal, and technological resources to manage school/district operations, two articles did address Element 3.5: ensuring that teacher and organizational time focuses on supporting high-quality school/district instruction and student learning.

4. Organizational reports emphasized all five elements of Standard 3 at the building

level but not the district level. Only Elements 3.1 and 3.2 received substantial attention at the district level.

5. Organizational reports also placed particular emphasis at both building and district levels on Element 3.2: efficiently using human, fiscal, and technological resources to manage school/district; and on Element 3.1: monitoring and evaluating school/district management and operational systems.

6. Like empirical and conceptual and review scholarship, organizational reports did place some emphasis on Element 3.4: developing [school] capacity for distributed leadership. For example, five reports referenced development of distributed leadership at the building level 12 times.

7. Empirical research placed a particular emphasis on Element 3.4: developing distributed leadership at both the building and district levels.

Observations on the importance of Standard 3:

1. Empirical research, conceptual and review scholarship, and organizational reports all emphasize development of knowledge and skills in efficiently using human, fiscal, and technological resources to manage school/district operations (Element 3.2) in both building and district leaders.

2. Four of the five elements of Standard 3 have particular importance at the building level in both scholarship published in high-impact journals and in organizational reports.

3. There is moderate support for the importance of Element 3.1: monitoring and evaluating school/district management and operational systems and Element 3.4: develop school/district capacity for distributed leadership.

Table 11. Analysis of Support for ELCC Standard 4.0

ELCC 2011 Building and District Leadership Standard 4.0: Collaboration	
A school/district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school/district by collecting and analyzing information pertinent to improvement of the school/district's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school/district community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school/district relationships with community partners.	**Candidates understand and can:**
	Element 4.1: collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school/district's educational environment.
	Element 4.2: mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the school/district.
	Element 4.3: respond to community interests and needs by building and sustaining positive school/district relationships with families and caregivers.
	Element 4.4: respond to community interests and needs by building and sustaining productive school/district relationships with community partners
Commentary: Research- & Practice-Based Support for ELCC 2011 Standards (2008–2010)	
Building-Level Research Support Summary	*District-Level Research Support Summary*
Research in support of Standard 4 confirms that a building-level education leader must know strategies for collaborating with faculty and community members; diverse community interests and needs; and best practices for mobilizing community resources. This includes knowing how to collect and analyze information pertinent to the school educational environment, and understanding the needs of students, parents, and caregivers in order to develop collaboration strategies. The importance of the knowledge presented in the evidence supporting ISLLC 2008 Standard 4 was recognized in research showing that education leaders require such knowledge when collaborating with faculty and community members and when responding to diverse community interests and needs and mobilizing community support used to support ISLLC 2008 Standard 4. Reports on practices using multiple types of evidence to inform decision making and highlights the importance of knowledge of strategies for evidence-centered decision making.	Research in support of Standard 4 confirms that a district-level education leader must know district strategies for collaborating with faculty, faculty, families and caregivers, and district community partners; understanding of diverse community interests and needs; and best practice for mobilizing district community resources. This includes knowing how to collect and analyze information pertinent to the district educational environment, and using the appropriate strategies to collect, analyze and interpret the information, and communicating information about the district to the community. The importance of the knowledge presented in the evidence supporting Standard 4 was recognized in research showing that education leaders require such knowledge when collaborating with faculty and community members and when responding to diverse community interests and needs and mobilizing community support used to support ISLLC 2008 Standard 4. Reports on practices in using multiple types of evidence to inform decision making highlights the importance of knowing strategies for evidence-centered decision making.

Table 12. Emphasis on Standard 4 Elements in Current Scholarship and Organizational Reports

| Standard 4 Elements | Journal articles: 82 references by 34/198 articles | | | | Organizational reports 25 total | |
| | Empirical | | Conceptual/Review | | | |
	Building	District	Building	District	Building	District
4.1	9	10	1	0	2 (2)	0
4.2	8	8	1	0	0	0
4.3	10	12	1	0	1 (1)	0
4.4	7	14	1	0	0	0
Standard 4 total	**34**	**44**	**4**	**0**	**3 (3)**	**0 (0)**

Summary Commentary on Support for ELCC Standard 4 (2008–June 2013)

Noteworthy patterns of emphasis on Standard 4:

1. Empirical research articles published in high-impact journals (including qualitative, quantitative, and mixed-methods research) focused on all four of the building- and district-level leadership elements of Standard 4.

2. The greatest number of references by empirical research articles focused on the district (12) and building (10) Element 4.3: responding to community interests and needs by building and sustaining positive school/district relationships with families and caregivers.

3. Empirical research also emphasized the importance at both building and district levels of leadership focused on

   - Element 4.1: collaborating with faculty and community members by collecting and analyzing information pertinent to the improvement of the school/district's educational environment (19 references).

   - Element 4.2: mobilizing community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources

   throughout the school/district (16 references).

   - Element 4.4: responding to community interests and needs by building and sustaining productive school/district relationships with community partners (21 references).

4. In contrast, conceptual and review articles and organizational reports did not focus on any elements of Standard 4 at the district level, and very few focused on Standard 4 at the building level.

Observations on the importance of Standard 4:

1. Empirical research, conceptual and review scholarship, and organizational reports diverge substantially in the emphasis placed on the importance of Standard 4 and its four elements.

2. In contrast to conceptual and review scholarship and organizational reports, empirical research published in high-impact journals place particular emphasis on the importance of developing leader knowledge and skills in promoting the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school/district by collecting and analyzing information pertinent to improvement of the

school/district's educational environment (Element 4.1); promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school/district community (Element 4.2); building and

sustaining positive school relationships with families and caregivers (Element 4.3); and cultivating productive school/district relationships with community partners (Element 4.4).

Table 13. Analysis of Support for ELCC Standard 5.0

ELCC 2011 Building and District Leadership Standard 5.0: Ethics & Integrity	
A [school/district -level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school/district system of accountability for every student's academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school/district ; safeguarding the values of democracy, equity, and diversity within the school/district; evaluating the potential moral and legal consequences of decision making in the school/district; and promoting social justice within the school/district to ensure individual student needs inform all aspects of schooling.	**Candidates understand and can:**
	Element 5.1: act with integrity and fairness to ensure a school/district system of accountability for every student's academic and social success
	Element 5.2: model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school/district.
	Element 5.3: safeguard the values of democracy, equity, and diversity within the school/district.
	Element 5.4: evaluate the potential moral and legal consequences of decision making in the school/district.
	Element 5.5: promote social justice within the school/district to ensure that individual student needs inform all aspects of schooling
Commentary: Research- & Practice-Based Support for ELCC 2011 Standards (2008–2010)	
Building-Level Research Support Summary	*District-Level Research Support Summary*
Research in support of Standard 5 confirms that a building-level education leader must know how to act with integrity and fairness and engage in ethical practice. This includes understanding democratic values, equity, and diversity; current ethical and moral issues facing education, government, and business; and the relationship between social justice, school culture, and student achievement. The importance of the knowledge presented in evidence supporting Standard 5 was recognized in research on practices that promote social justice identified as important in the ISLLC 2008 Standards. Support for the importance of this knowledge was informed by scholarship on practices of inclusive leadership and leadership for diversity. Observations by education experts affirm the central role that knowledge of reflective practices has for education leaders if they are to model principles of self-awareness and ethical behavior. Theoretical and practice-focused commentaries have noted the critical need for education leaders to have knowledge of the moral and legal consequences of decision making.	Research in support of Standard 5 confirms that a district-level education leader must know how to act with integrity and fairness and engage in ethical practice. This includes knowing federal, state, and local legal and policy guidelines to create operational definitions of accountability, equity, and social justice; how to effectively implement the policy; how to formulate sound solutions to education dilemmas across a range of content areas in education leadership; and the relationship between social justice, district culture, and student achievement. The importance of the knowledge presented in evidence supporting Standard 5 was recognized in research on practices that promote social justice identified as important in the ISLLC 2008 Standards. Support for the importance of this knowledge was informed by scholarship on practices of inclusive leadership and leadership for diversity. Observations by education experts affirm the central role that knowledge of reflective practices is for education leaders if they are to model principles of self-awareness and ethical behavior. Theoretical and practice-focused commentaries have noted the critical need for education leaders to have knowledge of the moral and legal consequences of decision making.

Table 14. Emphasis on Standard 5 Elements in Current Scholarship and Organizational Reports

| Standard 5 Elements | Journal articles: 74 references by 37/198 articles | | | | Organizational reports 25 total | |
| | Empirical | | Conceptual/Review | | | |
	Building	District	Building	District	Building	District
5.1	5	3	3	3	1 (1)	0
5.2	9	2	1	0	0	0
5.3	5	4	3	2	1 (1)	0
5.4	2	5	0	1	0	0
5.5	17	3	4	2	0	0
Standard 5 total	38	17	11	8	2 (2)	0

Summary Commentary on Support for ELCC Standard 5 (January 2008–June 2013)

Noteworthy patterns of emphasis on Standard 5:

1. Empirical research articles published in high-impact journals (including qualitative, quantitative, and mixed-methods research) focused on all five of the building- and district-level leadership elements of Standard 5.

2. The greatest number of references by empirical research articles focused on the building (17) and district (3) Element 5.5: promoting social justice within the school/district to ensure that individual student needs inform all aspects of schooling, an emphasis shared in some conceptual and review scholarship.

3. Empirical research also emphasized the importance at both building and district levels of leadership focused on Element 5.2: modeling principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school/district.

4. There is some emphasis in empirical as well as conceptual and review scholarship on the importance of developing building and district leader knowledge and professional skills in Element 5.1: acting with integrity and fairness to ensure a

school/district system of accountability for every student's academic and social success

5. In addition there was some emphasis in empirical as well as conceptual and review scholarship on the importance of developing building and district leader knowledge and professional skills in Element 5.3: safeguarding the values of democracy, equity, and diversity within the school/district .

6. In contrast, organizational reports placed little or no emphasis on elements of Standard 5.

Observations on the importance of Standard 5:

1. Empirical research and organizational reports diverge substantially in the emphasis placed on the importance of Standard 5.

2. In contrast to organizational reports, empirical research, and conceptual and review articles published in high-impact journals place particular emphasis on the importance of developing leader knowledge and skills in promoting the success of every student by promoting social justice within the school/district to ensure that individual student needs inform all aspects of schooling (Element 5.5).

3. Empirical research also emphasizes the importance developing leader capacity to

promote the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school/district system of accountability for every student's academic and social success (Element 5.1) by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as

related to their roles within the school/district (Element 5.2); safeguarding the values of democracy, equity, and diversity within the school/district (Element 5.3); and evaluating the potential moral and legal consequences of decision making in the school/district (Element 5.4).

Table 15. Analysis of Support for ELCC Standard 6.0

ELCC 2011 Building and District Leadership Standard 6.0: Education System	
A school/district -level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school/district-based leadership strategies.	**Candidates understand and can**:
	Element 6.1: advocate for school/district students, families, and caregivers.
	Element 6.2: act to influence local, district, state, and national decisions affecting student learning in a school/district environment.
	Element 6.3: anticipate and assess emerging trends and initiatives in order to adapt school/district-level leadership strategies
Commentary: Research- & Practice-Based Support for ELCC 2011 Standards (2008–2010)	
Building-Level Research Support Summary	*District-Level Research Support Summary*
Research in support of Standard 6 confirms that a building-level education leader must know how to respond to and influence the political, social, economic, legal, and cultural context within a school and district. This includes knowing policies, laws, and regulations enacted by state, local and federal authorities; how to improve the social opportunities of students, particularly in contexts where issues of student marginalization demand proactive leadership; and how culturally responsive educational leadership can positively influence academic achievement and student engagement. The widespread recognition in the practice and policy community that education leaders must be prepared to understand, respond to, and influence the political, social, economic, legal, and cultural context of education provided an important impetus for the formation of this domain of the ISLLC 2008 Standards. A recognition of the importance of mindful practices and studying how people solve difficult problems influenced the formation of the ISLLC 2008 standards.	Research in support of Standard 6 confirms that a district-level education leader must know how to respond to and influence the political, social, economic, legal, and cultural context within a district. This includes knowing policies, laws, and regulations enacted by state, local and federal authorities that affect school districts; key concepts in school law and current legal issues that could affect the district; and teachers' and students' rights. It also includes knowing how to apply policies consistently and fairly across districts, including those focused on accountability, budgeting, special education, or legal issues, and knowing how to respond to the changing cultural context of the district. The widespread recognition in the practice and policy community that education leaders must be prepared to understand, respond to, and influence the political, social, economic, legal, and cultural context of education provided an important impetus for creating this domain of the ISLLC 2008 Standards. A recognition of the importance of mindful practices and studying how people solve difficult problems influenced the formation of the ISLLC 2008 Standards.

Table 16. Emphasis on Standard 6 Elements in Current Scholarship and Organizational Reports

Standard 6 Elements	Journal articles: 57 references by 40/198 articles				Organizational reports 25 total	
	Empirical		Conceptual/Review			
	Building	District	Building	District	Building	District
6.1	5	4	1	2	1 (1)	0
6.2	3	8	0	3	0	1 (1)
6.3	10	17	2	2	0	0
Standard 6 total	18	29	3	7	1	1

Summary Commentary on Support for ELCC Standard 6 (2008–June 2013)

Noteworthy patterns of emphasis on Standard 6:

1. Empirical research articles published in high-impact journals (including qualitative, quantitative, and mixed-methods research) focused on all three of the building- and district-level leadership elements of Standard 6.

2. The greatest number of references by empirical research articles focused on the district (17) and building (10) Element 6.3: anticipating and assessing emerging trends and initiatives in order to adapt school/district-level leadership strategies. Empirical research also emphasized the importance at both building and district levels of leadership focused on Element 6.2: acting to influence local, district, state, and national decisions affecting student learning in a school/district environment.

3. In addition there was some emphasis in empirical as well as conceptual and review scholarship on the importance of developing building and district leader knowledge and professional skills in Element 6.1: advocating for school/district students, families, and caregivers.

4. In contrast, organizational reports placed little or no emphasis on elements of Standard 6.

Observations on the importance of Standard 6:

1. Empirical research and organizational reports diverge substantially in the emphasis placed on the importance of Standard 6.

2. In contrast to organizational reports, empirical research published in high-impact journals places particular emphasis on the importance of developing leader knowledge and skills in Element 6.3: anticipating and assessing emerging trends and initiatives in order to adapt school/district-level leadership strategies.

3. Empirical research also emphasizes the importance of developing leader capacity to promote the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers and by acting to influence local, district, state, and national decisions affecting student learning in a school environment (Standard 6).

Table 17. Analysis of Support for ELCC Standard 7.0

ELCC 2011 Building and District Leadership Standard 7.0: Internship	
A school/district-level education leader applies knowledge that promotes the success of every student in a substantial and sustained educational leadership internship experience that has school/district-based field experiences and clinical practice within a school/district setting and is monitored by a qualified, on-site mentor.	Element 7.1: Substantial Experience: The program provides significant field experiences and clinical internship practice for candidates within a school/district environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Program Standards through authentic, school/district-based leadership experiences.
	Element 7.2: Sustained Experience: Candidates are provided a 6-month concentrated (9–12 hours per week) internship that includes field experiences within a school/district environment.
	Element 7.3: Qualified On-Site Mentor: An on-site school/district mentor who has demonstrated successful experience as an educational leader at the school/district level is selected collaboratively by the intern and program faculty with training by the supervising institution.
Commentary: Research- & Practice-Based Support for ELCC 2011 Standards (2008–2010)	
Building-Level Research Support Summary	*District-Level Research Support Summary*
Research in support of Standard 7 confirms the importance of a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting, monitored by a qualified, on-site mentor. The theory and research on the importance of an internship and the nature of highly effective internships dates back to the early work on experiential learning and its promotion as a highly effective means of adult learning. Internships are widely used in professional education. More current work in the field stresses the full-time, job-embedded internship as the ideal. Much of the research on internships has focused on what typically occurs. This is mixed with case-study research on innovative models and conceptualizations of more robust approaches. Limited research has compared the effects of conventional and exemplary preparation, but the results suggest that principals either report or demonstrate better leadership practices when they have had longer, more full-time internships. Many of the internship elements and descriptors in Standard 7 parallel the research findings from Danforth Foundation–funded innovations in leadership preparation in the early 1990s. Comparative case study analyses yielded strong conclusions about the nature of high-quality internships.	Much of the research on leadership preparation field work and clinical practice is focused on preparation for school leader or education leader generally. There is some commentary and expert opinion about the nature of superintendent preparation and need for reform, such as including applied learning opportunities and clinical experience, and references to field applications. In fact, the call for internships as central to superintendent preparation dates back to early in the field's formation. There is no research or conceptualization about preparation for district leaders more generally, however. There are a few case studies of program models for superintendent preparation and development that include or stress the inclusion of clinical experience. There are also some surveys and focus group interviews of superintendents in the late 1990s and early 2000s about what was effective in their superintendent preparation programs that speak generally to the value of clinical experience, but frequently without elaboration on any particular element or attribute. Some dissertation research has begun to investigate this area. One study, for example, collected program description information from 28 superintendent certification programs in Texas and found that the majority included internships as part of preparation.

Table 18. Emphasis on Standard 7 Elements in Current Scholarship and Organizational Reports

Standard 7 Elements	Journal articles: 0 References by 0/198 articles				Organizational reports 25 total	
	Empirical		Conceptual/Review			
	Building	District	Building	District	Building	District
7.1	0	0	0	0	0	0
7.2	0	0	0	0	0	0
7.3	0	0	0	0	1 (1)	0
Standard 7 total	0	0	0	0	1	0

Summary Commentary on Support for ELCC Standard 7 (2008–June 2013)

Noteworthy pattern of emphasis on Standard 7. Empirical research articles and conceptual and review scholarship published in high-impact journals (including qualitative, quantitative, and mixed-methods research) and organizational reports all placed little emphasis on the importance of the internship.

Observations on the importance of ELCC Standard 7. There is little emphasis on this element of school and district leadership development in the resources we examined.

Section 3
To What Degree Do Standards, and How They Are Used, Improve Program Quality?

Most influential to educational leadership preparation are the sister standards: ISLLC and ELCC standards. Together these standards impact the majority of programs across the country through a variety of levers but most significantly through program accreditation or approval and state administrative licensure.

Although countless reports assert that state regulatory policies and requirements for school leadership licensure/certification and preparation program approval/accreditation are the most significant influences on educational leadership preparation programs (Briggs et al., 2012; CCSSO, 2012; Kelley & Peterson, 2002; Murphy, 2002, 2005; New Leaders, 2012, 2013; Orr, King, et al., 2010), this claim is not well supported by empirical research. In fact, surprisingly little empirical research has been dedicated to this issue.

In this section of the report, we provide an overview of key findings drawn from two meta-analyses focused on the impact of accreditation and licensure on program improvement as well as the results of a survey of educational leadership preparation program directors focused on program improvement levers.

3.1 Accreditation Standards and Processes and Program Quality

Accreditation is a process based on a set of expectations and standards, which is meant to ensure competency and credibility. In an effort to advance understandings of accreditation and its connection to program quality, Pavlakis and Kelley (2013) conducted an analysis of accreditation standards and processes across five professional fields: medicine, psychology, teacher education, engineering, and law. Their review of literature revealed great variability across these professional fields as well as important similarities. Most pertinent to the

purposes of this report, however, is the limited empirical evidence available concerning the relationship between accreditation and program quality. In this section, we highlight the key findings from the Pavlakis and Kelley analysis with regard to common trends, key challenges, and the costs and benefits of accreditation.

The Rise of Accreditation

Accreditation in each of the five fields has its own unique history related to accreditation, which frames past and current debates and challenges. For example, Pavlakis and Kelley (2013) reported that the field of medicine began using accreditation in 1910 after release of the Flexner Report, which was issued in order to close down substandard schools and to foster changes in the profession (Duffy, as cited in Pavlakis & Kelley, 2013). In the field of psychology, the American Psychological Association began accrediting clinical psychology in 1947 after the Veterans Administration and the U.S. Public Health Service requested the identification of doctoral training programs that properly prepared practitioners to serve World War II veterans (Fagan & Wells, 2000; Prus & Strein, 2011). By the early 1970s, the American Psychological Association had common criteria for the accreditation of professional psychology programs regardless of the specialty (Prus & Strein, 2011). The history of accreditation in law is intertwined with the issue of race. Specifically, In the 1920s and 1930s, the bar, courts, and state governments encouraged an accreditation system in legal education in order to ensure "quality" and ease competition for White lawyers by excluding Blacks and other minorities from the profession (Shepherd, 2003). Within the field of engineering, accreditation has served as a form of quality control for engineering education for over 70 years, and most of current debates around accreditation in engineering reflect the historical development of engineering education

in the United States. Accreditation in the field of teacher education, which was formalized in 1954 through the formation of the NCATE, was developed to professionalize teaching. It is still relatively new in comparison to other professions but is experiencing many of the same growing pains as other fields. Importantly, regardless of the professional field, neither debates about nor changes to accreditation have occurred in a vacuum; accreditation is influenced by the history, politics, and ideologies that are inherent to a discipline as well as the accreditation trends that occur in other professional fields.

Accreditation in Education

Before moving to a comparison across fields, it is important to begin with a sound understanding of accreditation in education. National accreditation in education is a voluntary, peer-reviewed process that includes an evaluation of the professional education unit (the school, college, department, or body which is in charge of training teachers or other school personnel) and is based on a set of standards. It accredits institutions that train over 70% of America's teachers, and in a handful of states NCATE accreditation is mandated.

The perception that the NCATE accreditation process may not be worth the effort required has long plagued the organization (Murray, 2005; Vergari & Hess, 2002). More than half of teacher preparation programs have not sought NCATE accreditation, and Vergari and Hess (2002) referred to the link between accreditation and educator quality as "a matter of faith" (p. 57). In 1997, the Teacher Education Accreditation Council (TEAC) created an alternative accreditation system that focused on evidence-based outcomes related to learning, validity of assessments of learning, and a focus on continuous improvement and quality (Murray, 2010). NCATE's standards were externally developed, whereas TEAC require institutions to select research-based standards that guide preparation programming and curriculum.

Debates related to the accreditation of teacher education have continued and in October 2010, NCATE and TEAC merged and became the CAEP.

The efforts leading to the development of CAEP reignited discussions and debates "over the form and function of professional standards for educators," reflecting the "continuing lack of consensus about what makes a great teacher" (Pavlakis & Kelley, 2013, p. 14). Teacher education standards and the accreditation process are viewed by some as too prescriptive and politically charged, and debates about inputs versus outputs have opened the doors for external groups to intervene. The National Council on Teacher Quality, an independent nonprofit group, is one such organization joining the fray. Their reports on teacher quality, based exclusively on inputs such as course requirements, admission standards, and syllabi content, are viewed as overly simplistic by most educators (American Association of Colleges for Teacher Education, 2013); however, the publication of these reports in the *U.S. News and World Report* has raised concerns and politicized the field of teacher education accreditation even further. By all accounts, the processes used and types of data collected for the accreditation of teacher education are still in a state of flux, and as Pavlakis and Kelley (2013) pointed out, this instability and energy may offer new opportunities.

Common Trends

As one would expect, common trends exist among accreditation in the five fields reviewed by Pavlakis and Kelley (2013). Developing general competencies, which allow for the observation of knowledge, skills, or behaviors across all specialties in one field, such as medicine, is one of the more notable trends among the professions. Although one could argue that standards may become too vague to be useful, general competencies would require the field to focus on what is essential to all practitioners

across a profession and potentially foster flexibility, innovation, and responsiveness to context and change. Furthermore, the identification of competencies that are general to the field of education has the potential to encourage collaboration across faculty in different specialties and to pave the way for interstate and international dialogue and sharing. Identifying these competencies through a consensus approach similar to that used by the Accreditation Council for Graduate Education in medical education could reduce ideological divides in education around core professional skills and dispositions. It may also foster greater collaboration among faculty and improve support for accreditation. Pavlakis and Kelley also noted that when standards are overly specified and when data collection requirements are too onerous, a different set of difficult challenges related to the accreditation process emerge.

A second commonality is the shift away from inputs (e.g., library collection) coupled with an increased focus on outcomes (e.g., assessments of student learning) and an emphasis on continuous improvement. Shifting away, however, is not the same as abandoning the use of inputs. And it has been argued that the intense focus on outputs has shifted the level of analysis of accreditation from the program to the program graduate. This significantly changes the nature and purpose of accreditation and conflates accreditation with licensure (Murray, 2005). Accreditation processes focus on the collective accomplishments of faculty as a measure of inputs and of students as a measure of outputs and not the competency of an individual faculty member or individual graduate. As such, accreditation, a program-level assessment, was not designed to assure the leadership potential of every program graduate (Pavlakis & Kelley, 2013). Conflating accreditation and licensure can create a false confidence in the quality of graduates from an accredited program. This is important to consider when communicating and using accreditation results. If there was clear evidence that

accreditation processes raise program quality, attending an accredited institution could be a factor in determining a candidate's eligibility for licensure in that it is an assessment of the quality of training received by the candidate. However, since more research is needed to understand the relationship between accreditation and program quality, it seems imprudent to tightly couple accreditation and licensure decisions.

Key Challenges

The lack of conclusive data linking accreditation to program quality or to the success of graduates is one of the key challenges facing accreditation in each of the five fields (Pavlakis & Kelley, 2013). Because the evidence is often lacking, mixed, or inconclusive, in many cases it is challenging to say with certainty whether or not accreditation supports program improvement. This research gap can reduce confidence in the value of accreditation and hinder compliance. Yet, Volkwein, Lattuca, Harper, and Domingo's (2006) study on the impact of Engineering Criteria 2000 on engineering education may be a helpful model for those interested in evaluating accreditation in other professional fields. In the study, Volkwein et al. examined the impact of the change in accreditation on a representative national sample of 203 engineering programs at 40 institutions and found that Engineering Criteria 2000 was succeeding in its quality assurance goals. For example, Volkwein et al. found that half to two thirds of faculty reported increasing their use of more active learning methods in a course they teach regularly, graduates had different educational experiences (such as more collaborative engagement in their learning and more interaction with faculty) than graduates from 1994, and graduates reported significantly significant gains in nine areas related to accreditation goals (e.g., using modern tools, working well in teams, applying experimental skills in analysis and interpretation).

Within the field of education, research in this area is scant. However, one project focused on the

ELCC accreditation review process is worth mentioning. Based on a survey of educational leadership faculty, Machado and Cline (2010) found strong alignment between the content of educational leadership preparation programs and either the ISLLC or ELCC standards. Of the 222 survey respondents, 80% asserted that there was "moderate to substantial observable evidence of program-standards alignment" (Machado & Cline, 2010, p. 12). The alignment process was described by many respondents as ongoing. Furthermore, 10% reported aligning their programs to leadership standards starting in 1996 when the ISLLC standards were first released, 75% reported engaging in program-standards alignment by 2003, and the remaining 15% indicated that alignment work began after 2004.

Interestingly, the Engineering Criteria 2000 were developed in response to another common challenge to accreditation: the belief that accreditation is more of a hindrance than a help. Pavlakis and Kelley (2013) attributed the lack of universal participation in national accreditation processes within education to the perception that accreditation is not necessarily associated with program quality and thus not worth the time, effort, and resources required to participate. In response to such a situation in the field of engineering, the Accreditation Board for Engineering and Technology worked with stakeholders to create new standards and a new process reflecting a fundamental shift in accreditation toward continuous improvement. Prados, Peterson, and Lattuca (2005) wrote that the Accreditation Board for Engineering and Technology "moved from a quality assurance process based on evaluating program characteristics relative to minimum standards to one based on evaluating and improving the intellectual skills and capacities of graduates" (p. 169).

Within the field of medicine, similar concerns led to a revamp of the accreditation system and a focus on continuous improvement. An interesting

difference is that change and improvement begins with a self-study rather than waiting for a program review. According to Pavlakis and Kelley (2013), about a year and a half before a scheduled on-site review, the institution undergoing accreditation begins collecting a comprehensive database linked to the accreditation standards and provides evidence of compliance with each standard. Subsequently, the institution "conducts a self-study, critically reviewing the educational program, describing its responses to past citations, analyzing its current level of compliance with the standards, and identifying areas of particular strengths as well as areas undergoing change" (Simon & Aschenbrener, 2005, p. 158). Simultaneously, medical students analyze the educational program, resources, and services for students. Importantly, *before* the survey visit, the institution is urged to address any weaknesses and document its efforts. The remaining steps in the process are fairly common, including site visits and the review of documents and evidence (Simon & Aschenbrener, 2005).

Of course, accompanying accreditation changes in these and other fields are other challenges, such as training reviewers, raising awareness and understanding of the changes, securing support from faculty and institutional leadership, and developing systems to collect different kinds of data over time. Within engineering, anecdotal evidence suggested that the new requirements were viewed as onerous and resource intensive (Maranville, O'Neill, & Plumb, 2012). Another significant challenge was how to properly and accurately measure student proficiency— especially since certain aspects, such as critical thinking and being a good team member, are particularly challenging to assess. Accreditation design must weigh the costs versus the benefits to programs for participation in the accreditation process and specifically to the burdens placed on programs for participation. As identified by the literature, Table 19 outlines some of the potential benefits and costs of accreditation.

Table 19. Potential Benefits and Costs of Accreditation

Benefits	Costs
May make it easier to compete for high-quality students (Prus & Stein, 2011).	May promote low standards (Goroll et al., 2004; Levine, 2005; Vergari & Hess, 2002).
May be necessary for federal funding (Goda & Reynolds, 2010), mandated, or essentially required (Coupland, 2011; Fagan & Wells, 2000).	Can inhibit innovation/experimentation if too prescriptive and unable to change with the times (Prados et al., 2005).
Has the potential to drive broad reforms and/or lead to quality control/improvement (Cooke, Irby, O'Brien, & Shulman, 2010; Kassebaum, Cutler, & Eaglen, **1997; Prados et al., 2005; Volkwein et al., 2006).**	Intradepartmental collaboration can be challenging (Huang & Barrea-Marlys, 2008).
Could encourage collaboration across specialties/departments (Karle, 2006; Leach, 2004; Prus & Strein, 2011).	May serve the stakeholder institutions rather than the profession (Garon, 2007; Newton, 2012).
Could potentially increase coherence in individual program curricula (Maranville et al., 2012).	Can lead to a monopoly over the market for training, hires, and services to the detriment of students and clients who are low income and/or people of color (Shepherd & Shepherd, 1998).
May increase understanding among faculty about assessment, instruction, and educational theory (Maranville et al., 2012).	Can be burdensome, overwhelming, and costly for faculty and staff (Coupland, 2011; Fagan & Wells, 2000; Maranville et al., 2012; Prus & Strein, 2011).
With a focus on outcomes over inputs, it may ease the evaluation of graduates from international educational systems and lead to the global recognition of credentials (Prados et al.**, 2005).**	Could be challenging to identify what outcomes to measure (Coupland, 2011; Lurie, Mooney, & Lyness, 2009; Vergari & Hess, 2002).
Could encourage creative uses of technology (Prus & Strein, 2011).	Potentially difficult to measure outcomes effectively (Daly, Doll, Schulte, & Fenning, 2011; Huang & Barrea-Marlys, 2008).
	Can suffer from a lack of data linking accreditation to program quality or the success of graduates (Barnhizer, 2010).
	Can be difficult to apply broad competencies across different accreditation agencies (e.g., school psychology; Coupland, 2011; Daly et al., 2011; Fagan & Wells, 2011).
	Can be overly political/ideological (Coupland, 2011; Vergari & Hess, 2002).
	Can lead to false confidence in the quality of graduates (Alwan, 2012; Barnhizer, 2010; Shepherd, 2003).
	Could be conflated/confounded with licensure (Murray, 2009).

Overall, Pavlakis and Kelley (2013) noted, "While accreditation has the potential to drive broad changes, it can also serve as an impediment to reform—particularly where it inhibits innovation, does not respond to changing contexts, or is overly complex or burdensome to programs" (pp. 3-4). Without stronger data, accreditation may be more accurately viewed not as a guarantee of program quality but as a "snapshot in time of the quality of education provided" (Alwan, 2012, p. 543). This is particularly important given that changing contexts such as globalization and technological advances may mean that accreditation processes that were meaningful and effective at one point in time are less appropriate at another point in time.

3.2 Administrative Licensure Processes

In many professional fields, including education, medicine, law, dentistry, accounting, and nursing, policy makers mandate that individuals must obtain a license or certificate in order to be legally authorized to practice within the state. In an effort to examine the relationships between licensure and leadership quality, Hackmann (2013) conducted an analysis of literature focused on professional licensure policy, standards and processes. His review of literature review revealed great variability across the states in terms of standards and requirements as well as the significant influence of the ISLLC standards. Importantly, Hackmann also found that the research base examining connections between administrator quality and licensure is "virtually non-existent" (p. 4). In this section, we highlight the key findings from the Hackmann analysis with regard to the role that licensure plays in shaping educational leadership.

The Evolution of Licensure

Educator certification has a long history in the United States, beginning in New York in 1843 when the state superintendent established teacher certification through statewide teacher examinations (Hess, 2001). Vermont mandated

professional teacher training as a precondition for obtaining this credential in 1919, and 29 states required training in place of examinations for teacher certification by 1937 (Hess, 2001). Statewide administrator certification emerged as school systems increased in complexity and as administrative appointments—principals and superintendents—were created to manage schools and districts. In the early years, approximately 1865–1912, no formal leadership training, special degrees, or licenses were required (Cooper & Boyd, 1988). During 1913–1929, colleges and universities offered the first educational administration degrees and some states began to require administrative licensure (Cooper & Boyd, 1988). By 1939, 40 states required school administrators to hold a college degree and 32 states required teaching experience as a precondition for administrative certification. By 1950, 38 states required school administrators to hold a graduate degree in educational administration (Cooper & Boyd, 1988).

Variability Across States

Credentials are typically are required in the field of K-12 education for public school teachers and administrators, with each state implementing its own guidelines for professional licenses. Requirements for the professional credential may include some combination of the following: obtaining an undergraduate, graduate, or professional degree in the field; demonstrating foundational knowledge of content and technical skills required for the position, possibly through a standardized examination; satisfactorily completing an internship or clinical experience hours; and passing criminal background and reference checks. However, there is no uniformity of administrative licensure rules across the nation. For example, some states mandate that all public school administrators must obtain a valid administrative license but do not hold administrators of nonpublic schools and charter schools to this same requirement. Some states have one administrative license that

encompasses all administrative classifications, from the building level through central office administration, while others provide an array of administrative licenses, such as the principalship, special education director, curriculum specialist, and superintendency. Some states have one principal license that encompasses P-12, while others have provisions for distinct elementary, middle-level, and secondary principalship licenses.

Gatekeeping Function

State licensure regulations for building- and district-level administrators stipulate minimum criteria necessary for an individual to be deemed qualified for the administrative appointment. Thus, licensure serves a gatekeeping function (Hess, 2003; McCarthy & Forsyth, 2009), ensuring that incompetent individuals are not unleashed on the nation's schools, schoolchildren, and teachers. As of 2005, 46 states required teaching experience for the principal licensure, which Adams and Copland (2005) identified as the "most frequent regulatory prerequisite" (p. 18), and some states have revised their licensure regulations to enhance this requirement. For example, the state of Illinois recently increased the minimum teaching experience requirement from 2 to 4 years as part of its principal licensure restructuring, and education professionals without classroom teaching experience (e.g., social workers, psychologists, counselors) no longer may qualify for principal licensure. In 2003, over 99% of principals and 90% of superintendents were reported as possessing teaching experience (Gates, Ringel, Santibañez, Ross, & Chung, 2003). Additional state requirements for an administrative license often include an academic degree, relevant knowledge and skills (usually obtained through an administrator preparation program), state-mandated assessment, and/or other performance measures.

Influence of ISLLC

Since their release, the ISLLC Standards for School Leaders (CCSSO, 1996, 2008a, 2008b) have had a significant influence on licensure requirements, leadership preparation, and accreditation (Baker et al., 2007). Forty-three states have adopted or adapted the standards for administrative licensure (CCSSO, 2008). The ISLLC standards were broadly crafted to encompass all educational leadership positions throughout P-12 systems, and they have been modified into functions for school building leadership and school district leadership by the ELCC in an effort to provide aligned guidance to preparation programs (NPBEA, 2011a, 2011b).

Furthermore, 35 states mandate that applicants attain a passing score on a test that is aligned with the state's articulated administrative competencies (Orr & Barber, 2009). The most commonly required administrative assessment for building-level leaders, used in 16 states and the District of Columbia, is the SLLA developed by ETS (n.d.) and aligned to the ISLLC standards. The SLLA contains 100 multiple-choice questions and 7 short-answer responses to administrative scenarios; minimum qualifying scores range from 155 to 169 on a maximum scale of 200. The state of Utah requires either the SLLA or the Praxis Educational Leadership Administration and Supervision assessment, also created by ETS, which contains 95 multiple-choice questions based on the ISLLC standards. Eight states require the ETS School Superintendent Assessment for district-level leaders, which is comprised entirely of essay questions, and with qualifying scores ranging from 154–160 out of 200 possible points. Like the SLLA and Praxis exam, the School Superintendent Assessment is closely aligned with the ISLLC standards (CCSSO, 2008a). However, it is important to note that commercially developed tests have not yet "demonstrated predictive validity in relation to school or student outcomes" (Orr & Barber, 2009, p. 462) and thus

cannot be used as confirmation of an aspiring administrator's potential leadership effectiveness.

The Press for Alternative Licensure

Licensure has been roundly criticized by vocal advocates of administrator deregulation (Broad Foundation & Thomas B. Fordham Institute, 2003; Hess & Kelly, 2005). Varying approaches have been recommended to open up the administrative licensure process. Some have suggested that the projected shortages could be addressed, in part by relaxing licensure regulations by permitting high-quality teachers to obtain their initial or provisional administrative licenses before earning their educational leadership degrees (Bottoms & O'Neill, 2001). Others, asserting that eliminating administrative licensure would "raise the quality of individuals who enter the field" (Smith, 2008, p. 31), have advocated for complete deregulation, claiming that talented leaders from outside the education profession are being unfairly barred from school leadership hiring pools merely because they do not meet state-mandated licensure prerequisites (Hess, 2003).

In recent years, numerous states have approved alternatives to university-based leadership preparation. In fact, the federal government has played a significant role in influencing state educator certification policies and practices. The recent Race to the Top competition mandated that states applicants create alternative routes to teacher and administrator certification (U.S. Department of Education, 2009). Twenty-one states and the District of Columbia have been awarded funding, so alternative licensure routes are in existence throughout the nation. According to Murphy et al. (2008), alternative licensure routes are in existence throughout the nation and include professional models, district models, and entrepreneurial models. *Professional models* permit professional associations, such as state principal organizations or regional education agencies, to hire local school administrators to train teachers for administrative positions. *District*

models involve grow-your-own administrator programs in large city districts. *Entrepreneurial models*, such as New Leaders for New Schools and the Broad Superintendents Academy, prepare nontraditional candidates for urban school leadership roles.

Although there is an increase in the number of alternative licensure routes available, it does not appear that a higher proportion of these alternatively licensed leaders are working in schools. Indeed, rather than serving as a fast-track to the principalship and superintendency for "superstar leaders" (Hess, 2003, p. 1) from outside the field of education, the vast majority of individuals admitted into these alternative programs are educators who are currently working as administrators and teachers in the nation's school systems (Smith, 2008).

Licensure and Administrator Quality

To date, only one piece of published research has explored whether administrative licensure or the type of licensure training (university-based or alternative provider) is correlated to administrative quality (Fuller, Young, & Baker, 2011; McCarthy & Forsyth, 2009). That research, which examined Texas datasets, found statistically significant relationships between the leaders' licensure exam scores and their impact on several school variables (Fuller et al., 2011). Fuller et al. (2011) also found significant relationships between the type of institution in which leaders received their training and several measures of teacher quality, with more positive measures being associated with training in doctoral and research institutions.

Due to the dearth of research in this area, some have claimed that administrative licensure is unnecessary (Hess, 2003). Because so little research on administrative licensure and leadership effectiveness was available, Hackmann (2013) examined the relationship between teaching quality and professional licensure.

Research has confirmed that the classroom teacher has a direct effect on student learning (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2006; Carroll & Foster, 2010; Goldhaber, 2007; Hattie, 2012). Although research on the relationships between teacher quality and licensure is also limited, research comparing student achievement results of certified teachers with those who do not hold full certification (i.e., uncertified, provisional, or emergency certificates) generally confirms that fully certified teachers are more effective in promoting student achievement. In a study involving teachers in Grades 3–5 in Houston Independent School District, Darling-Hammond, Holtzman, Gatlin, and Heilig (2005) determined that uncertified teachers "had negative effects on student achievement, after controlling for student characteristics and prior achievement, as well as teacher experience and degrees" (p. 16); they estimated that student achievement was reduced between half to one month annually by teachers lacking full certification. Similar conclusions were reached in research involving elementary teachers in North Carolina, comparing student achievement test results in math and reading in Grades 3, 4, and 5 for teachers with regular licenses and those with provisional or emergency licenses (Clotfelter, Ladd, & Vigdor, 2007). High school teachers in North Carolina with regular licenses also outperformed those teachers with provisional or emergency certificates on students' end-of-course testing (Clotfelter, Ladd, & Vigdor, 2010).

Licensure: An Important Policy Tool

Licensure has been termed an "important policy tool" (Adams & Copland, 2005, p. 16) because state officials, through official procedural and regulatory mechanisms, control individuals' access and entry into the profession. Revisions to licensure requirements within a state also can be a useful policy lever, whereby policy makers can immediately influence change rather than waiting for market pressures or other professional incentives to gradually influence school practices (Hale & Moorman, 2003). The

literature on administrative licensure highlights several critical issues that should be considered by states who are revising their licensure policies. First and foremost, given the growing body of research citing the school administrator's effects on student learning (Leithwood & Jantzi, 1999, 2008; Leithwood et al., 2004; Marzano, Waters, & McNulty, 2005), it is essential that licensure requirements incorporate provisions requiring applicants to provide proof of extensive knowledge of effective teaching and learning practices (Adams & Copland, 2005). Although school organizations increasingly are embracing distributed leadership principles, thus permitting formation of leadership teams that collectively possess knowledge of effective pedagogy, the fact remains that the school principal and district superintendent remain individually accountable for student achievement in their respective organizations.

3.3 Other Sources of Influence on Program Quality

In addition to the use of licensure and accreditation, there are three noteworthy macro approaches to leveraging changes designed to improve program quality: deregulation, state initiatives, and professionalization (Murphy et al., 2008). Although there is little empirical evidence supporting the improvement of quality resulting from these approaches and the role of standards in some approaches is unclear, they are currently part of the political landscape related to leadership preparation (Hackmann, 2013). Each approach is described below.

Deregulation

One policy lever for change is opening leadership preparation to market forces, notably options focused on choice and deregulation. Increasingly, leadership preparation is being opened to a diverse set of program providers who are free of many of the constraints facing universities (Murphy et al., 2008). For example, some states no longer

require administrator certification or university-based education as a requirement to serve as a school leader. Other states now allow alternative and nontraditional providers to prepare school leaders. In each of these instances, it is important to note that "novelty is certainly not a significant criteria for judging the usefulness of reform initiatives and neither, for that matter, is the venue of delivery…'alternative' doesn't mean 'better'" (Murphy et al., 2008, p. 2177).

Alternative models. There are six alternative models to leadership preparation, including ranging from alternative university-based programs where coursework is taught by other programs of study within the college or education or by other colleges on the campus to programs offered by nonprofit firms. Proponents of these reform models operate from a multitude of ideologies and claims about guiding research, resulting in theories of action, which may be contradictory (Murphy et al., 2008). Reformers and philanthropic organizations are often involved in these types of options, whether they are district led, provided by professional organizations, or efforts to credit work experiences toward licensure as a school leader (Orr, King, et al., 2010). A common feature of each of these approaches, though, is that they are different from traditional university-based preparation programs.

Assessing alternative models. Alternative preparation suffers from a fate similar to that attributed to university-based leadership preparation programs: There is a dearth of independent empirical research documenting the effectiveness of their training models (Hackmann, 2013; Murphy et al., 2008). Until the effectiveness of alternative models has been systematically tested, Levine (2005) claimed they should merely "be considered no more than the fad du jour" (p. 69). As administrator quality is analyzed, it is important to consider both the type of licensure awarded to the school leader (alternative or traditional) as well as the type of

leadership preparation, if any, that this individual has received.

Although the majority of states have implemented versions of the ISLLC standards and university-based preparation programs have been revised to incorporate these standards, it is unclear whether alternative programs are accessing these standards or are using other research-based leadership practices to guide their preparation curricula (Hackmann, 2013). For example, the New Leaders for New Schools (2009), which prepares aspiring principals in 12 urban areas across the United States, reported using an Urban Excellence Framework, but no mention was made of how this framework is aligned with the ISLLC standards. The Broad Superintendents Academy website provides an overview of program content without providing an explanation of the research base supporting the training program.

State Initiatives

Since the introduction of the ISLLC standards in 1996, however, numerous states have enacted policy reforms, which significantly strengthened requirements for preparation programs, and have adopted aggressive program reviews that have included enhanced standards, new curriculum requirements, and expanded field experience requirements (Baker et al., 2007). In many states, low-quality programs that were unable to meet these new requirements were eliminated. However, empirical research has not yet confirmed whether aspiring administrators who graduate from restructured programs that incorporate the ISLLC standards in their curricula and field experiences are more effective school leaders (McCarthy & Forsyth, 2009).

A 2006 report from the Southern Regional Education Board (as cited in Spence, 2006), "Schools Can't Wait: Accelerating the Redesign of University Preparation Programs," concluded that current state policies and strategies intended to promote redesign of principal preparation

programs have produced episodic change in a few institutions but have fallen short in producing the deep change that would ensure all candidates master the knowledge and skills needed to be effective school leaders today. Murphy et al. (2008) had similar findings, stating, "The results of reform are uneven and fall short of the mark" (p. 2186).

State reform initiatives often utilize a one-size-fits-all (Phillips, 2013; Young, 2013; Young & Brewer, 2008) approach to program reform that does not take into account the context or capacity of the university preparation program. Research universities and regional colleges, regardless of size of mission, are generally required to use the same framework for reform; yet faculty roles, resources available, and audiences served are often quite different. It is important to note that context does indeed matter when implementing change.

Further, if all university-based preparation programs in a state are required to participate in mandatory reforms, questions arise about the intentions and capacity of the state department of education as well as the intended impact of those reforms. Particularly in times of financial cutbacks, one might pose the question: Do state departments of education have the capacity to shoulder the responsibility of translating and implementing policy as well as supporting preparation program redesign (Young, 2013)? Murphy et al. (2008) cautioned that without adequate attention to the technical (e.g., staffing) and adaptive (e.g., core values and beliefs) aspects of reform, and a careful focus on actionable theory that guides all reform efforts, change will be superficial. The magnitude of the resources needed (e.g., faculty time, funding) and the institutional changes needed to support this type of work (e.g., changes in admissions requirements and processes) are huge. Without adequate institutional and state-level capacity to support redesign, implementation, and monitoring of program quality after implementation, one should expect that most

reform efforts will be for naught. Mission drift may occur and hard-fought programmatic changes may revert back to prior easier and less expensive ways of preparing school leaders.

Professional Initiatives

Reform efforts have prompted increased focus from within the profession about how to improve the quality of leadership preparation. Organizations like UCEA have a long history related to the development and dissemination of pertinent research and tools that have influenced leadership preparation within and beyond UCEA institutions. UCEA has long invested in the development of instructional materials, from simulations to cases to course modules, and UCEA-sponsored research projects have raised critical questions about the conditions and quality of leadership development and practice. Additionally, through its sponsorship of the National Commission on Excellence in Educational Administration, UCEA was instrumental in the creation of NPBEA in 1988, which has undertaken a series of important activities including the development of ISLLC and the ELCC. NPBEA, in conjunction with the Danforth Foundation, sponsored national conferences focused on innovated preparation practices to help spread promising practices across the nation. UCEA worked with NPBEA in 2001 to sponsor the National Commission on the Advancement of Educational Leadership Preparation, which examined high-quality leadership preparation and professional development, their impact, and the contextual factors that influenced the success and impact of programs.

UCEA's program review, as described in Section 1 of this report, is considered by members to be an important and impactful self-assessment process. Like the critical friends review used by Murphy et al. (2008), UCEA's program review process involves both program self-assessments and external review and feedback, followed by recommendations and technical assistance. The

feedback from these reviews addresses both technical and adaptive elements (Murphy et al., 2008) influencing program quality. These processes resemble in some ways the accreditation review processes used by NCATE and TEAC, in that they are standards and evidence based, but they take the review one step further by providing programs with actionable feedback and advice. The QM review and improvement process resembles this approach as well.

In recent years, increasing numbers of educational leadership scholars have examined leadership preparation program practices (Hackmann, 2013; Orr, 2010; Pounder, 2012; Young et al., 2009). In addition to increased engagement in research and development work, Pounder (2012) noted that the formation of the Taskforce on Evaluating Leadership Preparation Programs, jointly supported by UCEA and the Learning and Teaching in Educational Leadership Special Interest Group of the American Educational Research Association, has engaged educational leadership faculty in the development and piloting of outcomes-oriented evaluations of leadership-preparation program quality. Now, UCEA has extended this work by formally sponsoring the refinement of previous evaluative instruments and developing a suite of leadership preparation evaluation instruments, the Initiative for Systemic Program Improvement through Research in Educational Leadership (INSPIRE) survey suite. Expressing optimism regarding the collection of data across institutions, Pounder stated,

> as more leader preparation programs collect these common data, aggregation of these data across programs can lead to some powerful large sample national studies to test the multivariate relationship among preparation program elements and short- and long-term program and leadership outcomes. (p. 271)

The reform-oriented research, tools, and improvement processes developed and disseminated from within the profession, whether individually or through collaborative initiatives, offer great promise. As with state-level reform work, however, the adequacy of capacity and resources to engage in this type of extensive work is an important consideration as well as a factor limiting influence and impact.

3.4 Faculty Perspectives on the Factors That Promote Leadership-Preparation Program Improvement

To learn more about the consequences of various sources of pressure to enhance the quality and content of leadership preparation programs in the United States, UCEA developed a survey for educational leadership preparation-program directors focused on factors that foster program change. UCEA surveyed 170 institutions with doctoral and master's level preparation programs in educational leadership during June and early July 2013. A total of 55 programs responded, 86% of which were situated in public institutions. A second survey was sent to another 26 program directors who had recently participated in the ELCC national program review process for NCATE. This survey included several additional questions focused on the impact of the ELCC accreditation review process. Information about the survey respondents is provided in Appendix H. The results of each of these surveys is shared below, beginning with responses from the general survey and followed by the survey of programs that had undergone ELCC review.

State Policy

Slightly fewer than half of the states in which survey respondents were located have implemented policies and regulations impacting leadership preparation and many of these changes are recent. Almost half the program directors noted that their states had added or extended field experience requirements (44%)

and created new preparation options for principal licensure (41%), such as alternative routes through internship-only or other options. About one quarter had added content requirements (28%) or required programs to close and reapply based on new program design features (26%).

State licensure requirements. Given the influence of state licensure requirements on program content, design, and organization, program directors were asked a series of questions about the nature of their state licensure requirements and recent changes. Less than 10% of survey respondents were located in states where there were no licensure/certification requirements. Just 58% of the program directors reported that their program prepared candidates for an initial or provisional school building leadership certification or licensure, and 56% prepared candidates for district leader certification or licensure. Most programs (79%) reported that their states required different licensure for building and district leadership but just one form of licensure for all school levels (74%).

Most program directors (78%) were in states that required candidates to pass an assessment to be eligible for licensure, and almost half of these (44%) reported that the state licensure exam had been changed within the last 5 years. The most commonly cited tests were SLLA, Praxis II Educational Leadership Administration and Supervision test, and the Texas Examination of Educator Standards.

Most states had other licensure requirements, which have a bearing on programs, including the requirement that candidates have at least 2 years (30%) or at least 3 years (58%) of classroom teaching experience to qualify for licensure.

State preparation program requirements. States typically try to influence leadership preparation program quality through standards setting, stipulating program guidelines, accreditation review, and leadership degree requirements. According to program directors, most states use two or more of these requirements:

- **93%** review or approve leadership preparation programs (67% every 5–7 years, 5% every 10 years, and 21% based on other time frames).
- **88%** require an internship or practicum.
- **86%** require alignment to a set of standards (state standards, 67%; ISLLC standards, 28%; ELCC standards, 23%; or other, 1%).
- **86%** require programs be accredited (by a national organization, 43%; state accreditation agency only, 30%; regional accreditation agency, 7%; or other, 5%).
- **43%** have candidate evaluation requirements.
- **38%** have selection requirements.
- **28%** have partnership requirements.

Sources of Program Change

Preparation program directors were asked to rank six sources of program change according to: (a) how influential the sources were in fostering program change and (b) how beneficial or helpful the sources were for fostering program improvement. The distinction between whether a process was influential versus beneficial is an important one and is reflected in the responses in the survey as shown in Table 20. For example, accreditation review and state program requirements were ranked as most influential by a majority of respondents. However, these same sources of influence were not necessarily considered beneficial or helpful in improving program quality. Rather, state licensure requirements were viewed as most beneficial.

Table 20. Percentage of Program Directors who Rated Six Sources of Pressure in the Program Design Process as First or Second Most Influential and Beneficial

Source	First or second most influential	First or second most beneficial
National or regional accreditation review	78	36
State program requirements	52	41
State licensure requirements	41	65
Institutional requirements and demands	14	23
Professional association projects or reviews	11	33
Federal, state, or foundation funding requirements	4	4

While very few ranked institutional requirements, external funding, or professional association projects or reviews as strong influences on program design, professional association projects or reviews were not far behind accreditation as a beneficial source for fostering program improvement. The low ranking of external funding likely reflects the small percentage of programs that receive external funding to support program redesign. These findings are discussed in greater detail in the following two subsections.

Influential sources of change. The most influential sources were national or regional accreditation review, state program requirements, and state licensure requirements.

National accreditation. National and state program accreditation and approval systems and requirements were listed as the two most influential sources of leadership preparation program change. While almost all universities participate in some kind of accreditation review, some states require that programs participate in national or regional accreditation for program approval. One director shared, "Recognition by the state depends upon whether we are recognized by NCATE and ELCC." Another noted that their program was "required to be accredited by ELCC/NCATE; the programs and policies put in place to address those

requirements dictate everything else." Furthermore, several program directors stressed the influence of national accreditation independent of state requirements on program content and candidate assessments. For example, one director noted, "Going through SPA (ELCC) had a huge impact on assessment for our program." Another shared, "NCATE, CAEP and certainly ELCC have impacted the way we prepare educational leaders." Similarly, several noted the impact on program content, such as, "We are NCATE accredited and need to align our work with their standards/requirements."

State program accreditation and approval. Comments from survey respondents indicated that several states have new or existing requirements for program accreditation and that these requirements have strongly influenced program design and content. For example, one director explained that their

> principal preparation redesign originated because [the state] adopted new state standards and legislators believed the IHE [institutions of higher education] programs were insufficient at producing quality candidates to lead schools—therefore, the state standards was the main 'thrust' of the program influence.

Another noted that the state

> has new rules and regulations and
> required universities to submit [the
> redesigned program for] program
> approval. Our new program was
> approved. The submittal was 1,200
> pages long and graded on a 46-page,
> 171-item rubric. It took nearly 3 years to
> write.

State licensure. Elaborating on the influence of state licensure, program directors noted that their programs operated primarily to prepare candidates for licensure. Statements such as, "Few would likely apply to our program if it did not lead to the state licenses needed to serve as K-12 administrators in our state" reflect the typical comments provided on this issue. Similarly, program directors shared that because their programs were focused on preparing candidates for licensure, licensure requirements became a major determinant for program content. For example, one noted, "Licensure requirements are what our students come here for, so we try to cover those elements fully within the scope of our university's mission." Another stated, "State licensure drives the content of the program with additional direction from national standards." Finally, several comments illustrated the relationship between how well candidates were prepared for licensure and the continued existence of their program. One director shared, "State licensure drives our existence. It is how we are evaluated." Another noted, "Licensing requirements speak for themselves—not meeting licensure requirements means no program."

Other. A few program directors identified several other sources of influence that were not listed in the survey. These include available research and dedicated faculty. Faculty found recent research on effective leadership preparation program to be influential in their program development work. One director shared, "[The] program is designed around best research practices and is always in ongoing program improvement status." Similarly,

another director explained, "We have redesigned our program based on extensive research on the highest performing principal preparation programs nationwide and have been influenced by the Wallace Foundation work in this area as well." Another pointed to specific resources from the Wallace Foundation: "White papers and reports (Stanford) were very influential in the creation of our program." Additionally, directors noted the importance of having faculty who were dedicated to program improvement. One shared, "A group of motivated and committed faculty (both academic and clinical) has been the most essential factor to our ongoing program redesign and improvement work." Another commented that faculty dedication was essential to the programs' "commitment to prepare students to more fully serve as leaders in high-need schools."

Beneficial sources of change. The most beneficial sources were state licensure and program requirements, national or regional accreditation review, and professional association projects or reviews.

State program accreditation and approval. When asked to identify which sources were most beneficial to their program improvement efforts, program directors were most likely to point to state licensure and other state requirements, as shown in Table 20. While this is in part due to its influence on the very existence of some programs as shared earlier, directors also described several ways that state requirements benefited their programs. Comments ranged from the state's influence on the focus of the program, such as, "State licensure requirements have required us to focus our efforts on what appears to be most important in our state," to comments like, "The state requirements were well done and therefore were instructive for the efforts of our redesigned program."

Not all comments, however, highlighted the beneficial aspects of state requirements. Rather, some comments emphasized the ways in which

state requirements were "not always viewed as productive by our program faculty." One director shared, "New state requirements were rigorous and helpful but went too far in micromanaging institutional programs." Another noted, "The state requirements are a double-edged sword in that they are required, but we do it well so students get exactly what they need. The institution sometimes creates obstacles for creative ways to implement programs." However, a few directors offered a more balanced perspective. "While at times we find state requirements onerous, we believe that in our state many of them have merit and provide us enough latitude to differentiate programming to meet our students' needs."

National accreditation. Program directors' comments regarding the beneficial effects of program accreditation reflected both the challenges and opportunities of such work. For example, several directors highlighted the opportunities provided by NCATE to "review our program carefully." One shared that a "recent change of accrediting body for the institution brought an opportunity to examine the program through a slightly different lens. The changes we made to meet the accreditation standards [TEAC] have been very beneficial." Another shared, "While NCATE, CAEP and ELCC has impacted us tremendously, it has also helped us grow and develop as a department to deliver the best program that we can to our students." Reflecting a more mixed perspective, one director explained, "We are required to be accredited by ELCC/NCATE. The programs and policies put in place to address those requirements dictate everything else so we were forced to be on the same page as instructors and that did help."

Professional association projects or reviews. Interestingly, program directors identified professional association projects and reviews as more beneficial than influential, while the reverse was true for national and regional accreditation reviews. As some program directors explained, "Professional association reports and reviews are much more focused on the realities of

administrator preparation" and "our faculty most value professional association change forces, as we believe them to be most informed by rigorous scholarship and praxis." Several mentioned UCEA specifically. Comments reflected the following: "UCEA has set the best standard, which was largely embraced by [the state]" and "UCEA is most beneficial in terms of determining what's most beneficial."

Other. Program directors were also more likely to identify research on effective preparation as more beneficial than influential. In fact, several cited research as a driver of program improvement. Comments reflected this perspective: "Program improvement decisions are driven by research" and "My awareness about research and connection to what works helps as I think about program design so I ranked professional association connections first. The rest are more about meeting state or other requirements which we usually meet easily," Engaging in inquiry on their own program was also considered beneficial: "Our redesign was informed by a formal cycle of inquiry and data collection (both internal and external). This process had the most influence on our program's current design and delivery."

A final source considered beneficial for program change involved local needs and priorities. One director shared, "We need to consider what our aspiring school leaders want/need in the field in order to serve all children and families." Similarly, another explained, "The most beneficial element of the change process over the last 5 years has been that the requirement of partnerships has strengthened both the K-12/university partnerships and the university system partnerships." Program directors highlighted feedback from alumni as important as well. One director shared,

> The most beneficial forces have been the feedback provided by our alumni and by the students who take our program's courses. That's what matters most to us.

The other factors listed actually *distract and derail* us from focusing on what matters most to us.

Finally, survey respondent comments revealed two factors considered detrimental to program redesign and improvement. The first factor dealt with institutional barriers. For example, one respondent noted, "The institution ranks low [as a beneficial influence] because they pose tuition barriers for effective recruitment/delivery." The second factor was increased competition. A director explained,

> We have to compete with other entities locally and across the state that certify school administrators and at the same time prepare students to pass the certification exam. We have tried to revise our program to meet the state standards and at the same time be able to stay competitive.

Influence on program features. Program directors were also asked to rate the extent to which each type of influence impacted selected program features. Interestingly, the various sources of influence appear to have a differential effect on various aspects of program design and delivery. Accreditation reviews, for example, affected program mission, goals, and objectives as well as assessments far more than other sources of influence. State preparation and licensure requirements, on the other hand, were most likely to influence program content and field experience. Institutional pressures and demands were most likely to influence program definition, admissions and selection requirements, course program delivery format (particularly for online), and assessment.

Table 21. Percentage of Program Directors who Rated Several Policy and Program Sources as Influencing Various Program Features a Good Deal or Extensively

Program feature	NCATE or ELCC accreditation review	New state preparation requirements	State licensure requirements	Funding opportunities	Institutional pressures & demands
Program mission, goals and objectives	42	48	37	9	52
Admissions and selection requirements	28	35	26	13	48
Curriculum	44	61	59	15	35
Internship	37	59	45	9	24
Course delivery	32	39	26	9	52
Assessment	66	59	51	13	52

Changes in program features. The most common changes made to core program features in the past 5 years are shown in Table 22. The most commonly changed program feature, standards alignment, reflects the importance of national and state program approval and accreditation requirements. The other most common changes include course delivery, candidate assessment, and selection procedures, which half or more of the respondents reported changing in the last 5 years.

Table 22. Percentage of Program Directors who Reported Changing Selected Program Features

Program feature	% reported change
Standards alignment	60
Changed course delivery	53
Candidate or program assessments	53
Selection procedures	49
Added or dropped specific admissions requirements	44
Changed internship supervision and supports	44
Increased internship hours or expectations	40
Added to or revamped the core mission	26

Changes in program content. Most program directors also reported changes in course content in several areas over the last 5 years, reflecting both national and state standards as well as federal and state policy changes in education. For example, content changes in the use of data (79%), teacher evaluation (71%), and K-12 curriculum learning standards (43%) reflect the growing emphasis on the use of curriculum standards, data, and evaluation to improve education. Content changes to courses focused on social justice and ethics (67%), family and community engagement (52%) and advocacy (50%), on the other hand, reflect alignment to national standards. Additional areas of change reflect the emphasis of current research and professional agreement within the field, including action research (64%) and distributed leadership (50%). These changes are captured in Table 23.

Table 23. Percentage of Program Directors who Reported Adding or Changing Course Content

Content area	% reported changing
Use of data	79
Teacher evaluation	71
Social justice and ethics	67
Action research	64
Instructional leadership	55
Family and community engagement	52
Advocacy	50
Distributed leadership	50
K-12 curriculum learning standards	43
Student assessment	40

Responses From Members of the ELCC

In addition to surveying leadership programs, a similar version of the UCEA Leadership Preparation Program survey was administered by the ELLC to ELCC member institutions. These are institutions that are accredited by NCATE, and their educational leadership programs are reviewed based on the ELCC standards. Twenty-six faculty members responded to the survey, which was administered in July 2013. The responding institutions cover a range of institution types, varying by size and selectivity. Most of the responding institutions are located on or near the East Coast (14), but respondents also represent institutions in the Midwest (10) and Texas (2). Nineteen of the 26 institutions that responded are public.

Most influential factors in shaping program design and delivery. Selecting from six options, respondents identified factors that they believed were most and least influential in shaping program design and delivery. As measured by the number of respondents who rated it first or second most influential, the most important factor in shaping program design and delivery was national accreditation requirements.

Table 24. Percentage of Respondents who Rated Six Sources of Pressure in the Program Design Process as First or Second Most Influential and Beneficial

Source	First or second most influential	First or second most beneficial
National or regional accreditation review	69	61
State licensure requirements	65	46
State program requirements	35	31
Professional association projects or reviews	19	23
Institutional requirements and demands	12	35
Federal, state or foundation funding requirements	0	4

Eighteen respondents, or 69% of the total, rated national accreditation as the first or second most influential factor in shaping program design and delivery. The second most important factor was state licensure requirements, with 17 respondents (65%) identifying this as the first or second most influential factor. However, combining the two state-level influence factors (state licensure requirements and new state program requirements), 20 respondents (77%) rated at least one of the state influence factors as most or second most influential. In all, respondents selected state requirements as most or second most influential 26 times, with state influences selected as both first and second most influential by 1 in 4 respondents (*n* = 6).

The responses regarding the most beneficial factors that influence program design and delivery reflect a broader range of responses. However, national accreditation and state influences remain the top factors. State factors are selected as most or second most beneficial by 19 respondents, split about evenly between identification of state licensure or new state program requirements as the most beneficial factor. Three respondents rate the two state factors as both most and second most beneficial.

Most respondents identified the same factors as most influential and most beneficial. This may reflect a conflation of the meaning of influential

and beneficial by survey respondents. However, assuming that these are distinct constructs, four individuals identified national accreditation as most influential but not most beneficial, while three respondents identified accreditation as most beneficial but not most influential. This suggests that these respondents are generally satisfied with the influence of accreditation and state requirements on program quality.

The next set of tables provide ratings for the impact of national accreditation, new state program requirements, and state licensure requirements on program mission, goals, and objectives; admissions; curriculum; internship; program delivery; and assessment. Table 23 shows the number and percentage of respondents who rated these program and policy

influences as having a good deal or extensive impact on program design features. Table 23 shows that national accreditation review has the strongest impact on the content focus of programs through its focus on program mission, curriculum, internship design, and assessment. Compared to accreditation and institutional influences, state program requirements and state licensure requirements do not have the strongest impact on program design features, but 50% or more respondents rated their influence strongest in the same content areas that are strongly impacted by accreditation: program mission, curriculum, internship, and assessment. By contrast, institutional pressures and demands have the strongest focus on program mission, admissions, and course delivery.

Table 25. Number and Percentage of ELCC Survey Respondents who Rated Accreditation and State Policy as Influencing Program Features a Good Deal or Extensively

Program feature	Accreditation review	New state program requirements	State licensure requirements	Institutional pressures and demands
Program mission, goals, & objectives	16 62%	13 50%	10 38%	16 62%
Admissions and selection requirements	9 35%	12 46%	8 31%	16 62%
Curriculum	22 85%	17 65%	13 50%	15 58%
Internship	20 77%	16 62%	11 42%	11 42%
Course delivery	13 50%	9 35%	7 27%	19 73%
Assessment	23 88%	14 54%	15 58%	18 69%

Table 26. Impact of Accreditation on Program Elements

Accreditation has changed the program:	Extensively	A good deal	Moderately	A little	Not at all
Mission, goals, & objectives	6 23%	10 38%	5 19%	3 12%	2 8%
Admissions	2 8%	7 27%	8 31%	6 23%	3 12%
Curriculum	10 38%	12 46%	3 12%	1 4%	0 0%
Internship	9 35%	11 42%	5 19%	1 4%	0 0%
Delivery	8 31%	5 19%	4 15%	3 12%	6 23%
Assessment	20 77%	3 12%	2 8%	1 4%	0 0%

Table 27. Impact of New State Program Requirements on Program Elements

New state program requirements have changed the program:	Extensively	A good deal	Moderately	A little	Not at all
Mission, goals, & objectives	4 15%	9 35%	1 4%	5 19%	7 27%
Admissions	5 19%	7 27%	3 12%	4 15%	7 27%
Curriculum	7 27%	10 38%	3 12%	3 12%	3 12%
Internship	10 38%	6 23%	4 15%	4 15%	2 8%
Delivery	4 15%	5 19%	3 12%	6 23%	8 31%
Assessment	10 38%	4 15%	3 12%	4 15%	5 19%

Table 28. Impact of State Licensure on Program Elements

State licensure has changed the program:	Extensively	A good deal	Moderately	A little	Not at all
Mission, goals, & objectives	3 12%	7 27%	3 12%	4 15%	9 **35%**
Admissions	4 15%	4 15%	7 27%	1 4%	10 **38%**
Curriculum	9 **35%**	4 15%	6 23%	1 4%	6 23%
Internship	5 19%	6 23%	7 27%	0 0%	8 **31%**
Delivery	3 12%	4 15%	5 19%	2 8%	12 **46%**
Assessment	12 **46%**	3 12%	4 15%	1 4%	6 23%

Table 29. Impact of Institutional Pressures on Program Elements

Institutional pressures have changed the program:	Extensively	A good deal	Moderately	A little	Not at all
Mission, goals, & objectives	**10** **38%**	6 23%	8 31%	0 0%	3 12%
Admissions	**10** **38%**	6 23%	5 19%	3 12%	1 4%
Curriculum	4 15%	**11** **42%**	8 31%	2 8%	1 4%
Internship	6 23%	5 19%	**10** **38%**	2 8%	3 12%
Delivery	9 35%	**10** **38%**	4 15%	2 8%	1 4%
Assessment	**14** **54%**	4 15%	5 19%	0 0%	3 12%

Regarding the pressure by accreditation review to mobilize change in programs, and the potential burden of accreditation review on programs, respondents were asked to report how many tries it took for them to pass their last ELCC review. Among the 26 respondents, 8 programs passed the first time without revision; 12 programs passed the second time; and 6 programs passed the third time. There was not a clear relationship between the influence of accreditation and the number of times the program had to go back to pass the accreditation review.

In summary, the survey respondents reported a strong beneficial influence of accreditation and state policy on program mission, curriculum, and assessment, with assessment being the strongest focus of both accreditation and state policy review. Institutional pressures have the strongest influence on admissions and course delivery, as well as shaping program mission, goals, and objectives.

Section 4
Strengthening Educational Leadership Preparation

Highly committed educational leaders who understand effective instruction, teacher development and school improvement are essential to meeting our nation's goals for improved student learning. Thus, it is essential that educational leadership preparation programs have the knowledge, capacity, and dedication to identify and develop such leaders.

Over the last few years a growing number of organizations have released reports focused on improving educator preparation. The majority of these reports rely foremost on state licensure and program approval processes as key levers for fostering program improvement. Although reformers have asserted that such regulatory policies and requirements either can or do exert significant influence on educational leadership preparation programs (Briggs et al., 2013; CCSSO, 2012; Kelley & Peterson, 2002; Murphy, 2002, 2005; New Leaders, 2012, 2013; Orr, King, et al., 2010), this claim is not well supported by empirical research (Hackmann, 2013; Pavlakis & Kelley, 2013). Indeed, surprisingly little empirical research has been dedicated to this issue.

The project leading to the development of this report was designed to address several key questions concerning the significance of standards and their use in enhancing the quality of educational leadership preparation programs:

1. How do the various program standards compare and contrast in their content and approaches, and how are they leveraged to improve the quality of education leader preparation programs?

2. To what degree can standards, and how they are used, have the potential to improve program quality?

3. Are there alternative approaches to strengthening education leader preparation programs?

This report, which is based on a review and comparison of commonly used educational leadership preparation, policy and practice standards, a review of high-impact research and professional organization reports, a review of literature on the impact of common preparation program improvement policy and professional levers, an examination of ELCC program review data, and a survey of educational leadership program directors, reveals the significant role that standards have played in shaping the preparation of educational leaders and the various means through which standards are operating. We summarize our findings and highlight the implications below.

4.1 Summary of Findings

Question 1: How do standards impact preparation?

Standards are considered a foundation for thinking about leadership development and practice and "can inform all components of an aligned and cohesive system—preparation, licensing, induction, and professional development" (CCSSO, 2008a, p.4). This report closely considers four prominent, nationally used sets of standards that impact educational leadership preparation: the ISLLC standards, the ELCC standards, the UCEA standards, and the QM standards. In Section 1, we describe each set in detail, describe how they are each used, and then compare and contrast each set of standards.

To briefly summarize, the four sets of standards and expectations differ with regard to (a) their focus on either program content or program

features, and (b) the approaches used to communicate and guide program development. With regard to content, Appendix C reveals that for every ISLLC standard and function, there is one or more ELCC standard or element that aligns with it. Regarding program features, as shown in Appendix D, the ELCC standards and expectations focus on candidate outcomes, and are designed to guide programs in documenting candidates' knowledge and skills. The UCEA standards and expectations focus on documentation and reporting on programs, both the processes of leadership preparation and development and program organization and institutional relationships, as well as candidate performance. The QM are designed to help districts and their partner organizations create, support, assess, and improve key features in leadership preparation and development programs.

As Appendix D clearly illustrates none of the three sets of leadership preparation standards, when used alone, provides comprehensive guidance for programs. The ELCC standards, for example, lacks a focus on program features, whereas the UCEA standards lack a focus on the content of programs. Rather, these standards provide complementary guidance for the preparation of educational leaders. Furthermore, the processes offered for program review and, in the case of UCEA and QM, program improvement complement each other as well. The mutually reinforcing effects of the standards are possible because the ISLLC standards form a clear and well-delineated framework upon which other sets of standards can be developed. The ISLLC standards create a coherence and focus that becomes a springboard for elaboration by other entities, such as UCEA and QM, for their constituents.

Question 2: To what degree do standards, and how they are used, have the potential to improve program quality?

Our inquiry into the question "To what degree do standards have an impact?" revealed that standards have been influential in educational leadership preparation. As discussed in Section 1, standards have influenced both the content and the features of leadership preparation programs as well as the licensure of program graduates. Forty-six states have adopted or adapted the ISLLC standards. Approximately 1,100 programs in 254 institutions participate in the ELCC program accreditation review process, and many others use the ELCC standards to guide the content of their programs due to state, institutional, or professional guidelines. Ninety-three U.S. institutions are formally aligned with UCEA program standards, and at least six district-provider partnerships are using the QM standards, though both the UCEA and QM standards likely have broader usage.

Our inquiry into the question of "Do the processes used to leverage standards have the potential to improve program quality?" revealed several things. First, a wide variety of strategies is used to leverage standards-based program change. Second, not all strategies are equally influential or beneficial.

To illustrate, various processes or change strategies have been devised to encourage better quality leadership preparation and yield better quality graduates:

- State administrative licensure requirements and processes;
- State program approval/accreditation requirements and processes;
- National accreditation review processes;
- Professional association program review and improvement processes; and
- Federal, state, and foundation grant funding for innovative program design and delivery.

Each strategy reflects a different theory of change, from direction setting (standards-based

program requirements), to incentives (grant funding), evaluation (licensure assessments), and mandates (state requirements and accreditation requirements). Of these processes, the most widely used are state licensure and program requirements and state and national accreditation processes.

Typically these quality enhancement strategies are enacted in a piecemeal fashion and not as a coordinated policy initiative. Some states have strengthened their licensure requirements, others have changed their program approval processes, and still others have signed agreements to fold national accreditation into the program approval process. External funding offers opportunities to innovate and pilot new models of preparation. All of these efforts nudge preparation programs toward greater accountability, but at the same time, other pieces of legislation increase alternative licensure options, which are not subject to similar safeguards. State policies tend to be a patchwork of policies that are not aligned and sometimes conflict with their respective goals (Darling-Hammond et al., 2007). Few states have taken a more comprehensive approach to supporting systemic change.

Mississippi is often used to exemplify the benefits of adopting a comprehensive approach. Mississippi's approach included the redesign of programs to align with the standards-based accreditation criteria, in-depth program reviews, and closure of programs that did not meet the standards. At the same time, Mississippi also redesigned licensure for educational leaders, developed a leadership institute to provide coordinated leadership professional development, and provided funding for a full-year internship for aspiring leadership candidates (Darling-Hammond et al., 2009).

There is a significant difference between merely *adopting* a set of standards and *using* or putting them to work. Standards have the potential to set expectations, guide improvements, and influence practice. However, if the processes

designed to achieve these goals are not well conceived and effective, the impact of standards will fall short. Furthermore, unless attention is paid to both technical and adaptive aspects of program reform initiative, superficial changes will be the norm (Murphy et al., 2008). Addressing these aspects requires that state departments of education, institutions of higher education, districts engaged in leader preparation, and other preparation providers must have adequate capacity and resources to design, implement, and sustain reform efforts.

Question 3: Are there alternative approaches to strengthening education leader preparation programs?

Several alternative approaches to standards-based program improvement were discussed in Sections 1 and 3. These include

- State program redesign initiatives,
- Self-study processes, and
- Critical friends reviews.

State redesign. Since the introduction of the ISLLC standards in 1996, some states have adopted program review and redesign initiatives that involved alignment to state or national leadership standards and the adoption of specific program features, such as expanded field experience requirements (Baker et al., 2007). In some states, low-quality programs that were unable to meet these new requirements were eliminated. What research has been conducted on the results of such processes on program change has indicated that state policies and strategies intended to promote redesign of principal preparation programs have produced episodic change in a few institutions but have fallen short of expectations (Murphy et al., 2008; Spence, 2006). Furthermore, research concerning the impact of such processes on program graduates is inconclusive (McCarthy & Forsyth, 2009).

More research is needed on such processes to

gain a more robust understanding of the processes used and their impact on programs in candidates. Two issues, in particular, may impact the effectiveness of such processes. First, it is questionable whether state departments of education have the capacity to shoulder the responsibility of translating and implementing policy as well as supporting preparation program redesign, particularly in times of financial cutbacks (Young, 2013). Murphy et al. (2008) cautioned that without adequate attention to the technical (e.g., staffing) and adaptive (e.g., core values and beliefs) aspects of reform, and a careful focus on actionable theory that guides all reform efforts, change will be superficial. The second issue concerns the process itself. A one-size-fits-all redesign process, which does not take into account different institutional types, missions, and capacities, is unlikely to yield desired results (Young, 2013).

Self-study models. The UCEA and QM process both involve a self-study component through which programs are gathering program information and candidate data to determine the degree to which (a) programs reflect the UCEA or QM criteria and (b) the impact of the program's content and experiences on the candidate's growth, career outcomes, and leadership performance. As described in Section 1, UCEA and QM offer tools (e.g., rubrics) to facilitate program self-assessments and to build consensus around the features and attributes of high quality programs. The tools reflect the current research and lessons learned about principal preparation program quality.

The new suite of preparation evaluation instruments available through UCEA enables faculty to dig more deeply into the questions of how preparation programs impact the knowledge and practice of graduates. The Initiative for Systemic Program Improvement through Research in Educational Leadership (INSPIRE) survey suite, includes a program features survey, a candidate survey, a practicing principal survey,

and a teacher survey. Together the surveys provide data that help programs assess the quality and impact of various program features and content areas. When used in conjunction with the *Developing Evaluation Evidence* program evaluation planner (Orr, Young, & Rorrer, 2010)*,* program faculty are guided through evaluation design, data collection, analysis and improvement cycles. Given that most programs are guided by their own theory of action or program theory, which connect choices in program content, delivery, and design to expected outcomes, the surveys and planner support a variety of program designs and their unique features.

Critical friends reviews. Critical friends reviews reflect the processes used by UCEA, QM and the process described by Murphy et al. (2008). They generally involve program self-assessments; external review of program documents, data, and artifacts; feedback to program faculty including recommendations; and, in some cases, technical assistance. The QM handbook asserts, "These tools and processes, when used together, will provide improved guidance to program self-assessment team efforts to more accurately determine the quality of their principal preparation programs" (EDC, 2009, p. 2). These processes resemble in some ways the accreditation review processes used by NCATE and TEAC, in that they are standards and evidence based, but they take the review one step further by providing programs with actionable feedback and advice.

4.2 Recommendations

How Can Standards Be Used to Improve Preparation?

1. Support and promote the ongoing development of the ISLLC and ELCC standards. The ELCC standards are aligned to the ISLLC standards, and both are widely endorsed and supported. They have provided a foundation for the profession on which to build

shared conceptions of quality leadership and high-quality preparation programs. Both the ELCC and ISLLC standards serve practical purposes, with the ELCC standards translating ISLLC standards for preparation programs. A majority of state systems use the ISLLC and/or ELCC standards (or a close derivative) for program approval, licensure, professional development, and administrator evaluation. They are by far the most influential standards in the leadership field.

Both sets of standards have been embraced as living documents and have gone through a second revision to better reflect current realities of educational leadership and emerging leadership research that more directly connects leadership preparation and practice to school and student outcomes. Thus far the development has been iterative; however, because both sets of standards work in unison and are based on essentially the same research base, changes in the ISLLC and ELCC standards should be concurrent rather than consecutive.

The analysis of research, which is summarized in section two, indicated that significant gaps exist in the current standards, making a review and revision of the ISLLC and ELCC standards a fundamental responsibility for the profession.

2. Promote the use of program feature standards along with content standards in program review and accreditation. As discussed at the end of section one, and detailed in Appendix D, the ELCC standards, when used alone, do not provide comprehensive guidance for preparation programs. Specifically, the ELCC lacks a focus on program features. To achieve widespread program quality, the field needs a comprehensive set of program standards reflecting the growing body of evidence around the features of effective leadership preparation. A collaborative effort by organizations such as the National Policy Board for Educational Administration's Educational Leadership Constituent Council, the University Council for

Educational Administration and the Educational Development Council, could produce an excellent set of program feature standards appropriate for both university and district-based educational leadership development programs.

Each of these sets of standards offers in-depth guidance on selected program features as well as complimentary approaches to communicate and guide program development. A combination of the three standards and processes would be a significant step forward in promoting continuous program improvement.

3. Conduct a continuity mapping of systemic potentials. This report provides a comprehensive analysis of multiple and overlapping processes, practices, and structures that hold the potential to disrupt and enhance leadership development. As such, this report serves as the first step in a much-needed continuity mapping of existing structures that hold promise for leveraging productive and continuous improvement in the preparation and development of building and district leaders as well as the continuity of the structures that guide, promote, and evaluate an individual's progress through the educational leadership pipeline. However, additional work is needed. The recommendations that follow outline several points of reference for a mapping that responds to the question: How can we make what works, work better?

4. Support universal participation in CAEP. The review of educational leadership preparation programs through the CAEP (formerly NCATE) accreditation process serves an important role within the education field. It requires programs to meet a set of standards, focuses programs on outcomes, and encourages them to use outcomes to identify program strengths and weaknesses. As shown in Table one, typically less than half of programs that apply for accreditation are nationally recognized without conditions. Most must undergo multiple reviews before they are fully accredited. Accreditation is a

lever for program improvement, but it remains a voluntary process. In other fields, accreditation is a mandatory process.

In October 2010, both TEAC and NCATE governing boards voted to create a single accrediting body for educator preparation, CAEP. One potential implication of this combined accrediting body is the expansion of the ELCC review from those programs participating in NCATE accreditation to the larger number programs participating in the new CAEP process. Expanded participation in educational leadership program review through CAEP coupled an expanded and enhanced set of preparation program standards, as described in recommendation two, holds strong potential for leveraging program improvement.

5. Improve/streamline the accreditation process. As discussed in section three, not all educational stakeholders hold accreditation in high regard. Across professional fields, there is a belief that accreditation is more of a hindrance than a help. However, in other fields stakeholders have a vested interest in improving accreditation because all providers are required to participate. In education, universal participation in national accreditation is not required. According to Pavlakis and Kelley (2013) this has contributed to the perception that accreditation is not necessarily associated with program quality and thus is not worth the time, effort, and resources required to participate.

Table 3 in Section 3 outlines some of the costs and benefits of accreditation. It is clear that the benefits to program development and improvement must become more tangible while diminishing the costs. It is important that careful consideration be given to the view accreditation as promoting low standards (Goroll et al., 2004; Levine, 2005; Vergari & Hess, 2002) or inhibiting innovation and experimentation if the criteria and processes are too prescriptive and unresponsive to changing contexts (Prados et al., 2005). Furthermore, stakeholders must address

concerns regarding the faculty time and effort required to put together accreditation reports. These concerns must be addressed to foster greater adoption of accreditation by programs and institutions.

6. Encourage tighter alignment of standards in licensure, program approval, and leadership evaluation. The ideal of a strong leadership pipeline can be achieved if all aspects of the pipeline, from preparation through licensure, placement, evaluation and development, are aligned (Hicks, Tucker & Young, 2013). This will require the alignment of national accreditation processes and state requirements for licensure and program approval as well as the standards upon which these processes are based.

States have limited resources in terms of both time and personnel to carry out the intensive and in-depth program review process needed to hold programs accountable for meeting standards. Thus, collaborating with national level program review organizations like the ELCC and UCEA would enhance the ability of states to develop a strong leadership pipeline. Similarly, given the intellectual investment that has been made in developing the ISLLC, ELCC, UCEA and QM standards, it makes little sense to reinvent the wheel. Although state contexts differ, national standards could be used as a common set of expectations that are then modified and implemented based on agreements with each state. By working in tandem and involving multiple constituencies (e.g., academic peers, practitioners, and state reps), processes, like preparation program review, could be strengthened.

Are There Alternative Approaches?

1. UCEA preparation program evaluation surveys. As described in section three, UCEA has developed a set of tools that facilitate and enhance the gathering of evidence for program accreditation (e.g., The Initiative for Systemic

Program Improvement through Research in Educational Leadership (INSPIRE) surveys, the Developing Evaluation Evidence planner, the Curriculum Mapping guide). By tapping available resources like these, the accreditation process could be streamlined and concerns about faculty time and effort could be minimized. In particular, the INSPIRE survey suite, which is aligned with the ELCC and UCEA standards, facilitates planning and data collection around preparation program evaluation and improvement. As such the INSPIRE suite provides an excellent source of data on program quality and would significantly complement the ELCC program review process. With sufficient participation in the collection of data using a common set of tools, national norms could be established for performance assessment of programs.

2. Critical friends reviews and self-studies. By engaging more faculty in the program review process, both internal and external to an institution, ideas on program innovation and enrichment could be shared and developed in a more organic fashion. Reviews and self-studies would offer opportunities to engage practicing educational leaders in the improvement process as well, which would extend the concept of school and university partnerships.

Recommendations for Future Research

In addition to the direct actions for leveraging program quality and continuous improvement discussed above, there are also several areas in which research efforts are needed.

1. The analysis of research and reports related to the ELCC standards revealed five areas that would benefit from additional research. There was little emphasis on ELCC Standard 7.0: internship in published research or organizational reports. Yet, the lack of meaningful internship experiences is a primary area of criticism for university-based and other preparation programs.

The analysis found three areas of divergence among the standards; ELCC Standards 2.4, 5, and 6 had ample evidence of published research, yet very little emphasis was found in organizational reports. Further exploration in these areas could be beneficial, particularly if a group were formed that was representative of both the authors of published research and the organizations not addressing these areas to both explore deeper understandings about what these areas receive or do not receive research emphasis and to delineate a commonly determined line of inquiry related to the standards. Additionally, ELCC Standard 3.5, which is focused on ensuring teacher and organizational time is focused on supporting high-quality school/district instruction and student learning, received little emphasis in published research or organizational reports. With increasing emphasis focused on the importance of evaluating program quality based on output measures, Standard 3.5 seems deserving of in-depth study by a commission or coalition representing diverse organizations concerned about improving the quality of leadership preparation.

2. According to the research conducted by Pavlakis and Kelly (2013), the identification of competencies that are general to the field of leadership preparation has the potential to encourage collaboration across faculty in different specialties and with alternative preparation providers in order to pave the way for interstate and international dialogue and sharing. Identifying these competencies through a consensus approach similar to that used by the Accreditation Council for Graduate Education in medical education could

reduce ideological divides in leadership preparation around core professional skills and dispositions. It also may foster greater collaboration and improve support for commonly agreed-upon standards of quality.

3. Aside from Machado and Cline's (2010) study that found strong alignment between the content of educational leadership preparation programs and either the ISLLC or ELCC standards, there is little conclusive evidence linking standards or accreditation to program quality or to the success of graduates. Combined with this lack of reliable data is an increasing focus on use of outputs to assess program quality. Creation of a task force to address this paucity of research is highly recommended.

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Appendix G: Methods Used to Conduct ELCC Analysis

Appendix H: Description of Survey Respondents
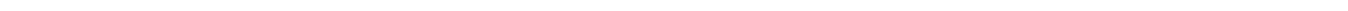
Appendix A
Assumptions Underlying the ELCC Standards

The following assumptions are embedded within the ELCC school building and district-level leadership preparation standards:

1. Improving student achievement is the central responsibility of *school and district* leadership.

2. The standards represent the fundamental knowledge, skills, and practices intrinsic to *building and district* leadership that improve student learning.

3. The overall leadership standards conceptually apply to a range of common *school and district leadership* positions. They are intended to define what a *building-level and a district-level administrator* should know and be able to do. While specific content and application details will vary depending upon the leadership role, the fundamental, enduring tenets are the same.

4.   While there is a purposeful emphasis on leading student learning, an understanding and acceptance of *school and district* leaders' responsibility for managing the "business" of the *school and the district* is also embedded.

5. The practice of school leadership is well established as its own research-based body of knowledge.

6. The preparation of *school and district leaders* requires overt connections and bridging experiences between research and practice.

7. The preparation of *school and district leaders* requires comprehensive, field-based practice in and feedback from the field over an extended period time in powerful clinical learning experiences.

8. *School and district* leadership preparation programs must provide ongoing experiences for candidates to examine, refine, and strengthen the ethical platform that guides their decisions—especially during difficult times.

9. While *school and distric*t leadership programs are ultimately an institutional responsibility, the strength of the design, delivery and effectiveness of these programs will parallel the degree to which higher education invites P-12 participation and feedback.

10. Performance-based measures are most effective in evaluating candidate outcomes.

National Policy Board for Educational Administration. (2011). *Educational leadership program recognition standards: Building and district level. For institutions undergoing NCATE accreditation and ELCC program review*, pp. 3-4.

Appendix B
UCEA Institutional and Program Quality Criteria

1. Evidence of significant efforts by faculty members to identify, develop, and promote relevant knowledge of best practices focused on the essential problems of schooling, leadership, and administration.

2. Evidence that the preparation program involves a critical mass of full-time faculty members whose appointments are in the department in which educational leaders are educated and who exhibit excellence in scholarship, teaching, and service in educational leadership. A majority of educational leadership coursework must be taught by these full-time faculty members.

3. Evidence that the program makes use of an advisory board of educational leadership stakeholders and involves leadership practitioners in program planning, teaching, and field internships.

4. Evidence that the preparation program engages in collaborative relationships with other universities, school districts, professional associations, and other appropriate agencies (a) to promote diversity within the preparation program and the field; (b) to generate sites for clinical study, field residency, and applied research; and (c) for other purposes as explained by the applicant.

5. Evidence that the preparation program is (a) conceptually coherent and clearly aligned with quality leadership standards and (b) informed by current research and scholarship on the essential problems of schooling, leadership, and administration. In particular, applicants should demonstrate how the content of the preparation program addresses problems of practice including leadership for student learning and diversity. Also, evidence should be provided to demonstrate that the processes of the preparation program are based on adult learning principles.

6. Evidence that the preparation program engages in ongoing programmatic evaluation and enhancement.

7. Evidence that the preparation program includes concentrated periods of study and supervised clinical practice in settings that give leadership candidates an opportunity to work with diverse groups of students and teachers.

8. Evidence that the preparation program is characterized by systematic, written recruitment and admission plans that rely on multiple sources of evidence and shows deliberate efforts to attract applicants who demonstrate leadership potential, with particular attention given to increasing diversity within the program.

9. Evidence that the preparation program has developed and maintained systematic efforts to assist all students in professional placement and career advancement.

10. Evidence that the preparation program faculty participates in the development, delivery, and evaluation of systematic and high-quality professional development programs for educational leaders, in cooperation with appropriate professional associations and other educational and social agencies.

11. Evidence that the preparation program offers regular professional development for program faculty to enhance their skills in leadership preparation, research, research utilization, and other content areas.

Appendix C
Crosswalk of ISLLC and ELCC Standards

Table C1. Crosswalk Comparison of the ISLLC 2008 to the 2011 Building-Level ELCC Standards

Standards	ISLCC standards (2008)					
ELCC BUILDING-LEVEL STANDARDS	1	2	3	4	5	6
ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.	An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.					
ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.	A. Collaboratively develop and implement a shared vision and mission.					
ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.	B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning. C. Create and implement plans to achieve goals.					

Standards	ISLCC standards (2008)					
ELCC BUILDING-LEVEL STANDARDS	1	2	3	4	5	6
ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.	D. Promote continuous and sustainable improvement					
ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.	E. Monitor and evaluate progress and revise plans.	E. Develop assessment and accountability systems to monitor student progress.				
ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.		An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.				
ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students		A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations. C. Create a personalized and motivating learning environment for students.				

Standards	ISLCC standards (2008)					
ELCC BUILDING-LEVEL STANDARDS	1	2	3	4	5	6
ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.		B. Create a comprehensive, rigorous, and coherent curricular program. I. Monitor and evaluate the impact of the instructional program.				
ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.		D. Supervise instruction. F. Develop the instructional and leadership capacity of staff.				
ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.		H. Promote the use of the most effective and appropriate technologies to support teaching and learning.				

Standards	ISLCC standards (2008)					
ELCC BUILDING-LEVEL STANDARDS	1	2	3	4	5	6
ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.			An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.			
ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems.			A. Monitor and evaluate the management and operational systems.			
ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.			B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.			
ELCC 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.			C. Promote and protect the welfare and safety of students and staff.			
ELCC 3.4: Candidates understand and can develop school capacity for distributed leadership.			D. Develop the capacity for distributed leadership.			

Standards	ISLCC standards (2008)					
ELCC BUILDING-LEVEL STANDARDS	1	2	3	4	5	6
ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.		G. Maximize time spent on quality instruction.	E. Ensure teacher and organizational time is focused to support quality instruction and student learning.			
ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.				An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.		
ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.				A. Collect and analyze data and information pertinent to the educational environment.		

Standards	ISLCC standards (2008)					
ELCC BUILDING-LEVEL STANDARDS	1	2	3	4	5	6
ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.				B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.		
ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.				C. Build and sustain positive relationships with families and caregivers.		
ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.				D. Build and sustain productive relationships with community partners		

Standards	ISLCC standards (2008)					
ELCC BUILDING-LEVEL STANDARDS	1	2	3	4	5	6
ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.					An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.	
ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.					A. Ensure a system of accountability for every student's academic and social success.	
ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.					B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior.	
ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.					C. Safeguard the values of democracy, equity, and diversity.	

Standards	ISLCC standards (2008)					
ELCC BUILDING-LEVEL STANDARDS	1	2	3	4	5	6
ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.					D. Consider and evaluate the potential moral and legal consequences of decision-making.	
ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.					E. Promote social justice and ensure that individual student needs inform all aspects of schooling.	
ELCC Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.						An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.
ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.						A. Advocate for children, families, and caregivers.
ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.						B. Act to influence local, district, state, and national decisions affecting student learning.

Standards	ISLCC standards (2008)					
ELCC BUILDING-LEVEL STANDARDS	1	2	3	4	5	6
ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.						C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.
ELCC Standard 7.0: A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.						
ELCC 7.1: Substantial field and clinical internship experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in other educational leadership building-level program standards through authentic, school-based leadership experiences.						
ELCC 7.2: Sustained internship experience: Candidates are provided a 6-month concentrated (9-12 hours per week) internship that includes field experiences within a school-based environment.						

Standards	ISLCC standards (2008)					
ELCC BUILDING-LEVEL STANDARDS	1	2	3	4	5	6
ELCC 7.3: Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.						

Table C2. Crosswalk Comparison of the ISLLC 2008 to the 2011 ELCC Standards for District Leaders

Standards	ISLCC standards (2008)					
ELCC DISTRICT-LEVEL STANDARDS	1	2	3	4	5	6
ELCC Standard 1.0: A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders.	An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.					
ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school district.	A. Collaboratively develop and implement a shared vision and mission.					

Standards	ISLCC standards (2008)					
ELCC DISTRICT-LEVEL STANDARDS	1	2	3	4	5	6
ELCC 1.2: Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement plans to achieve district goals.	B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning. C. Create and implement plans to achieve goals.					
ELCC 1.3: Candidates understand and can promote continual and sustainable district improvement.	D. Promote continuous and sustainable improvement.					
ELCC 1.4: Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders.	E. Monitor and evaluate progress and revise plans.	E. Develop assessment and accountability systems to monitor student progress.				
ELCC Standard 2.0: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional program; developing and supervising the instructional and leadership capacity of district staff; and promoting the most effective and appropriate technologies to support teaching and learning within a district environment.		An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.				

Standards	ISLCC standards (2008)					
ELCC DISTRICT-LEVEL STANDARDS	1	2	3	4	5	6
ELCC 2.1: Candidates understand and can sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students		A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations. C. Create a personalized and motivating learning environment for students.				
ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional program.		B. Create a comprehensive, rigorous, and coherent curricular program. I. Monitor and evaluate the impact of the instructional program.				
ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of district staff.		D. Supervise instruction. F. Develop the instructional and leadership capacity of staff.				
ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a district environment.		H. Promote the use of the most effective and appropriate technologies to support teaching and learning.				

Standards	ISLCC standards (2008)					
ELCC DISTRICT-LEVEL STANDARDS	1	2	3	4	5	6
ELCC Standard 3.0: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district organization, operation, and resources through monitoring and evaluating the district management and operational systems; efficiently using human, fiscal, and technological resources in a district environment; promoting and protecting the welfare and safety of district students and staff; developing district capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.			An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.			
ELCC 3.1: Candidates understand and can monitor and evaluate district management and operational systems.			A. Monitor and evaluate the management and operational systems.			
ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage district operations.			B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.			
ELCC 3.3: Candidates understand and can promote district-based policies and procedures that protect the welfare and safety of students and staff within the district.			C. Promote and protect the welfare and safety of students and staff.			
ELCC 3.4: Candidates understand and can develop district capacity for distributed leadership.			D. Develop the capacity for distributed leadership.			

Standards	ISLCC standards (2008)					
ELCC DISTRICT-LEVEL STANDARDS	1	2	3	4	5	6
ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality instruction and student learning.		G. Maximize time spent on quality instruction.	E. Ensure teacher and organizational time is focused to support quality instruction and student learning.			
ELCC Standard 4.0: A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the district by collecting and analyzing information pertinent to improvement of the district's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the district community; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.				An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.		
ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment.				A. Collect and analyze data and information pertinent to the educational environment.		

Standards	ISLCC standards (2008)					
ELCC DISTRICT-LEVEL STANDARDS	1	2	3	4	5	6
ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the district community.				B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.		
ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.				C. Build and sustain positive relationships with families and caregivers.		
ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.				D. Build and sustain productive relationships with community partners.		

Standards	ISLCC standards (2008)					
ELCC DISTRICT-LEVEL STANDARDS	1	2	3	4	5	6
ELCC Standard 5.0: A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student's academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure that individual student needs inform all aspects of schooling.					An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.	
ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student's academic and social success.					A. Ensure a system of accountability for every student's academic and social success.	
ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.					B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior.	
ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the district.					C. Safeguard the values of democracy, equity, and diversity.	

Standards	ISLCC standards (2008)					
ELCC DISTRICT-LEVEL STANDARDS	1	2	3	4	5	6
ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district.					D. Consider and evaluate the potential moral and legal consequences of decision making.	
ELCC 5.5: Candidates understand and can promote social justice within the district to ensure that individual student needs inform all aspects of schooling.					E. Promote social justice and ensure that individual student needs inform all aspects of districting.	
ELCC Standard 6.0: A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.						An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.
ELCC 6.1: Candidates understand and can advocate for district students, families, and caregivers.						A. Advocate for children, families, and caregivers.
ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.						B. Act to influence local, district, state, and national decisions affecting student learning.

Standards	ISLCC standards (2008)					
ELCC DISTRICT-LEVEL STANDARDS	1	2	3	4	5	6
ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.						C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies
ELCC Standard 7.0: A district-level education leader applies knowledge that promotes the success of every student in a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor.						
ELCC 7.1: Substantial Experience: The program provides significant field and clinical internship practice for candidates within a district environment to synthesize and apply the content knowledge and develop professional skills identified in other educational leadership district-level program standards through authentic, district-based leadership experiences.						
ELCC 7.2: Sustained internship experience: Candidates are provided a 6-month concentrated (9-12 hours per week) internship that includes field experiences within a district environment.						

Standards	ISLCC standards (2008)					
ELCC DISTRICT-LEVEL STANDARDS	1	2	3	4	5	6
ELCC 7.3: Qualified On-Site Mentor: An on-site district mentor who has demonstrated successful experience as an educational leaders at the district level and is selected collaboratively by the intern and program faculty with training by the supervising institution.						

Appendix D
Crosswalk of ELCC, UCEA, and QM Standards

Program features	ELCC standards	UCEA program standards	QM
Vision	Standards represent the fundamental knowledge, skills, and practices intrinsic to building leadership that improve student learning.	Key to effective preparation is intentionality around program goals and the ongoing evaluation of their achievement	Based on a vision of education leaders who have the requisite skills and knowledge to improve student learning outcomes. This vision is shared throughout the entire system and is fully operational.
Research based	Practice of school leadership is well established as its own research-based body of knowledge.	Evidence that the preparation program is informed by current research and scholarship on the essential problems of schooling, leadership, and administration.	Grounded in effective schools and instructional leadership research
Standards and curricular expectations	Standards for program content and leadership development that are aligned to ISLLC standards and outline extensive expectations	Evidence that the preparation program is conceptually coherent and clearly aligned with quality leadership standards Content of the preparation program addresses problems of practice including leadership for student learning and diversity.	Alignment to leadership standards and linkages with all core system components to maximize resources and ensure optimal system and program effectiveness Comprehensive and coherent curriculum that is aligned with state and professional standards for education leaders**
a. Vision and use of data	Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.		

Program features	ELCC standards	UCEA program standards	QM
b. Instructional leadership	Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.		
c. Management and operations	Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.		

Program features	ELCC standards	UCEA program standards	QM
d. Collaboration	Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.		
e. Ethics	Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.		

Program features	ELCC standards	UCEA program standards	QM
f. Policy and advocacy	Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.		
Recruitment, selection, admissions		Systematic, written recruitment and admission plans that rely on multiple sources of evidence and shows deliberate efforts to attract applicants who demonstrate leadership potential, with particular attention given to increasing diversity within the program.	
Instructional processes		Processes of the preparation program are based on adult learning principles	
Internship/field experience	Standard 7 This standard outlines elements of high-quality internship/clinical field experiences that are the signature for programs preparing entry-level candidates for school building leadership positions.	Inclusion of supervised clinical practice	Inclusion of an internship experience*
a. Internship focus	Provides significant field experiences and clinical internship opportunities for candidates to synthesize and apply the content knowledge and develop professional skills identified in the Educational Leadership Building-Level Program Standards through authentic school-based leadership experiences.	Opportunity to work with diverse groups of students and teachers.	Practice and development of leadership knowledge and skills in real world clinical settings

Program features	ELCC standards	UCEA program standards	QM
b. Internship time	Provides a six-month concentrated (9-12 hours per week) internship that includes field experiences within a school environment.	Concentrated periods of study and supervised clinical practice	Adequate time to practice and develop leadership knowledge and skills
c. Internship mentoring	Onsite school mentor who has demonstrated successful experience as a building-level educational leader is selected collaboratively by the intern and program faculty with training by the supervising institution.		Highly skilled supervision
Assessment requirements	Assessment 1: A state licensure assessment, or other assessment of candidate content knowledge of the ELCC building-level standards. Assessment 2: Assessment of content knowledge of the ELCC building-level standards. Assessment 3: Demonstration of building level leadership skills in instructional leadership. Assessment 4: Demonstration of candidate's application of building level leadership skills in a school level internship/clinical practice setting(s). Assessment 5: Demonstration of candidate's application of building level leadership skills that support an effective P-12 student learning environment. Assessment 6: Demonstration of candidate application of building level leadership skills in organizational management and community relations.		
Postprogram support		Systematic efforts to assist all students in professional placement and career advancement.	

Program features	ELCC standards	UCEA program standards	QM
Program evaluation	ELCC accreditation process	Ongoing programmatic evaluation and enhancement	Well-developed processes for identifying system needs and aligning policies, programs, and resources to meet those needs. System indicators for measuring progress are transparent and are used system-wide
Professional engagement of faculty		Significant efforts by faculty members to identify, develop, and promote relevant knowledge of best practices focused on the essential problems of schooling, leadership and administration.	
Staffing		Critical mass of full-time faculty members whose appointments are in the department in which educational leaders are educated and who exhibit excellence in scholarship, teaching, and service in educational leadership. A majority of educational leadership coursework must be taught by these full-time faculty members.	
Faculty development		Regular professional development for program faculty to enhance their skills in leadership preparation, research, research utilization, and other content areas.	
Oversight		Advisory board of educational leadership stakeholders	
Role of practitioners		Involvement of leadership practitioners in program planning, teaching, and field internships.	
Collaboration with districts and other agencies		Collaborative relationships with other universities, school districts, professional associations, and other appropriate agencies (a) to promote diversity within the preparation program and the field; (b) to generate sites for clinical study, field residency, and applied research; and (c) for other purposes as explained by the applicant.	Well-developed processes for identifying system needs and aligning policies, programs, and resources to meet those needs.

Program features	ELCC standards	UCEA program standards	QM
Leadership development		Faculty participation in the development, delivery, and evaluation of systematic and high-quality professional development programs for educational leaders, in cooperation with appropriate professional associations and other educational and social agencies.	

Note: The UCEA and Quality Measures rubrics include more detail on program features than is shown here.

*Quality Measures includes an evidence review summary sheet that requests evidence on six field experience attributes, including supervision, coaching, completion of problem-based projects, self-reflection, and formal performance evaluation.

** Quality Measures includes an evidence review summary sheet that requests evidence on four program content attributes including inclusion of theory and practice related to the six ISLLC standards, active learning instructional processes, and use of formative and summative assessments.

Appendix E
Empirical, Conceptual, and Review Articles Informing ELCC Analysis

Table E1. Journal Articles Reviewed (2008–June 2013)

Article	Level	Method
Arsen, D., & Ni, Y. M. (2012). The effects of charter school competition on school district resource allocation. *Educational Administration Quarterly, 48*(1), 3-38. doi: 10.1177/0013161x11419654	District	Quantitative
Baker, B. D., Punswick, E., & Belt, C. (2010). School leadership stability, principal moves, and departures: Evidence from Missouri. *Educational Administration Quarterly, 46*(4), 523-557. doi: 10.1177/0013161x10383832	Building	Quantitative
Barnes, C. A., Camburn, E., Sanders, B. R., & Sebastian, J. (2010). Developing instructional leaders: Using mixed methods to explore the black box of planned change in principals' professional practice. *Educational Administration Quarterly, 46*(2), 241-279. doi: 10.1177/1094670510361748	District	Mixed methods
Bengtson, E., Zepeda, S. J., & Parylo, O. (2013). School systems' practices of controlling socialization during principal succession: Looking through the lens of an organizational socialization theory. *Educational Management Administration & Leadership, 41*(2), 143-164. doi: 10.1177/1741143212468344	District	Qualitative
Bennett, J. V., & Thompson, H. C. (2011). Changing district priorities for school-business collaboration: Superintendent agency and capacity for institutionalization. *Educational Administration Quarterly, 47*(5), 826-868. doi: 10.1177/0013161x11417125	District	Qualitative
Bergmuller, S. (2013). The relationship between cultural individualism-collectivism and student aggression across 62 countries. Aggressive Behavior, 39(3), 182-200. doi: 10.1002/ab.21472	Building	Qualitative
Beteille, T., Kalogrides, D., & Loeb, S. (2012). Stepping stones: Principal career paths and school outcomes. *Social Science Research, 41*(4), 904-919. doi: 10.1016/j.ssresearch.2012.03.003	Building & district	Mixed methods
Bezzina, M. (2012). Paying attention to moral purpose in leading learning: Lessons from the leaders transforming learning and learners project. Educational *Management Administration & Leadership, 40*(2), 248-271. doi: 10.1177/1741143211427979	Building	Qualitative
Bjork, L. G., & Blase, J. (2009). The micropolitics of school district decentralization. *Educational Assessment Evaluation and Accountability, 21*(3), 195-208. doi: 10.1007/s11092-009-9078-y	District	Qualitative

Article	Level	Method
Bloom, C. M., & Owens, E. W. (2013). Principals' perception of influence on factors affecting student achievement in low- and high-achieving urban high schools. *Education and Urban Society, 45*(2), 208-233. doi: 10.1177/0013124511406916	Building	Quantitative
Boerema, A. J. (2011). Challenging and supporting new leader development. *Educational Management Administration & Leadership, 39*(5), 554-567. doi: 10.1177/1741143211408451	Building & district	Qualitative
Brown, K. M., Benkovitz, J., Muttillo, A. J., & Urban, T. (2011). Leading schools of excellence and equity: Documenting effective strategies in closing achievement gaps. *Teachers College Record, 113*(1), 57-96. Retrieved from http://www.tcrecord.org/	Building	Mixed methods
Burch, P., Theoharis, G., & Rauscher, E. (2010). Class size reduction in practice investigating the influence of the elementary school principal. *Educational Policy, 24*(2), 330-358. doi: 10.1177/0895904808330168	Building	Qualitative
Burns, P. (2010). Race and support for state takeovers of local school districts. *Urban Education, 45*(3), 274-292. doi: 10.1177/0042085908322653	Building & district	Mixed methods
Bush, T. (2013). Leadership development for school principals: Specialised preparation or post-hoc repair? *Educational Management Administration & Leadership, 41*(3), 253-255. doi: 10.1177/1741143213477065	Building	Qualitative
Camburn, E. M., Huff, J. T., Goldring, E. B., & May, H. (2010). Assessing the validity of an annual survey for measuring principal leadership practice. *Elementary School Journal, 111*(2), 314-335. doi: 10.1086/656302	Building	Conceptual
Camburn, E. M., Spillane, J. P., & Sebastian, J. (2010). Assessing the utility of a daily log for measuring principal leadership practice. *Educational Administration Quarterly, 46*(5), 707-737. doi: 10.1177/0013161x10377345	Building	Mixed methods
Carlson, D., Borman, G. D., & Robinson, M. (2011). A multistate district-level cluster randomized trial of the impact of data-driven reform on reading and mathematics achievement. *Educational Evaluation and Policy Analysis, 33*(3), 378-398. doi: 10.3102/0162373711412765	District	Quantitative
Chhuon, V., Gilkey, E. M., Gonzalez, M., Daly, A. J., & Chrispeels, J. H. (2008). The little district that could: The process of building district-school trust. *Educational Administration Quarterly, 44*(2), 227-281. doi: 10.1177/0013161x07311410	District	Mixed methods

Article	Level	Method
Chrispeels, J. H., Burke, P. H., Johnson, P., & Daly, A. J. (2008). Aligning mental models of district and school leadership teams for reform coherence. *Education and Urban Society, 40*(6), 730-750. doi: 10.1177/0013124508319582	Building & district	Qualitative
Coburn, C. E., & Russell, J. L. (2008). District policy and teachers' social networks. *Educational Evaluation and Policy Analysis, 30*(3), 203-235. doi: 10.3102/0162373708321829	Building & district	Mixed methods
Coburn, C. E., Toure, J., & Yamashita, M. (2009). Evidence, interpretation, and persuasion: Instructional decision making at the district central office. *Teachers College Record, 111*(4), 1115-1161. Retrieved from http://www.tcrecord.org/	District	Qualitative
Cocklin, B., & Wilkinson, J. (2011). A case study of leadership transition: Continuity and change. *Educational Management Administration & Leadership, 39*(6), 661-675. doi: 10.1177/1741143211416346	Building & district	Qualitative
Cohen-Vogel, L. (2011). "Staffing to the test": Are today's school personnel practices evidence based? *Educational Evaluation and Policy Analysis, 33*(4), 483-505. doi: 10.3102/016237371141984	Building	Qualitative
Conley, S., & Glasman, N. S. (2008). Fear, the school organization, and teacher evaluation. *Educational Policy, 22*(1), 63-85. doi: 10.1177/0895904807311297	Building	Qualitative
Cooper, C. W. (2009). Performing cultural work in demographically changing schools: Implications for expanding transformative leadership frameworks. *Educational Administration Quarterly, 45*(5), 694-724. doi: 10.1177/0013161x09341639	Building	Qualitative
Corcoran, S. P., Schwartz, A. E., & Weinstein, M. (2012). Training your own: The impact of New York City's Aspiring Principals Program on student achievement. *Educational Evaluation and Policy Analysis, 34*(2), 232-253. doi: 10.3102/0162373712437206	Building	Quantitative
Corn, J. O., Byrom, E., Knestis, K., Matzen, N., & Thrift, B. (2012). Lessons learned about collaborative evaluation using the Capacity for Applying Project Evaluation (CAPE) framework with school and district leaders. *Evaluation and Program Planning, 3*5(4), 535-542. doi: 10.1016/j.evalprogplan.2011.12.008	Building & district	Qualitative
Cosner, S. (2011). Supporting the initiation and early development of evidence-based grade-level collaboration in urban elementary schools: Key roles and strategies of principals and literacy coordinators. *Urban Education, 46*(4), 786-827. doi: 10.1177/0042085911399932	Building & district	Qualitative

Article	Level	Method
Cravens, X. C., Goldring, E. B., Porter, A. C., Polikoff, M. S., Murphy, J., & Elliott, S. N. (2013). Setting proficiency standards for school leadership assessment: An examination of cut score decision making. *Educational Administration Quarterly, 49*(1), 124-160. doi: 10.1177/0013161x12455330	Building & district	Qualitative
Cucchiara, M., Gold, E., & Simon, E. (2011). Contracts, choice, and customer service: Marketization and public engagement in education. *Teachers College Record, 113*(11), 2460-2502. Retrieved from http://www.tcrecord.org/	District	Qualitative
Daly, A. J. (2009). Rigid response in an age of accountability: The potential of leadership and trust. *Educational Administration Quarterly, 45*(2), 168-216. doi: 10.1177/0013161x08330499	Building & district	Mixed methods
Daly, A. J., & Finnigan, K. S. (2011). The ebb and flow of social network ties between district leaders under high-stakes accountability. *American Educational Research Journal, 48*(1), 39-79. doi: 10.3102/0002831210368990	Building & district	Quantitative
Drago-Severson, E. (2012a). The need for principal renewal: The promise of sustaining principals through principal-to-principal reflective practice. *Teachers College Record, 114*(12), 1-59. Retrieved from http://www.tcrecord.org/	Building	Qualitative
Drago-Severson, E. (2012b). New opportunities for principal leadership: Shaping school climates for enhanced teacher development. *Teachers College Record, 114*(3), 44. Retrieved from http://www.tcrecord.org/	Building	Qualitative
Duke, D., & Salmonowicz, M. (2010). Key decisions of a first-year 'turnaround' principal. *Educational Management Administration & Leadership, 38*(1), 33-58. doi: 10.1177/1741143209345450	Building	Qualitative
Epstein, J. L., Galindo, C. L., & Sheldon, S. B. (2011). Levels of leadership: Effects of district and school leaders on the quality of school programs of family and community involvement. *Educational Administration Quarterly, 47*(3), 462-495. doi: 10.1177/0013161x10396929	Building & district	Quantitative
Finnigan, K. S. (2012). Principal leadership in low-performing schools: A closer look through the eyes of teachers. *Education and Urban Society, 44*(2), 183-202. doi: 10.1177/0013124511431570	Building	Qualitative
Finnigan, K. S., & Daly, A. J. (2012). Mind the gap: Organizational learning and improvement in an underperforming urban system. *American Journal of Education, 119*(1), 41-71.	Building & district	Quantitative

Article	Level	Method
Freeman, E. (2010). The shifting geography of urban education. *Education and Urban Society, 42*(6), 674-704. doi: 10.1177/0013124510371040	District	Mixed methods
Frick, W. C. (2011). Practicing a professional ethic: Leading for students' best interests. *American Journal of Education, 117*(4), 527-562. doi: 10.1086/660757	Building	Qualitative
Frick, W. C., Faircloth, S. C., & Little, K. S. (2013). Responding to the collective and individual "Best Interests of Students": Revisiting the tension between administrative practice and ethical imperatives in special education leadership. *Educational Administration Quarterly, 49*(2), 207-242. doi: 10.1177/0013161x12463230	Building	Quantitative
Fuller, E., Young, M., & Baker, B. D. (2011). Do principal preparation programs influence student achievement through the building of teacher-team qualifications by the principal? An exploratory analysis. *Educational Administration Quarterly, 47*(1), 173-216. doi: 10.1177/0011000010378613	Building	Quantitative
Furman, G. (2012). Social justice leadership as Praxis: Developing capacities through preparation programs. *Educational Administration Quarterly, 48*(2), 191-229. doi: 10.1177/0013161x11427394	Building	Conceptual
Gallucci, C. (2008). Districtwide instructional reform: Using sociocultural theory to link professional learning to organizational support. *American Journal of Education, 114*(4), 541-581. doi: 10.1086/589314	District	Qualitative
Gerard, L. F., Bowyer, J. B., & Linn, M. C. (2008). Principal leadership for technology-enhanced learning in science. *Journal of Science Education and Technology, 17*(1), 1-18. doi: 10.1007/s10956-007-9070-6	Building	Qualitative
Gillispie, J., & Chrispeels, J. H. (2008). Us and them—Conflict, collaboration, and the discursive negotiation of multishareholder roles in school district reform. *Small Group Research, 39*(4), 397-437. doi: 10.1177/1046496408319877	District	Qualitative
Goddard, Y. L., Neumerski, C. M., Goddard, R. D., Salloum, S. J., & Berebitsky, D. (2010). A multilevel exploratory study of the relationship between teachers' perceptions of principals' instructional support and group norms for instruction in elementary schools. *Elementary School Journal, 111*(2), 336-357. doi: 10.1086/656303	Building	Quantitative

Article	Level	Method
Goldring, E., Cravens, X. C., Murphy, J., Porter, A. C., Elliott, S. N., & Carson, B. (2009). The evaluation of principals: What and how do states and urban districts assess leadership? *Elementary School Journal, 110*(1), 19-39. doi: 10.1086/598841	Building	Review
Good, T. L. (2008). In the midst of comprehensive school reform: Principals' perspectives. *Teachers College Record, 110*(11), 2341-2360. Retrieved from http://www.tcrecord.org/	Building	Qualitative
Gordon, M. F., & Louis, K. S. (2009). Linking parent and community involvement with student achievement: Comparing principal and teacher perceptions of stakeholder influence. *American Journal of Education, 116*(1), 1-31. doi: 10.1086/605098	Building	Quantitative
Graber, K. C., Woods, A. M., & O'Connor, J. A. (2012). Impact of wellness legislation on comprehensive school health programs. *Journal of Teaching in Physical Education, 31*(2), 163-181.	Building	Qualitative
Green, J. G., McLaughlin, K. A., Alegria, M., Costello, E. J., Gruber, M. J., Hoagwood, K., . . . Kessler, R. C. (2013). School mental health resources and adolescent mental health service use. Journal of the *American Academy of Child and Adolescent Psychiatry, 52*(5), 501-510. doi: 10.1016/j.jaac.2013.03.002	Building	Quantitative
Grissom, J. A. (2011). Can good principals keep teachers in disadvantaged schools? Linking principal effectiveness to teacher satisfaction and turnover in hard-to-staff environments. *Teachers College Record, 113*(11), 2552-2585. Retrieved from http://www.tcrecord.org/	Building	Quantitative
Grissom, J. A., & Andersen, S. (2012). Why superintendents turn over. *American Educational Research Journal, 49*(6), 1146-1180. doi: 10.3102/0002831212462622	District	Mixed methods
Grissom, J. A., & Harrington, J. R. (2010). Investing in administrator efficacy: An examination of professional development as a tool for enhancing principal effectiveness. *American Journal of Education, 116*(4), 583-612. doi: 10.1086/653631	Building & district	Quantitative
Grissom, J. A., & Loeb, S. (2011). Triangulating principal effectiveness: How perspectives of parents, teachers, and assistant principals identify the central importance of managerial skills. *American Educational Research Journal, 48*(5), 1091-1123. doi: 10.3102/0002831211402663	Building	Quantitative
Guramatunhu-Mudiwa, P., & Scherz, S. D. (2013). Developing psychic income in school administration: The unique role school administrators can play. *Educational Management Administration & Leadership, 41*(3), 303-315. doi: 10.1177/1741143212474803	Building	Conceptual

Article	Level	Method
Hallinger, P., & Heck, R. H. (2011a). Conceptual and methodological issues in studying school leadership effects as a reciprocal process. *School Effectiveness and School Improvement, 22*(2), 149-173. doi: 10.1080/09243453.2011.565777	Building	Conceptual
Hallinger, P., & Heck, R. H. (2011b). Exploring the journey of school improvement: classifying and analyzing patterns of change in school improvement processes and learning outcomes. School Effectiveness and School Improvement, 22(1), 1-27. doi: 10.1080/09243453.2010.536322	Building	Conceptual
Hawk, N., & Martin, B. (2011). Understanding and reducing stress in the superintendency. *Educational Management Administration & Leadership, 39*(3), 364-389. doi: 10.1177/1741143210394000	District	Quantitative
Heck, R. H., & Moriyama, K. (2010). Examining relationships among elementary schools' contexts, leadership, instructional practices, and added-year outcomes: a regression discontinuity approach. *School Effectiveness and School Improvement, 21*(4), 377-408. doi: 10.1080/09243453.2010.500097	Building	Quantitative
Hentschke, G. C., Nayfack, M. B., & Wohlstetter, P. (2009). Exploring superintendent leadership in smaller urban districts: Does district size influence superintendent behavior? *Education and Urban Society, 41*(3), 317-337. doi: 10.1177/0013124508329626	District	Quantitative
Hernandez, F., & Kose, B. W. (2011). The developmental model of intercultural sensitivity: A tool for understanding principals' cultural competence. *Education and Urban Society, 44*(4), 512-530. doi: 10.1177/0013124510393336	Building	Conceptual
Hess, F. M. (2008). Looking for leadership: Assessing the case for mayoral control of urban school systems. *American Journal of Education, 114*(3), 219-245. doi: 10.1086/529502	State	Review
Hess, F. M. (2013). Principals: Don't settle for rolling the boulder. *Phi Delta Kappan, 94*(8), 22-26. Retrieved from http://intl.kappanmagazine.org/content/94/8/22.abstract	Building	Conceptual
Higgins, M. C., Weiner, J., & Young, L. (2012). Implementation teams: A new lever for organizational change. *Journal of Organizational Behavior, 33*(3), 366-388. doi: 10.1002/job.1773	District	Mixed methods
Hines, J. T. (2008). Making collaboration work in inclusive high school classrooms: Recommendations for principals. *Intervention in School and Clinic, 43*(5), 277-282. doi: 10.1177/1053451208314492	Building	Conceptual

Article	Level	Method
Honig, M. I. (2012). District central office leadership as teaching: How central office administrators support principals' development as instructional leaders. *Educational Administration Quarterly, 48*(4), 733-774. doi: 10.1177/0013161x12443258	District	Qualitative
Honig, M. I., & Coburn, C. (2008). Evidence-based decision making in school district central offices toward a policy and research agenda. *Educational Policy, 22*(4), 578-608. doi: 10.1177/0895904807307067	District	Review
Hopson, R. K. M., Hotep, U., Schneider, D. L., & Turenne, I. G. (2010). What's educational leadership without an African-centered perspective? Explorations and extrapolations. *Urban Education, 45*(6), 777-796. doi: 10.1177/0042085910384201	Building & district	Review
Horsford, S. D. (2010). Mixed feelings about mixed schools: Superintendents on the complex legacy of school desegregation. *Educational Administration Quarterly, 46*(3), 287-321. doi: 10.1177/0013161x10365825	District	Qualitative
Horsford, S. D. (2011). Vestiges of desegregation: Superintendent perspectives on educational inequality and (dis)integration in the post-Civil Rights Era. *Urban Education, 46*(1), 34-54. doi: 10.1177/0042085910391596	District	Qualitative
Howard, J. Y., Wrobel, S. L., & Nitta, K. A. (2010). Implementing change in an urban school district: A case study of the reorganization of the Little Rock School District. *Public Administration Review, 70*(6), 934-941. doi: 10.1111/j.1540-6210.2010.02229.x	Building & district	Qualitative
Hoy, W. K., & Tarter, C. J. (2011). Positive psychology and educational administration: An optimistic research agenda. *Educational Administration Quarterly, 47*(3), 427-445. doi: 10.1177/0013161x10396930	Building & district	Conceptual
Hulpia, H., Devos, G., & Rosseel, Y. (2009). The relationship between the perception of distributed leadership in secondary schools and teachers' and teacher leaders' job satisfaction and organizational commitment. *School Effectiveness and School Improvement, 20*(3), 291-317. doi: 10.1080/09243450902909840	Building	Quantitative
Ingle, W. K., Johnson, P. A., & Petroff, R. A. (2012). "Hired guns" and "legitimate voices": The politics and participants of levy campaigns in five Ohio school districts. *Educational Administration Quarterly, 48*(5), 814-858. doi: 10.1177/0013161x12448251	District	Qualitative
Ishimaru, A. (2013). From heroes to organizers: Principals and education organizing in urban school reform. *Educational Administration Quarterly, 49*(1), 3-51. doi: 10.1177/0013161x12448250	Building	Qualitative

Article	Level	Method
Jackson, K. M., & Marriott, C. (2012). The interaction of principal and teacher instructional influence as a measure of leadership as an organizational quality. *Educational Administration Quarterly, 48*(2), 230-258. doi: 10.1177/0013161x11432925	Building	Quantitative
Jennings, J. (2010). School choice or schools' choice? Managing in an era of accountability. *Sociology of Education, 83*(3), 227-247. doi: 10.1177/0038040710375688	Building	Qualitative
Johnson, L., Moller, J., Jacobson, S. L., & Wong, K. C. (2008). Cross-national comparisons in the International Successful School Principalship Project (ISSPP): The USA, Norway and China. *Scandinavian Journal of Educational Research, 52*(4), 407-422. doi: 10.1080/00313830802184582	Building	Mixed Methods
Johnson, P. E., & Chrispeels, J. H. (2010). Linking the central office and its schools for reform. *Educational Administration Quarterly, 46*(5), 738-775. doi: 10.1177/0013161x10377346	District	Qualitative
Kamler, E. (2009). Decade of difference (1995-2005): An examination of the superintendent search consultants' process on Long Island. *Educational Administration Quarterly, 45*(1), 115-144.	District	Qualitative
Kasman, M., & Loeb, S. (2013). Principals' perceptions of competition for students in Milwaukee schools. *Education Finance and Policy, 8*(1), 43-73. doi: 10.1162/EDFP_a_00082	Building	Quantitative
Kearney, W. S., Kelsey, C., & Herrington, D. (2013). Mindful leaders in highly effective schools: A mixed-method application of Hoy's M-scale. *Educational Management Administration & Leadership, 41*(3), 316-335. doi: 10.1177/1741143212474802	Building	Mixed methods
Khalifa, M. (2010). Validating social and cultural capital of hyperghettoized at-risk students. *Education and Urban Society, 42*(5), 620-646. doi: 10.1177/0013124510366225	Building	Qualitative
Khalifa, M. (2012). A Re-New-Ed Paradigm in successful urban school leadership: Principal as community leader. *Educational Administration Quarterly, 48*(3), 424-467. doi: 10.1177/0013161x11432922	Building	Qualitative
Kimball, S. M., & Milanowski, A. (2009). Examining teacher evaluation validity and leadership decision making within a standards-based evaluation system. *Educational Administration Quarterly, 45*(1), 34-70. doi: 10.1177/0013161x08327549	Building & district	Mixed methods
Knapp, M. S. (2008). How can organizational and sociocultural learning theories shed light on district instructional reform? *American Journal of Education, 114*(4), 521-539. doi: 10.1086/589313	District	Conceptual

Article	Level	Method
Kolbe, T., & Strunk, K. O. (2012). Economic incentives as a strategy for responding to teacher staffing problems: A typology of policies and practices. *Educational Administration Quarterly, 48*(5), 779-813. doi: 10.1177/0013161x12441011	Building & district	Conceptual
Kose, B. W. (2009). The principal's role in professional development for social justice An empirically based transformative framework. *Urban Education, 44*(6), 628-663. doi: 10.1177/0042085908322707	Building	Qualitative
Kose, B. W. (2011). Developing a transformative school vision: Lessons from peer-nominated principals. *Education and Urban Society, 43*(2), 119-136. doi: 10.1177/0013124510380231	Building	Qualitative
Kowalski, T. (2009). Need to address evidence-based practice in educational administration. *Educational Administration Quarterly, 45*(3), 351-374. doi: 10.1177/0013161x09333623	Building & district	Conceptual
Koyama, J. P. (2011). Generating, comparing, manipulating, categorizing, reporting, and sometimes fabricating data to comply with No Child Left Behind mandates. *Journal of Education Policy, 26*(5), 701-720. doi: 10.1080/02680939.2011.587542	District	Qualitative
Kruse, S. D. (2008). Reflections on leading and learning for change: An introduction. *Education and Urban Society, 40*(6), 655-669. doi: 10.1177/0013124508319532	Building & district	Review
Lee, M., Louis, K. S., & Anderson, S. (2012). Local education authorities and student learning: the effects of policies and practices. *School Effectiveness and School Improvement, 23*(2), 133-158. doi: 10.1080/09243453.2011.652125	District	Quantitative
Leithwood, K., & Jantzi, D. (2008). Linking leadership to student learning: The contributions of leader efficacy. *Educational Administration Quarterly, 44*(4), 496-528. doi: 10.1177/0013161x08321501	District	Quantitative
Leithwood, K., & Sun, J. P. (2012). The nature and effects of transformational school leadership: A meta-analytic review of unpublished research. *Educational Administration Quarterly, 48*(3), 387-423. doi: 10.1177/0013161x11436268	Building	Review
Levin, J. A., & Datnow, A. (2012). The principal role in data-driven decision making: using case-study data to develop multi-mediator models of educational reform. *School Effectiveness and School Improvement, 23*(2), 179-201. doi: 10.1080/09243453.2011.599394	Building	Qualitative
Libby F. G., Bowyer, J. B., & Linn, M. C. (2008). Principal leadership for technology-enhanced learning in science. *Journal of Science Education and Technology, 17*(1), 1- 18.	Building	Qualitative

Article	Level	Method
Loeb, S., Kalogrides, D., & Horng, E. L. (2010). Principal preferences and the uneven distribution of principals across schools. *Educational Evaluation and Policy Analysis, 32*(2), 205-229. doi: 10.3102/0162373710369833	Building	Quantitative
Louis, K. S., Dretzke, B., & Wahlstrom, K. (2010). How does leadership affect student achievement? Results from a national US survey. *School Effectiveness and School Improvement, 21*(3), 315-336. doi: 10.1080/09243453.2010.486586	Building	Quantitative
Louis, K. S., Thomas, E., Gordon, M. F., & Febey, K. S. (2008). State leadership for school improvement: An analysis of three states. *Educational Administration Quarterly, 44*(4), 562-592. doi: 10.1177/0013161x08323858	State	Qualitative
Luo, M. C. (2008). Structural equation modeling for high school principals' data-driven decision making: An analysis of information use environments. *Educational Administration Quarterly, 44*(5), 603-634. doi: 10.1177/0013161x08321506	Building	Quantitative
Lytle, J. H. (2012). Where is leadership heading? *Phi Delta Kappan, 93*(8), 54-57.	Building	Conceptual
Mangin, M. M. (2009). Literacy coach role implementation: How district context influences reform efforts. *Educational Administration Quarterly, 45*(5), 759-792. doi: 10.1177/0013161x09347731	District	Qualitative
Marsh, J. A. (2012). Interventions promoting educators' use of data: Research insights and gaps. *Teachers College Record, 114*(11), 1-48. Retrieved from http://www.tcrecord.org/	Building & district	Review
Matsumura, L. C., Sartoris, M., Bickel, D. D., & Garnier, H. E. (2009). Leadership for literacy coaching: The principal's role in launching a new coaching program. *Educational Administration Quarterly, 45*(5), 655-693. doi: 10.1177/0013161x09347341	Building	Mixed methods
Maxcy, B. (2009). New public management and district reform managerialism and deflection of local leadership in a Texas school district. *Urban Education, 44*(5), 489-521. doi: 10.1177/0042085908318778	District	Qualitative
May, H., Huff, J., & Goldring, E. (2012). A longitudinal study of principals' activities and student performance. *School Effectiveness and School Improvement, 23*(4), 417-439. doi: 10.1080/09243453.2012.678866	Building	Quantitative
May, H., & Supovitz, J. A. (2011). The scope of principal efforts to improve instruction. *Educational Administration Quarterly, 47*(2), 332-352. doi: 10.1177/0013161x10383411	Building	Mixed methods

Article	Level	Method
Mayberry, M., Chenneville, T., & Currie, S. (2013). Challenging the sounds of silence: A qualitative study of gay-straight alliances and school reform efforts. *Education and Urban Society, 45*(3), 307-339. doi: 10.1177/0013124511409400	Building & district	Qualitative
Miller, P. M. (2009). Boundary spanning in homeless children's education: Notes from an emergent faculty role in Pittsburgh. *Educational Administration Quarterly, 45*(4), 616-630. doi: 10.1177/0013161x09333622	Building & district	Qualitative
Miller, P. M. (2011a). A critical analysis of the research on student homelessness. *Review of Educational Research, 81*(3), 308-337. doi: 10.3102/0034654311415120	Building & district	Review
Miller, P. M. (2011b). An examination of the McKinney-Vento Act and its influence on the homeless education situation. *Educational Policy, 25*(3), 424-450. doi: 10.1177/0895904809351692	Building & district	Qualitative
Miller, P. M. (2011c). Homeless families' education networks: An examination of access and mobilization. *Educational Administration Quarterly, 47*(4), 543-581. doi: 10.1177/0013161x11401615	Building	Qualitative
Miller, P. M. (2012). Community-based education and social capital in an urban after-school program. *Education and Urban Society, 44*(1), 35-60. doi: 10.1177/0013124510380910	Building	Qualitative
Miller, P. M., Brown, T., & Hopson, R. (2011). Centering love, hope, and trust in the community: Transformative urban leadership informed by Paulo Freire. *Urban Education, 46*(5), 1078-1099. doi: 10.1177/0042085910395951	Building	Qualitative
Mitra, D. L. (2009). The role of intermediary organizations in sustaining student voice initiatives. *Teachers College Record, 111(7*), 1834-1869.	Building	Qualitative
Mitra, D. L., & Frick, W. C. (2011). Civic capacity in educational reform efforts: Emerging and established regimes in rust belt cities. *Educational Policy, 25*(5), 810-843. doi: 10.1177/0895904810386597	State	Qualitative
Mountford, M., & Brunner, C. C. (2010). Gendered behavior patterns in school board governance. *Teachers College Record, 112*(8), 2067-2117. Retrieved from http://www.tcrecord.org/	District	Qualitative
Mueller, T. G., Singer, G. H. S., & Draper, L. M. (2008). Reducing parental dissatisfaction with special education in two school districts: Implementing conflict prevention and alternative dispute resolution. *Journal of Educational and Psychological Consultation, 18*(3), 191-233. doi: 10.1080/10474410701864339	District	Qualitative

Article	Level	Method
Mullen, C. A., & Hutinger, J. L. (2008). The principal's role in fostering collaborative learning communities through faculty study group development. *Theory into Practice, 47*(4), 276-285. doi: 10.1080/00405840802329136	Building	Conceptual
Myung, J., Loeb, S., & Horng, E. (2011). Tapping the principal pipeline: Identifying talent for future school leadership in the absence of formal succession management programs. *Educational Administration Quarterly, 47*(5), 695-727. doi: 10.1177/0013161x11406112	Building	Quantitative
Ni, Y. M. (2012). Teacher working conditions in charter schools and traditional public schools: A comparative study. *Teachers College Record, 114*(3), 1-26. Retrieved from http://www.tcrecord.org/	District	Quantitative
O'Connor, E. P., & Freeman, E. W. (2012). District-level considerations in supporting and sustaining RtI implementation. *Psychology in the Schools, 49*(3), 297-310. doi: 10.1002/pits.21598	District	Review
Orozco, R. A. (2011). "It is certainly strange ... ": Attacks on ethnic studies and Whiteness as property. *Journal of Education Policy, 26*(6), 819-838. doi: 10.1080/02680939.2011.587540	State	Qualitative
Orozco, R. A. (2012). Racism and power: Arizona politicians' use of the discourse of anti-Americanism against Mexican American studies. *Hispanic Journal of Behavioral Sciences, 34*(1), 43-60. doi: 10.1177/0739986311430209	State	Qualitative
Orr, M. T. (2010). Pipeline to preparation to advancement: Graduates' experiences in, through, and beyond leadership preparation. *Educational Administration Quarterly, 47*(1), 114-172. doi: 10.1177/0011000010378612	Building	Quantitative
Orr, M. T., & Orphanos, S. (2011). How graduate-level preparation influences the effectiveness of school leaders: A comparison of the outcomes of exemplary and conventional leadership preparation programs for principals. *Educational Administration Quarterly, 47*(1), 18-70. doi: 10.1177/0011000010378610	Building	Quantitative
Owens, C. T., & Kukla-Acevedo, S. (2012). Network diversity and the ability of public managers to influence performance. *American Review of Public Administration, 42*(2), 226-245. doi: 10.1177/0275074011398118	District	Quantitative
Partridge, M., & Sass, T. (2011). The productivity of elected and appointed officials: the case of school superintendents. *Public Choice, 149*(1-2), 133-149. doi: 10.1007/s11127-011-9832-9	District	Quantitative

Article	Level	Method
Parylo, O., Zepeda, S. J., & Bengtson, E. (2012). Principals' experiences of being evaluated: a phenomenological study. *Educational Assessment Evaluation and Accountability, 24*(3), 215-238. doi: 10.1007/s11092-012-9150-x	Building	Qualitative
Peck, C., & Reitzug, U. C. (2012). How existing business management concepts become school leadership fashions. *Educational Administration Quarterly, 48*(2), 347-381. doi: 10.1177/0013161x11432924	Building & district	Conceptual
Penuel, W. R., Riel, M., Joshi, A., Pearlman, L., Kim, C. M., & Frank, K. A. (2010). The alignment of the informal and formal organizational supports for reform: Implications for improving teaching in schools. *Educational Administration Quarterly, 46*(1), 57-95. doi: 10.1177/1094670509353180	Building	Mixed methods
Pijanowski, J. C., & Brady, K. P. (2009). The influence of salary in attracting and retaining school leaders. *Education and Urban Society, 42*(1), 25-41. doi: 10.1177/0013124509342952	Building	Quantitative
Porter, A. C., Polikoff, M. S., Goldring, E., Murphy, J., Elliott, S. N., & May, H. (2010). Developing a psychometrically sound assessment of school leadership: The VAL-ED as a case study. *Educational Administration Quarterly, 46*(2), 135-173. doi: 10.1177/1094670510361747	Building	Mixed methods
Price, H. E. (2012). Principal-teacher interactions: How affective relationships shape principal and teacher attitudes. *Educational Administration Quarterly, 48*(1), 39-85. doi: 10.1177/0013161x11417126	Building	Quantitative
Printy, S. M. (2008). Leadership for teacher learning: A community of practice perspective. *Educational Administration Quarterly, 44*(2), 187-226. doi: 10.1177/0013161x07312958	Building	Quantitative
Probart, C., McDonnell, E., Weirich, J. E., Schilling, L., & Fekete, V. (2008). Statewide assessment of local wellness policies in Pennsylvania public school districts. *Journal of the American Dietetic Association, 108*(9), 1497-1502. doi: 10.1016/j.jada.2008.06.429	District	Quantitative
Reitzug, U. C., West, D. L., & Angel, R. (2008). Conceptualizing instructional leadership: The voices of principals. *Education and Urban Society, 40*(6), 694-714. doi: 10.1177/0013124508319583	Building	Qualitative
Resnick, L. B. (2010). Nested learning systems for the thinking curriculum. *Educational Researcher, 39*(3), 183-197. doi: 10.3102/0013189x10364671	Building & district	Conceptual

Article	Level	Method
Richards, C. E. (2009). Toward a pedagogy of self. *Teachers College Record, 111*(12), 2732-2759. Retrieved from http://www.tcrecord.org/	Building	Qualitative
Richardson, J. (2013). Principals as solo performers. *Phi Delta Kappan, 94*(8), 4-4. Retrieved from http://intl.kappanmagazine.org/content/94/8/4.abstract	Building	Qualitative
Rickard, M. L., Price, J. H., Telljohann, S. K., Dake, J. A., & Fink, B. N. (2011). School superintendents' perceptions of schools assisting students in obtaining public health insurance. *Journal of School Health, 81*(12), 756-763. doi: 10.1111/j.1746-1561.2011.00655.x	District	Quantitative
Rinke, C., & Valli, L. (2010). Making adequate yearly progress: Teacher learning in school-based accountability contexts. *Teachers College Record, 112*(3), 645-684. Retrieved from http://www.tcrecord.org/	Building	Qualitative
Roberts, S. M., Pobocik, R. S., Deek, R., Besgrove, A., & Prostine, B. A. (2009). A qualitative study of junior high school principals' and school food service directors' experiences with the Texas School Nutrition Policy. *Journal of Nutrition Education and Behavior, 41*(4), 293-299. doi: 10.1016/j.jneb.2008.05.010	Building	Qualitative
Rorrer, A. K., Skra, L., & Scheurich, J. J. (2008). Districts as institutional actors in educational reform. *Educational Administration Quarterly, 44*(3), 307-358. doi: 10.1177/0013161x08318962	District	Conceptual
Sanders, M. (2009). Collaborating for change: How an urban school district and a community-based organization support and sustain school, family, and community partnerships. *Teachers College Record, 111*(7), 1693-1712. Retrieved from http://www.tcrecord.org/	District	Qualitative
Sanders, M. G. (2012a). Achieving scale at the district level: A longitudinal multiple case study of a partnership reform. *Educational Administration Quarterly, 48*(1), 154-186. doi: 10.1177/0013161x11417432	District	Qualitative
Sanders, M. G. (2012b). Sustaining programs of school, family, and community partnerships: A qualitative longitudinal study of two districts. *Educational Policy, 26*(6), 845-869. doi: 10.1177/0895904811417591	District	Qualitative
Saunders, W. M., Goldenberg, C. N., & Gallimore, R. (2009). Increasing achievement by focusing grade-level teams on improving classroom learning: A prospective, quasi-experimental study of Title I Schools. *American Educational Research Journal, 46*(4), 1006-1033. doi: 10.3102/0002831209333185	Building	Mixed methods

Article	Level	Method
Scanlan, M. (2013). A learning architecture: How school leaders can design for learning social justice. *Educational Administration Quarterly, 49*(2), 348-391. doi: 10.1177/0013161x12456699	Building & district	Qualitative
Scanlan, M., & Lopez, F. (2012). Vamos! How school leaders promote equity and excellence for bilingual students. *Educational Administration Quarterly, 48*(4), 583-625. doi: 10.1177/0013161x11436270-	Building	Review
Schechter, C. (2011). Toward communal negotiation of meaning in schools: Principals' perceptions of collective learning from success. *Teachers College Record, 113*(11), 2415-2459. Retrieved from http://www.tcrecord.org/	Building	Qualitative
Schelly, C., Cross, J. E., Franzen, W. S., Hall, P., & Reeve, S. (2011). Reducing energy consumption and creating a conservation culture in organizations: A case study of one public school district. *Environment and Behavior, 43*(3), 316-343. doi: 10.1177/0013916510371754	Building & district	Qualitative
Schildkamp, K., Ehren, M., & Lai, M. K. (2012). Editorial article for the special issue on data-based decision making around the world: from policy to practice to results. *School Effectiveness and School Improvement, 23*(2), 123-131. doi: 10.1080/09243453.2011.652122	Building & district	Conceptual
Schwartz, M. B., Henderson, K. E., Falbe, J., Novak, S. A., Wharton, C. M., Long, M. W., & Fiore, S. S. (2012). Strength and comprehensiveness of district school wellness policies predict policy implementation at the school level. *Journal of School Health, 82*(6), 262-267. doi: 10.1111/j.1746-1561.2012.00696.x	Building & district	Quantitative
Sebastian, J., & Allensworth, E. (2012). The influence of principal leadership on classroom instruction and student learning: A study of mediated pathways to learning. *Educational Administration Quarterly, 48*(4), 626-663. doi: 10.1177/0013161x11436273	Building	Quantitative
Shelden, D. L., Angell, M. E., Stoner, J. B., & Roseland, B. D. (2010). School principals' influence on trust: Perspectives of mothers of children with disabilities. *Journal of Educational Research, 103*(3), 159-170. doi: 10.1080/00220670903382921	Building	Qualitative
Shen, J. P., Cooley, V., Ma, X., Reeves, P. L., Burt, W. L., Rainey, J. M., & Yuan, W. H. (2012). Data-informed decision making on high-impact strategies: Developing and validating an instrument for principals. *Journal of Experimental Education, 80*(1), 1-25. doi: 10.1080/00220973.2010.550338-	Building	Conceptual
Sherman, W. H. (2008). No Child Left Behind - A legislative catalyst for superintendent action to eliminate test-score gaps? *Educational Policy, 22*(5), 675-704. doi: 10.1177/0895904807307063	District	Qualitative

Article	Level	Method
Shields, C. M. (2010). Transformative leadership: Working for equity in diverse contexts. *Educational Administration Quarterly, 46*(4), 558-589. doi: 10.1177/0013161x10375609	Building	Qualitative
Silva, J. P., White, G. P., & Yoshida, R. K. (2011). The direct effects of principal-student discussions on eighth grade students' gains in reading achievement: An experimental study. *Educational Administration Quarterly, 47*(5), 772-793. doi: 10.1177/0013161x11404219	Building	Mixed Methods
Singh, M., & Al-Fadhli, H. (2011). Does school leadership matter in the NCLB Era? *Journal of Black Studies, 42*(5), 751-767. doi: 10.1177/0021934710372895	Building & district	Qualitative
Slavin, R. E., Cheung, A., Holmes, G., Madden, N. A., & Chamberlain, A. (2013). Effects of a data-driven district reform model on state assessment outcomes. *American Educational Research Journal, 50*(2), 371-396. doi: 10.3102/0002831212466909	District	Quantitative
Sloan, K. (2008). The expanding educational services sector: Neoliberalism and the corporatization of curriculum at the local level in the US. *Journal of Curriculum Studies, 40*(5), 555-578. doi: 10.1080/00220270701784673	District	Qualitative
Smith, B. (2008). Deregulation and the New Leader agenda: Outcomes and lessons from Michigan. *Educational Administration Quarterly, 44*(1), 30-65. doi: 10.1177/0013161x07306454	State	Qualitative
Smith, B. N., & Hains, B. J. (2012). Examining administrators' disciplinary philosophies: A conceptual model. *Educational Administration Quarterly, 48*(3), 548-576. doi: 10.1177/0013161x12441363	Building	Qualitative
Smith, S. S., Kedrowski, K. M., Ellis, J. M., & Longshaw, J. (2008). "Your Father Works For My Father": Race, class, and the politics of voluntarily mandated desegregation. *Teachers College Record, 110*(5), 986-1032.	District	Qualitative
Sonstelie, J. (2008). Resource needs of California public schools: Results from a survey of teachers, principals, and superintendents. *Education Finance and Policy, 3*(1), 58-89. doi: 10.1162/edfp.2008.3.1.58	Building & district	Quantitative
Spencer, J. (2012). From "cultural deprivation" to cultural capital: The roots and continued relevance of compensatory education. *Teachers College Record, 114*(6). doi: 060303	Building	Qualitative

Article	Level	Method
Spillane, J. P., Healey, K., & Parise, L. M. (2009). School leaders' opportunities to learn: A descriptive analysis from a distributed perspective. *Educational Review, 61*(4), 407-432. doi: 10.1080/00131910903403998	Building	Mixed methods
Spillane, J. P., & Hunt, B. R. (2010). Days of their lives: A mixed-methods, descriptive analysis of the men and women at work in the principal's office. *Journal of Curriculum Studies, 42*(3), 293-331. doi: 10.1080/00220270903527623	Building	Mixed methods
Spillane, J. P., & Zuberi, A. (2009). Designing and piloting a leadership daily practice log using logs to study the practice of leadership. *Educational Administration Quarterly, 45*(3), 375-423. doi: 10.1177/0013161x08329290	Building	Mixed methods
Spiro, J. D. (2013). Effective principals in action. *Phi Delta Kappan, 94*(8), 27-31	Building	Conceptual
Stillman, J. (2011). Teacher learning in an era of high-stakes accountability: Productive tension and critical professional practice. *Teachers College Record, 113*(1), 133-180. Retrieved from http://www.tcrecord.org/	Building	Qualitative
Stipek, D. (2012). Context matters: Effects of student characteristics and perceived administrative and parental support on teacher self-efficacy. *Elementary School Journal, 112*(4), 590-606. doi: 10.1086/664489	Building	Quantitative
Sun, M., Youngs, P., Yang, H. Y., Chu, H. Q., & Zhao, Q. (2012). Association of district principal evaluation with learning-centered leadership practice: Evidence from Michigan and Beijing. *Educational Assessment Evaluation and Accountability, 24*(3), 189-213. doi: 10.1007/s11092-012-9145-7	District	Quantitative
Supovitz, J., Sirinides, P., & May, H. (2010). How principals and peers influence teaching and learning. *Educational Administration Quarterly, 46*(1), 31-56. doi: 10.1177/1094670509353043	Building	Quantitative
Swanstrom, T., Winter, W., Sherraden, M., & Lake, J. (2013). Civic capacity and school/community partnerships in a fragmented suburban setting: The case of 24:1. *Journal of Urban Affairs, 35*(1), 25-42. doi: 10.1111/juaf.12005	District	Qualitative
Theoharis, G. (2008). Woven in deeply identity and leadership of urban social justice principals. *Education and Urban Society, 41*(1), 3-25. doi: 10.1177/0013124508321372	Building	Qualitative

Article	Level	Method
Theoharis, G. (2010). Disrupting injustice: Principals narrate the strategies they use to improve their schools and advance social justice. *Teachers College Record, 112*(1), 331-373. Retrieved from http://www.tcrecord.org/	Building	Qualitative
Theoharis, G., & Haddix, M. (2011). Undermining racism and a whiteness ideology: White principals living a commitment to equitable and excellent schools. *Urban Education, 46*(6), 1332-1351. doi: 10.1177/0042085911416012	Building	Qualitative
Theoharis, G., & O'Toole, J. (2011). Leading inclusive ELL: Social justice leadership for English language learners. *Educational Administration Quarterly, 47*(4), 646-688. doi: 10.1177/0013161x11401616	Building	Qualitative
Tillman, L. C. (2008). The scholarship of Dr. Asa G. Hilliard, III: Implications for Black principal leadership. *Review of Educational Research, 78(*3), 589-607. doi: 10.3102/0034654308321454	Building	Review
Timar, T. B., & Chyu, K. K. (2010). State strategies to improve low-performing schools: California's high priority schools grant program. *Teachers College Record, 112*(7), 1897-1936. Retrieved from http://www.tcrecord.org/	Building	Qualitative
Torenvlied, R., Akkerman, A., Meier, K. J., & O'Toole, L. J. (2013). The multiple dimensions of managerial networking. *American Review of Public Administration, 43*(3), 251-272. doi: 10.1177/0275074012440497	District	Quantitative
Torres, M. S., & Stefkovich, J. A. (2009). Demographics and police involvement: Implications for student civil liberties and just leadership. *Educational Administration Quarterly, 45*(3), 450-473. doi: 10.1177/0013161x09335545	Building	Quantitative
Tschannen-Moran, M. (2009). Fostering teacher professionalism in schools: The role of leadership orientation and trust. *Educational Administration Quarterly, 45*(2), 217-247. doi: 10.1177/0013161x08330501	Building	Quantitative
Varrati, A. M., Lavine, M. E., & Turner, S. L. (2009). A new conceptual model for principal involvement and professional collaboration in teacher education. *Teachers College Record, 111*(2), 480-510. Retrieved from http://www.tcrecord.org/	Building	Qualitative
Ware, H. W., & Kitsantas, A. (2011). Predicting teacher commitment using principal and teacher efficacy variables: An HLM Approach. *Journal of Educational Research, 104*(3), 183-193. doi: 10.1080/00220671003638543	Building	Quantitative

Article	Level	Method
White-Smith, K. A., & White, M. A. (2009). High school reform implementation: Principals' perceptions on their leadership role. *Urban Education, 44*(3), 259-279. doi: 10.1177/0042085909333942	Building	Qualitative
Williams, L. A., Atkinson, L. C., Cate, J. M., & O'Hair, M. J. (2008). Mutual support between learning community development and technology integration: Impact on school practices and student achievement. *Theory into Practice, 47*(4), 294-302. doi: 10.1080/00405840802329219	Building & district	Qualitative
Williams, P. R., Tabernik, A. M., & Krivak, T. (2009). The power of leadership, collaboration and professional development: The story of the SMART consortium. *Education and Urban Society, 41*(4), 437-456. doi: 10.1177/0013124509331606	District	Qualitative
Wong, K. K. (2011). Redesigning urban districts in the USA: Mayoral accountability and the diverse provider model. *Educational Management Administration & Leadership, 39*(4), 486-500. doi: 10.1177/1741143211404952	District	Conceptual
Ylimaki, R. M. (2012). Curriculum leadership in a conservative era. *Educational Administration Quarterly, 48*(2), 304-346. doi: 10.1177/0013161x11427393	Building	Qualitative
Ylimaki, R. M., & Brunner, C. C. (2011). Power and collaboration-consensus/conflict in curriculum leadership: Status quo or change? *American Educational Research Journal, 48*(6), 1258-1285. doi: 10.3102/0002831211409188	District	Qualitative

Table E2. Professional Organization Reports (2007–2013)

Organization	Citation
American Association of School Superintendents	Kowalski, T. J., McCord, R. S., Peterson, G. J., Young, P. I., & Ellerson, N. M. (2011). *The American school superintendent: 2010 decennial study*. Lanham, MD: R&L Education.
George Bush Institute	Briggs, K., Cheney, G. R., Davis, J., & Moll, K. (2013). *Operating in the dark: What outdated state policies and data gaps mean for effective school leadership*. Dallas, TX: George Bush Institute. Retrieved from http://www.bushcenter.org/alliance-reform-education-leadership/arel-state-policy-project
Center for American Progress	Cheney, G. R., & Davis, J. (2011). *Gateways to the principalship: State power to improve the quality of school leaders*. Washington, DC: Center for American Progress. Retrieved from http://www.americanprogress.org/issues/2011/10/pdf/principalship.pdf

Organization	Citation
Council of Chief State School Officers	Council of Chief State School Officers. (2013). *Common Core State Standards: Implementation tools and resources.* Washington, DC: Author. Retrieved from http://www.ccsso.org/Documents/2012/Common_Core_Resources.pdf
	Council of Chief State School Officers. (2012). *Our responsibility, our promise: Transforming educator preparation and entry into the profession.* Washington, DC: Author. Retrieved from http://www.ccsso.org/Documents/2012/Our%20Responsibility%20Our%20Promise_2012.pdf
Denver Public Schools	Denver Public Schools. (2012). *DPS school leadership framework.* Denver, CO: Author. Retrieved from http://leap.dpsk12.org/The-Framework/School-Leadership.aspx
Education Commission of the States	Christie, K., Thompson, B., & Whiteley, G. (2009). *Strong leaders, strong achievement: Model policy for producing the leaders to drive student success.* Denver, CO: Education Commission of the States. Retrieved from http://www.ecs.org/clearinghouse/79/23/7923.pdf
National Association of Elementary School Principals & National Association for Secondary School Principals	National Association of Elementary School Principals & National Association for Secondary School Principals. (2013). *Leadership matters: What the research says about the importance of principal leadership.* Alexandria, VA: Author. Retrieved from http://www.nassp.org/Content/158/leadership_matters_screen.pdf
National Association of State Boards of Education	Sun, C. (2011). *School leadership: Improving state systems for leader development.* Arlington, VA: National Association of State Boards of Education. Retrieved from http://www.wallacefoundation.org/knowledge-center/school-leadership/state-policy/Documents/NASBE-Discussion-Guide-School-Leadership-Improving-State-Systems-for-Leader-Development.pdf
National Bureau of Economic Research	Béteille, T., Kalogrides, D., & Loeb, S. (2011). *Stepping stones: Principal career paths and school outcomes.* Cambridge, MA: National Bureau of Economic Research. Retrieved from http://www.nber.org/papers/w17243.pdf
New Leaders for New Schools	Ikemoto, G., Taliaferro, L., & Adams, E. (2012). *Playmakers: How great principals build and lead great teams of teachers.* New York, NY: New Leaders for New Schools. Retrieved from http://www.newleaders.org/wp-content/uploads/Playmakers.ExecSummary.pdf
	New Leaders for New Schools. (2009). *Principal effectiveness: A new principalship to drive student achievement, teacher effectiveness, and school turnarounds.* New York, NY: Author. Retrieved from http://www.schoolsmovingup.net/cs/smu/download/rs/24121/principal_effectiveness_nlns.pdf

Organization	Citation
	New Leaders for New Schools. (2012). *Re-Imagining state policy: A guide to building systems that support effective principals.* New York: Author. Retrieved from http://www.newleaders.org/wpcontent/uploads/ NewLeaders_StatePolicyGuide.pdf
Rainwater Charitable Foundation	Cheney, G. R., Davis, J., Garrett, K., & Holleran, J. (2010). *A new approach to principal preparation: Innovative programs share their practices and lessons learned*. Fort Worth, TX: Rainwater Charitable Foundation. Retrieved from http://www.anewapproach.org/docs/a_new_approach.pdf
Southern Regional Education Board	Bottoms, G., & Fry, B. (2009). *The district leadership challenge: Empowering principals to improve teaching and learning*. Atlanta, GA: Southern Regional Education Board. Retrieved from http://www.wallacefoundation.org/ knowledge-center/school-leadership/district-policy-and-practice/Documents/ District-Leadership-Challenge-Empowering-Principals.pdf
	Southern Regional Education Board. (2010). *The three essentials: Improving schools requires district vision, district and state support, and principal leadership*. Atlanta, GA: Author. Retrieved from http://publications.sreb.org/2010/10V16_Three_Essentials.pdf
The Wallace Foundation	Darling-Hammond, L., LaPointe, M., Meyerson, D., & Orr, M. (2007). *Preparing school leaders for a changing world: Lessons from exemplary leadership development programs*. New York, NY: The Wallace Foundation. Retrieved from http://www.wallacefoundation.org/knowledge-center/school-leadership/ key-research/Pages/Preparing-School-Leaders.aspx
	Honig, M. I., Copland, M. A., Rainey, L., Lorton, J. A., & Newton, M. (2010). *Central office transformation for district-wide teaching and learning improvemen*t. New York, NY: The Wallace Foundation. Retrieved from http://www.wallacefoundation.org/knowledge-center/school-leadership/ district-policy-and-practice/Documents/Central-Office-Transformation-District -Wide-Teaching-and-Learning.pdf
	Orr, M. T, King, C., & LaPointe, M. (2010). *Districts developing leaders: Lessons on consumer actions and program approaches from eight urban districts*. New York, NY: The Wallace Foundation. Retrieved from http://www.wallacefoundation.org/knowledge-center/school-leadership/ key-research/Documents/Districts-Developing-Leaders.pdf
	The Wallace Foundation. (2010). *Education leadership: An agenda for school improvement*. New York, NY: Author. Retrieved from http://www .wallacefoundation.org/knowledge-center/school-leadership/key-research/ Documents/education-leadership-an-agenda-for-school-improvement.pdf
	Mendels, P. (2012). *Principals in the pipeline: Districts construct a framework to develop school leadership.* New York, NY: The Wallace Foundation. Retrieved from http://www.wallacefoundation.org/knowledge-center/school-leadership/ district-policy-and-practice/Documents/Principals-in-the-Pipeline.pdf

Organization	Citation
	Mitgang, L. (2012). *The making of the principal: Five lessons in leadership training*. New York, NY: The Wallace Foundation. Retrieved from http://www.wallacefoundation.org/knowledge-center/school-leadership/effective-principal-leadership/Documents/The-Making-of-the-Principal-Five-Lessons-in-Leadership-Training.pdf
	Mitgang, L. (2013). *Districts matter: Cultivating the principals urban schools need.* New York, NY: The Wallace Foundation. Retrieved from http://www.wallacefoundation.org/knowledge-center/school-leadership/district-policy-and-practice/Pages/Districts-Matter-Cultivating-the-Principals-Urban-Schools-Need.aspx
	The Wallace Foundation. (n.d.) *Recent leader standards*. New York, NY: Author. Retrieved from http://www.wallacefoundation.org/knowledge-center/school-leadership/principal-training/Documents/Recent-Leader-Standards.pdf
	The Wallace Foundation. (2013). *The school principal as leader: Guiding schools to better teaching and learning* (2nd ed.). New York, NY: Author. Retrieved from http://www.wallacefoundation.org/knowledge-center/school-leadership/effective-principal-leadership/Documents/The-School-Principal-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning-2nd-Ed.pdf

Appendix F
Impact Factors of Journals Informing ELCC Analysis

Journal	5-year impact factor
Aggressive Behavior	2.523
American Education Research Journal	3.760
American Journal of Education	1.157
American Review of Public Administration	1.257
British Journal of Sociology of Education	1.039
Education and Urban Society	0.527
Education Finance and Policy	1.170
Educational Administration Quarterly	1.704
Educational Assessment, Evaluation and Accountability	0.679
Educational Evaluation and Policy Analysis	2.531
Educational Management Administration & Leadership*	0.541
Educational Policy	0.755
Educational Researcher*	3.477
Educational Review	0.844
Elementary School Journal	1.716
Environment and Behavior	2.464
Evaluation and Program Planning	1.343
Health Promotion International	2.125
Hispanic Journal of Behavioral Sciences	1.182
Intellectual and Developmental Disabilities	1.397
International Journal of Educational Development	1.134
Intervention in School and Clinic	0.441
Journal of Black Studies	0.325
Journal of Curriculum Studies	0.770
Journal of Education Policy	1.453
Journal of Educational and Psychological Consultation	0.691
Journal of Educational Research	1.145
Journal of Experimental Education	1.789
Journal of Nutrition Education and Behavior	2.359
Journal of Organizational Behavior	4.226
Journal of Organizational Change Management	0.977
Journal of Positive Behavior Interventions	2.591

Journal	5-year impact factor
Journal of School Health	2.014
*Journal of Science Education Technology**	1.257
Journal of Teaching in Physical Education	1.132
Journal of the American Academy of Child & Adolescent Psychiatry	7.148
Journal of the American Dietetic Association	4.051
Journal of Urban Affairs	1.500
Paedagogica Historica	0.495
Phi Delta Kappan	0.223
Psychology in the Schools	1.159
Public Administration	1.583
Public Administration Review	1.546
Public Choice	1.255
Review of Educational Research	5.910
Scandinavian Journal of Educational Research	0.665
School Effectiveness and School Improvement	0.894
Small Group Research	1.604
Social Science Quarterly	1.407
Social Science Research	1.949
Sociology of Education	2.667
Teachers College Record	1.191
Teaching and Teacher Education	1.594
Theory Into Practice	0.725
Urban Education	0.916

Appendix G
Methods Used to Conduct ELCC Analysis

Phase 1: Identification

a. State and District Needs: National-level publically available reports on state and district needs for building and district leadership published between 2007 and 2013.

b. Current empirical research and conceptual and review scholarship on school and district leadership: Articles published between 2008 and 2013 in journals listed in the Web of Science data base

Phase 2: Selection process

Based on the research question the following search parameters were developed for selecting reports and research:

    i. Published between January 2008 and June 2013

    ii. Empirical research (qualitative, quantitative, or mixed methods)

    iii. Conceptual or review articles

    iv. Focus of Research

      a. focuses on aspiring leader preparation

      b. focuses directly on what building or district must know and be able to do

      c. discusses implications for leadership preparation

      d. discusses implications for what building or district leaders must know and be able to but does not study the actual work of leaders

Research articles: Web of Science Search Protocol

1. Search protocol

    a. Use Search terms:

      Principal* AND School
      Refined with term leader* - to capture all forms of leadership
      Superintendent* AND District
      Refined with term leader* - to capture all forms of leadership

    b. Apply Refinements:

      o EDUCATION EDUCATIONAL RESEARCH OR SOCIAL ISSUES) AND Countries/Territories=(USA) AND

      o Web of Science Categories=(EDUCATION EDUCATIONAL RESEARCH) AND Languages=(ENGLISH) AND

      o Document Types=(ARTICLE OR REVIEW OR PROCEEDINGS PAPER)

      o Timespan=2008-2013.

      o Databases=SSCI, A&HCI.

2. Selection procedures: Research articles

    a) Select articles that discuss the work of building or district leaders by reviewing title or abstract if not clear

b) Upload into Endnote (or EndnoteWeb) by making sure to select "abstract" and "full record" before uploading.

c) In Endnote (or EndnoteWeb) review abstracts and move into one of the following groups:
  i.   Empirical research (qualitative, quantitative or mixed methods)
  ii. Review of research
  iii. Conceptual scholarship

d) Review abstracts of references in empirical research group to determine if it
  - focuses directly on what building or district must know and be able to do: or
  - discusses implications for what building or district leaders must know and be able to but does not study the actual work of leaders

e) Find and download and then attach articles to endnote reference that report on empirical research focused directly on what building or district leaders must know and be able to do

f) (for coding purposes note citations and impact factor of journal)

Phase 3: Analysis

1. All sources uploaded into NVivo, a computer assisted qualitative data analysis program, and were classified and coded for evidence of support for the ELCC standards and/or elements.

2. Coding was verified and checked.

3. Queries of coded text were run to identify patterns of support for ELCC standards.

Appendix H
About the Survey Respondents

Survey 1

To learn more about the consequences of various sources of pressure to enhance the quality and content of leadership preparation programs in the United States, UCEA surveyed 170 institutions with doctoral and masters level preparation programs in educational leadership during June and early July 2013. A total of 55 programs responded, 86% of which were public institutions.

Most of the responding programs were university based (88%), with many delivering their program at other locations: at a district location (53%) or other locations (28%). Many programs use some online course delivery but the majority (60%) are delivered using a hybrid format (offering a mix of online and in-person delivery), with some delivered as online asynchronous (30%) or synchronous (16%).

Within the last few years, many of the programs have added new programs. Program directors revealed the following:

- 42% added one or more new programs related to educational leadership
- 15% added noncertified educational leadership programs (such as teacher leadership)
- 9% added other programs, not related to leadership

Most (81%) of these program additions were made possible by university funding (e.g., student tuition). A large percentage were made possible by state funding (53%), whereas small percentages were made possible by grants (16%) and district funding (9%).

A strong majority of program directors reported that their programs require one or more types of field experiences:

- Internship (77%)
- Field-embedded class assignments (77%)
- Field-based practicum (63%)

Very few require a full-time, full-year internship that would most accurately simulate the experience of a school leadership position (12%).

The majority of program directors reported that they use a combination of formative and summative assessments to evaluate and recommend their candidates for program completion and graduation:

- 61% require a portfolio of candidates' professional preparation work, projects, and accomplishments
- 44% require a capstone or culminating project
- 39% require a final exam or assessment

Most programs administer a formal system to track graduate career outcomes:

- At the time of graduation (71%)
- Once after graduation (33%)

- More than once after graduation (33%)

Most program directors reported that they compile and use other postgraduate data on candidates' performance:

- State licensure assessment data on program completers (83%)
- Survey of employers about graduates (55%)
- Student performance data for schools lead by graduates (24%)

While preparation programs are often considered static entities, in reality they are organized and delivered by a team of professionals that can change over time. Based on responses from our sample, a majority of programs have experienced changes in the number of tenured, untenured, and adjunct faculty over the last 5 years. Of the programs that have experienced changes, more programs have seen the number of tenured faculty decrease, the number of untenured faculty increase, and the number of adjuncts increase. It is unclear why this is the trend, but it could be related to financial considerations and efforts to engage practicing professionals in preparation programs.

Table H1. Percentage of Program Directors who Reported That the Number of Faculty and Other Staff in Their Program Increased or Decreased Over the Last 5 Years

Type	% with change	% with no change	Of those with changes, the percentage with	
			Number increased	Number decreased
Tenured	69	31	45	55
Untenured	58	42	69	31
Split time	33	67	28	72
Part-time clinical faculty	45	55	44	56
Instructors	38	62	52	48
Adjuncts	56	44	81	19
Other	15	85	25	75

Survey 2

UCEA worked with the ELCC to develop a similar survey for programs participating in the ELCC review process, though specific questions were included which focused on the impact of the ELCC review process. Twenty-six program directors responded to these questions, 73% from public institutions.

Most of the responding programs were university based (71%), with many delivering their program at other locations: at a district location (33%) or other locations (29%). Many programs use some online course delivery, but the majority (67%) are delivered using a hybrid format (offering a mix of online and in-person delivery), with some delivered as online asynchronous (29%) or synchronous (19%).

Within the last few years, many of the programs have added new programs. Program directors revealed the following:

- 38% added one or more new programs related to educational leadership
- 14% added noncertified educational leadership programs (such as teacher leadership)

- 14% added other programs, not related to leadership

Most (71%) of these program additions were made possible by university funding (e.g., student tuition). A large percentage was made possible by state funding (38%), whereas a small percentage was made possible by grants (10%) and district funding (10%).

A strong majority of program directors reported that their programs require one or more types of field experiences:

- Internship (81%)
- Field-embedded class assignments (81%)
- Field-based practicum (52%)

Very few require a full-time, full-year internship that would most accurately simulate the experience of a school leadership position (10%).

The majority of program directors reported that they use a combination of formative and summative assessments to evaluate and recommend their candidates for program completion and graduation:

- 85% require a capstone or culminating project
- 77% require a portfolio of candidates' professional preparation work, projects and accomplishments
- 54% require a final exam or assessment

Most programs administer a formal system to track graduate career outcomes (76%):

- At the time of graduation (35%)
- Once after graduation (15%)
- More than once after graduation (38%)

Most program directors reported that they compile and use other postgraduate data on candidates' performance:

- State licensure assessment data on program completers (88%)
- Survey of employers about graduates (62%)
- Student performance data for schools lead by graduates (27%)

Although preparation programs are often considered static entities, in reality they are organized and delivered by a team of professionals that can change over time. Based on responses from our sample, a majority of programs have experienced changes in the number of tenured, untenured, and adjunct faculty over the last 5 years. Of the programs that have experienced changes, more programs have seen the number of tenured and untenured faculty decrease and the number of adjuncts and part-time clinical faculty increase. It is unclear why this is the trend, but it could be related to financial considerations and efforts to engage practicing professionals in preparation programs.

Table H2. Percentage of Program Directors who Reported That the Number of Faculty and Other Staff in Their Program Increased or Decreased Over the Last 5 Years

Type	% with change	% with no change	Of those with changes, the percentage with	
			Number increased	Number decreased
Tenured	90	10	39	61
Untenured	75	25	47	53
Split time	40	60	50	50
Part-time clinical faculty	35	65	71	29
Instructors	35	65	57	43
Adjuncts	70	30	71	29
Other	0	0	0	0

Contributor Biographies

Erin Anderson is a PhD candidate in Administration and Supervision at the Curry School of Education at the University of Virginia. She is a UCEA graduate assistant and a member of the UCEA Graduate Student Council. She worked as a teacher, a team leader, and the Dean of School Culture and Discipline in Brooklyn, NY, in addition to her work as a teacher at a small alternative school for students struggling with behavioral issues in Charlottesville, VA. Her research interests include urban school renewal and the role of school leaders in school turnarounds. Her current research is on the implementation of a federal School Improvement Grant at a small school in Brooklyn.

Don Hackmann is an associate professor of educational administration at the University of Illinois at Urbana-Champaign. A former high school and middle level principal, he received his Doctor of Education degree from the University of Missouri. His primary research agenda relates to educational leadership preparation programming. Interests within this strand include characteristics of tenure-line and clinical faculty; standards-based program design and delivery, modeled after the Interstate School Leaders Licensure Consortium Standards for School Leaders; the quality of clinical experiences in administrator preparation programming; and assessments of student performance, including students' use of evaluation portfolios. An additional research agenda centers on the principalship, focusing on effective leadership strategies at the middle and high school levels that facilitate improved student learning. This research strand addresses how school leaders promote comprehensive building-based reforms in the following areas: the role of constructivist theory in improving teaching and learning in middle level and high schools, school scheduling models and their efficacy in supporting effective teaching-learning practices, the role of supervision and evaluation models in improving student learning, and middle level education programs and practices that are effective in improving student achievement.

Carolyn Kelley is professor and chair of the Department of Educational Leadership and Policy Analysis at the University of Wisconsin-Madison. Her research, at the intersection of educational policy and organizational theory, focuses on leadership development, evaluation, and compensation as elements of strategic human resources management in schools. She is co-author with Richard Halverson of the *Comprehensive Assessment of Leadership for Learning*, a formative assessment of distributed instructional leadership in schools. In 2009, she co-authored *Learning First! A School Leader's Guide to Closing Achievement Gaps* with James Shaw (Corwin Press). Other publications include *Paying Teachers for What They Know and Do: New and Smarter Compensation Strategies to Improve Schools,* co-authored with Allan Odden (Corwin Press, 2002), and numerous articles on teacher compensation, evaluation, and leader preparation and professional development. Active in state education policy and program development, she teaches Politics of Education and Research Methods courses.

Hanne Mawhinney is an associate professor and coordinator of the Policy and Leadership area of the Department of Teaching, Learning, Policy and Leadership, University of Maryland. She is past president of the Politics of Education Association, has served on the Plenum of the University Council for Educational Administration since 2000, and since 2005 has represented UCEA on the Educational Leadership Constituent Council audit committee. She currently serves on the Executive Committee of UCEA. Through her research and scholarship Dr. Mawhinney advances an institutional approach to analysis of educational leadership, administration, governance, and policy change. Recent publications include *Educational Policy*:

"Reactive Sequences in Maryland's Consequential Accountability Regime" (2013); "Shifting Scales of Education Politics in a Vernacular of Disruption and Dislocation" (2010); chapters entitled "Artifacts of Expansive Learning in Designing a Web-Based Performance Assessment System: Institutional Effects of the Emergent Evaluative State of Educational Leadership Preparation in the United States" (2010); and "Localism, Learning, and the Pressures for Accountability" (2009); and a UCEA monograph with *The Research Base: Supporting the ELCC Standards. Grounding Leadership Preparation and the ELCC Standards in an Empirical Research Base* (Young & Mawhinney, 2012)

Margaret Terry Orr is a faculty member of Bank Street College of Education (NY) and directs its Future School Leaders Academy, a 2-year school and district leadership preparation program in partnership with 30+ suburban and small city districts. She is codirecting the development of performance assessments for principal licensure in Massachusetts. She has been a professor of leadership preparation for over 20 years, preparing school and district leaders, and has developed several preparation and postpreparation programs for aspiring school leaders and superintendents. She conducted regional and national studies over the last 30 years on leadership preparation approaches and school and district reform initiatives and published numerous books and articles on leadership preparation and its impact, including (with Linda Darling-Hammond and others) *Preparing Principals for a Changing World: Lessons From Effective School Leadership Programs* (Jossey-Bass, 2009). She is vice president of Division A of the American Educational Research Association and president of the Metropolitan Council of Educational Administration Programs (NYC) and has served on several state taskforces on leadership preparation, principal licensure assessments, and principal evaluation.

Alexandra Pavlakis is a doctoral student in the Educational Leadership and Policy Analysis Program at the University of Wisconsin-Madison. Her current research interests focus on how poverty affects schools and schooling and how policies can perpetuate or ameliorate educational inequities. She is particularly interested in family and student homelessness, student mobility, suburban poverty, and the intersection of social and educational policies.

Cynthia J. Reed is the Gerald and Emily Leischuck Endowed Professor of Educational Leadership and director of the Truman Pierce Institute in the College of Education at Auburn University. She is president of the University Council for Educational Administration (UCEA), a member of the School Leadership Council of Greater New Orleans Board of Trustees, and an active participant in state-level task forces and commissions, currently serving on the Alabama Select Commission on High School Completion and Drop Out Prevention. Her research focuses on leadership preparation, capacity building, applied transformational leadership, and educational policy. Additional professional interests include strengths-based strategies for high school completion and bullying prevention. Reed is executive editor of *The Professional Educator*, a former associate editor of the *Journal of School Leadership,* and serves on the editorial review boards for several journals. She has been a professor of educational leadership for over 17 years and was the educational leadership program coordinator during the state-mandated principal preparation program redesign process. Auburn University served as one of three pilot redesign programs in the state. Prior to becoming a professor, she was an elementary teacher, specialist in gifted education, principal, and coordinator of K-12/university coalitions.

Amy Reynolds is a doctoral student at the University of Virginia in the Educational Administration and Supervision Department and a graduate assistant for the UCEA Headquarters Office. Her research interests include selection processes for school-level leaders, how collective efficacy operates to influence

student outcomes, and the development of research with immediate practical meaningfulness for urban schools. Prior to her work at the University of Virginia, Amy was a high school biology and chemistry teacher in Chicago Public Schools and Charlottesville City Schools, wrote curriculum and served as the Division Advisory Moderator for a Chicago charter school, and served as a Fellow Adviser for the Chicago Teaching Fellows.

Pamela D. Tucker is a professor of education in the Curry School of Education at the University of Virginia in Charlottesville. She serves as Coordinator of the Administration and Supervision Program Area and Senior Associate Director of the University Council for Educational Administration (UCEA). She is active in professional organizations at the state and national level that promote and develop educational leadership for schools. She co-authored the *University Council for Educational Administration (UCEA) Institutional and Program Quality Criteria Guidance for Master's and Doctoral Programs in Educational Leadership* and was a member of the ELCC Technical Advisory Group for the development of NCATE program standards (2008–2010). In other areas, her research focuses on teacher effectiveness and school improvement and has been published in journals such as *Educational Administration Quarterly, Journal of Personnel Evaluation in Education, Leadership and Policy in Schools, Educational Leadership,* and *The School Administrator.* Books coauthored with others include *Teachers' Guide to School Turnarounds*, *Linking Teacher Evaluation and Student Achievement*, and *Handbook for the Qualities of Effective Teachers*. As a K-12 teacher and school administrator, Dr. Tucker worked with a variety of student populations, including autistic, learning disabled, emotionally disturbed, homeless, and gifted students.

Michelle D. Young is the executive director of the University Council for Educational Administration (UCEA) and a Professor of Educational Leadership at the University of Virginia. The organization she leads, UCEA, is an international consortium of research institutions with master and doctoral level programs in educational leadership and administration. Through her work with the UCEA community, Young has been instrumental in increasing the focus of research in educational leadership on leadership preparation and to bring research to bear on the work of policy makers. Dr. Young's scholarship focuses on how university programs, educational policies and school leaders can support equitable and quality experiences for all students and adults who learn and work in schools. She is the recipient of the William J. Davis Award for the most outstanding article published in a volume of the *Educational Administration Quarterly*. Her work has also been published in the *Review of Educational Research,* the *Educational Researcher*, the *American Educational Research Journal*, the *Journal of School Leadership*, the *Journal of Educational Administration,* and *Leadership and Policy in Schools*, among other publications. She recently edited, with Joe Murphy, Gary Crow and Rod Ogawa, the first *Handbook of Research on the Education of School Leaders*.

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The University Council for Educational Administration is a consortium of higher education institutions committed to advancing the preparation and practice of educational leaders for the benefit of schools and children. We fulfill this purpose by:

- promoting, sponsoring, and disseminating research on the essential problems of schooling and leadership practice;
- improving the preparation and professional development of educational leaders and professors; and
- positively influencing local, state, and national educational policy.

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