

**The Center for the Study of Education Policy  
Illinois State University**

**Request for Proposal (RFP) Announcement**

**Principal Preparation Program Evaluation Capacity Building Project**

The Center for the Study of Education Policy at ISU (“Center”) invites the submission of proposals from Illinois principal preparation programs that have been approved or recommended for approval by the Illinois State Educator Preparation and Licensure Board under the new principal preparation program requirements (“proposer”). Proposals are sought from those that wish to participate in a principal preparation program evaluation capacity building project.

In an era of increasing attention to outcomes and the use of data to guide continuous improvement, this project has garnered much interest among policymakers and education stakeholders. Rather than a one-size fits all approach; however, this project involves technical assistance from trained evaluation coaches to individually work with university and district partners to building capacity within principal preparation programs specifically tailored to the needs and design of each program. While we understand that there may not be a standard approach to continuous improvement processes for principal preparation programs, we are hoping that out of this work we may be able to develop a general Continuous Improvement Process Framework, or a set of models for preparation programs.

This grant project includes the following objectives:

- Implementation of a Program Theory Evaluation (PTE) model to identify how policies, practices, and processes have changed as a result of the process of redesigning, as well as identifying goals, assumptions, values, and beliefs that underlie program design and implementation that define how the faculty members believe the program is supposed to work and be effective.
- Creation of a continuous improvement evaluation plan of Principal Preparation Programs;
- Alignment of current data and creation of needed data sources to continuously inform the continuous evaluation plan process;
- Coaching, technical assistance, tools to inform the evaluation process; meeting facilitation; timeline planning; data analysis; and assistance in the change process to move from current plans to a continuous improvement evaluation planning process;
- Collaboration with the Illinois State Board of Education to provide input to the annual reporting process and requirements for Principal Preparation Programs.

What this project is **NOT**: Center staff and the evaluation coaches are not conducting a program evaluation of the principal preparation programs that choose to participate in this project. We understand at this time that the redesigned preparation programs in Illinois are too early in their new programs to undergo an evaluation. However, we are hoping to capitalize on the early implementation of the programs to enhance program staff’s efforts to track the quality and effectiveness of their programs and develop a comprehensive continuous improvement process that could serve as a local and national model. In addition, we will work to inform the Illinois State Board of Education as to what types of data can be used to monitor program quality and effectiveness.

[The Center reserves the right to (i) select as many Proposers as deemed appropriate to fulfill the requirements of the grant; (ii) reject any and all proposals; and, (iii) identify any areas where a conflict of interest may require limitations on a Proposer.]

Proposals shall be submitted electronically to: Lisa Hood at The Center for the Study of Education Policy, Illinois State University, [lhoo@ilstu.edu](mailto:lhoo@ilstu.edu). The subject line must clearly indicate the name of the project – **Principal Preparation Program Evaluation Capacity Building Project** – and be submitted no later than midnight on **January 20<sup>th</sup>, 2013** and include the name and address of the Proposer. If the e-mail is delayed beyond the date and hour set, the proposals thus delayed will not be considered. Proposers shall bear all costs of responding to this proposal.

### **Background**

The Center for the Study of Education Policy is housed in the College of Education, Department of Educational Administration and Foundations at Illinois State University. The Center conducts applied research and public service related to policy issues affecting all levels of the education system, and maintains a close working relationship with both the Illinois State Board of Education (ISBE) and the Illinois Board of Higher Education (IBHE). The Center has been a recipient of funding by The Wallace Foundation since 2000 focused on improving leadership development in the state. This work has resulted in the passage of several pieces of legislation including, P.A. 094-1039, mandating a statewide mentoring program for all new Illinois principals and P.A. 096-0903, which created a new P-12 principal endorsement requiring all principal preparation programs to redesign under new state standards.

### **Project Description**

In spring 2011, legislation was passed that requires all Illinois principal preparation programs to redesign their programs according to a new P-12 certification structure. As a result, the Illinois State Board of Education (ISBE) and Illinois Board of Higher Education (IBHE) adopted a new set of standards and criteria for approval of these programs, which is currently guiding existing and new programs in the process of implementing newly approved/redesigned programs.

This grant project aims to recruit a sample of principal preparation programs to participate in a network that will undergo development of a program evaluation process to collect data for continuous improvement in the early stages of implementation of their newly redesigned programs. The instruments and evaluation data that are developed from this evaluation process could provide the basis for the program review process required by ISBE. The program evaluation protocol and instruments developed from this project will be aligned with the State's program review process as representatives from the Center are in regular conversation with officials at ISBE to ensure synergy.

The primary purpose of this project is to build the capacity of participant programs to continuously evaluate and improve the progress of their principal preparation programs in achieving the new ISBE/IBHE standards by implementing a Program Theory Evaluation (PTE) model. The PTE model seeks to identify how policies, practices, and processes have changed as a result of the process of redesigning, as well as identifying the goals, assumptions, values and beliefs that underlie program design and implementation that define how faculty members believe the program is supposed to work and be effective. As a result of this grant, programs can receive technical assistance to help them achieve high program quality effectiveness by helping them build the capacity for developing a continuous improvement evaluation process that continuously collects data to help program faculty make ongoing program improvements. Selected programs that participate in this project will be provided with:

1. Tools to inform the evaluation process
2. Technical assistance
3. Meeting facilitation
4. Timeline planning

5. Data analysis
6. Reporting framework

### **Proposal Requirements**

Proposals submitted for consideration must include the following:

- *Proposal Cover Sheet*: Proposer shall provide a cover sheet for the proposal that includes:
  1. Organization Name
  2. Name of faculty coordinator for the Project
  3. Contact information of faculty coordinator for the Project (e-mail, phone and address)
  4. Geographic area served by the program
  5. A brief summary of why the program wants to participate (no more than 500 words)
- *Program Narrative* (no longer than 5 pages) that must include the following components:
  - *Description of Adequate Staffing*: Proposer must assign and maintain during the term of this award and any renewal of it, an adequate staff of competent personnel that is fully equipped, licensed as appropriate, available as needed, qualified and assigned to perform the scope of work. (A logic model that outlines the scope of work can be found in Appendix A.)
  - *A General Overview of the Program*: Proposer will provide a short narrative that briefly describes the program's vision and mission, program goals, partners, type of courses and clinical experiences offered, a special focus, if the program was designed in such a way (e.g., urban leadership, rural leadership);
  - A description of the program's current program evaluation process (including timeline), personnel that are involved, and a plan for data that is collected and analyzed.
  - *Assurances*: Proposer will provide assurances that the following inputs will be provided to successfully develop a continuous quality improvement process and complete an annual program evaluation. To that end, the proposal will include:
    1. Aggregated background summaries of faculty and district partners (per the requirement of the principal preparation design) that will participate in the design and implementation of the continuous program evaluation and improvement process;
    2. Commitment from the department chair and/or the dean that this project will be a priority for the department and that it shall devote staff time, attention, best skill and judgment, knowledge and professional ability as is necessary to perform all requirements effectively and efficiently (this may include technology, materials, meeting space, etc.);
    3. Programs will provide a full copy of their program application (this can be electronic) that was submitted and approved by the IL State Educator Preparation and Licensure Board (including a copy of any MOU from a partnering school/district) and any comments received from the IL Principal Preparation Program Review Panel;
    4. Commitment that program indicators will be shared with the evaluation coaching team when working in partnership with program staff for evaluation and improvement purposes associated with this project.
- *Standards of Performance*: Proposer shall remain responsible for the professional and technical accuracy of all data provided for the use in the program evaluation and improvement process.

[The Center will keep all program data and information confidential and information from the program application will be considered proprietary (i.e., under the ownership of the Proposer) and will not be used without the written consent of the Proposer.]

### **Estimated Project Duration**

This evaluation project is funded by a private grant. Once agreements are signed with selected participant programs, the work will be ongoing with the following award end date in place: December 1, 2014. The project is divided into two phases: the initial assessment phase and the continuous improvement phase.

*PHASE I - Initial Assessment Phase:*

Once proposals are reviewed, those selected will be assigned an evaluation coaching team. The evaluation coaching team will convene faculty from the selected principal preparation program along with their program partners. This group will begin the phase by completing a self-assessment process using an instrument designed by Center staff to assess the current implementation status of their program. This instrument will be tailored to the new standards and criteria under which principal programs are redesigning as well as research on effective practices with principal preparation linked to teaching and learning (e.g., Leithwood, McRel, Darling-Hammond) and aligned with Center research and tools.

The self-assessment instrument will be used to capture baseline information on the program's following components: partnerships with districts and other community members, content and pedagogy, assessments, and clinical experiences. This instrument was developed from the current Illinois criteria for principal preparation programs, and supplemented with other standards, research studies and research-based practices related to the new content-areas and field experiences (e.g. Darling-Hammond, Leithwood, McRel, NAEYC, National Association for Elementary School Principals, etc.).

After the initial self-assessment, the results will be shared with the program, the evaluation coaching team will work with the program partnership group to develop action plans for building a framework to collect program evaluation data and use these data for continuous improvement. Center project staff and evaluation team coaches will provide technical assistance in areas where the program needs improvement by finding resources and consultants for the program as needed.

*PHASE II - Continuous Improvement Phase:*

After a time period during which the program addresses identified improvements, the project will enter Phase II and the evaluation coach team and the preparation program faculty and partners will begin testing the program's theory of change and whether it is having the intended effects on principal candidates and new principals. (An assessment of the program's "continuous improvement evaluation plan" will be conducted and will allow Phase II evaluators to determine the appropriate level of outcomes to evaluate the program's effects.)

During Phase II, Center staff and evaluation coaches, in partnership with preparation program faculty and partners will also document the process of redesigning and implementing the new principal preparation program continuous quality improvement process used to make on-going program modifications.

**Assumptions and Agreements**

Proposer agrees that if their proposal is selected to participate, Proposer will enter into an agreement with the Center. The agreement will contain, among other things, the General and Specific Terms and Conditions contained herein.

In the event the Center and the Proposer fail to enter into a Contract, Proposer's approval for award will be revoked by the Center. The Center also reserves the right to revoke its approval for an award of the Contract for any reason including, but not limited to, the Proposer's inability or unwillingness to complete the terms of the contract.

Center staff associated with this project will keep individual preparation program data collected and/or analyzed

through this project confidential. No individual program data or program materials that originate with the Proposer will be published or distributed without consent of the participating programs coordinator. However, the Center does reserve the right to publish and distribute any general Continuous Improvement Process Frameworks, templates, or models that are developed through this project.

**For Additional Information or Clarification**

If a Proposer is in doubt as to the meaning of any part of this RFP, a written request for interpretation may be submitted to the project director, Lisa Hood at lhood@ilstu.edu. Questions regarding this RFP must be submitted in writing via e-mail to Lisa Hood (**lhood@ilstu.edu**) and received by January 19, 2013. Late questions will not be answered.

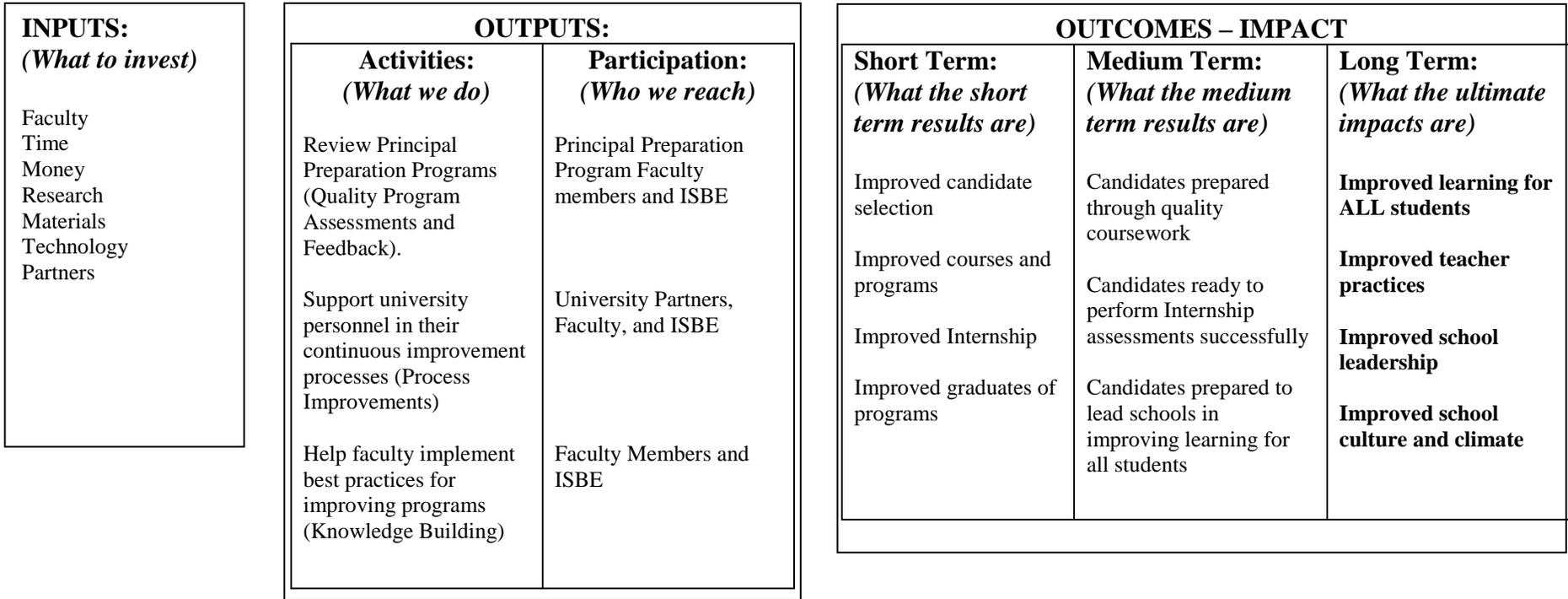
**Targeted Sample of Programs:**

- 1) Principal preparation programs that request assessment and assistance
- 2) Principal preparation programs that have submitted proposals to ISBE and were approved and wish to participate in this evaluation process.

Programs that fall into category 2 may be nominated by ISBE/IBHE to undergo the assessment or they could volunteer as a way of strengthening their program. The targeted sample number is anticipated to be four to six programs to allow for sufficient involvement of evaluation coach teams and for sufficient depth of analysis. Ideally, these programs would be representative of programs across the state in terms of geographic location and the family and student demographics of the communities the programs serve. This will allow Center staff and evaluation coaches to develop models of programs that might delineate both commonalities and differences in programs that could stem from the contexts in which the programs are embedded.

## APPENDIX A:

### Logic Model – Illinois Principal Preparation Program Continuous Improvement and Review Process



<b>EVALUATION: 1. Focus – 2. Collect Data – 3. Analyze and Interpret – 4. Report – Repeat the Cycle</b>			
<u>1. Focus:</u> 1. Program Requirements 2. Internship Requirements 3. Internship Assessments 4. Coursework Requirements 5. Staffing Requirements 6. Candidate Selection	<u>2. Collect Data:</u> 1. Data Collected for Program Improvement 2. Analysis of the Program Improvement Data 3. Program Changes Based on Data Analysis 4. Summative INTERNSHIP Assessment Data: (Number of candidates; listing of each and all assessments with the scoring of each candidate on the assessment and number of times each candidate needed to complete the assessment successfully; length of the internship for each candidate) 5. Listing of Courses and Course Syllabi 6. Number of candidates and Faculty (FTE) 7. Number of Candidate Applications 8. Number of Candidates Selected 9. Number of Candidate Completers 10. Graduate's School Data Analysis over time	<u>3. Analyze the results:</u> 1. Analysis and planning for program improvement based on data 1, 2, & 3 ( <u>Short Term analysis</u> ) 2. Analysis and implementation for improvement for Internship and candidate success based on data 4, 5, 6, 7, 8 and 9 ( <u>Medium Term analysis</u> ) 3. Analysis and planning for improvements based on data 10 ( <u>Long term analysis</u> )	<u>4. Report:</u> 1. Program Improvement Plan 2. Internship Improvement Plan 3. Candidate Selection Improvement Plan 4. Coursework and Staffing Improvement Plan