

## Scoring Guide for Core Conditions and Indicators of Program Redesign

### Core Condition 1. University/district partnerships for principal preparation.

**Definition:** Formal university/district partnerships are established for designing and implementing a leadership preparation program that is based on a shared vision of school leaders who have the essential knowledge and skills to improve schools and increase student achievement.

#### Indicator 1.1

**The partnership is formal, definitive and institutionalized.**

No progress

Some Progress

Substantial progress

**There is a written agreement signed by the university president and district superintendent that defines how the entities will work as partners in the preparation of school principals.**

**The agreement defines how the university/district partners will work together to a) create a shared vision and program design that meets the needs of the district; b) develop criteria and a process for recruiting, selecting and supporting the most promising candidates; and c) conduct high-quality field experiences.**

**Implementation of the partnership is a priority in both organizations, as reflected in their mission, program plans, staff assignments and budgets.**

University and district representatives have not discussed creating a partnership for preparing school principals.

The university and district are currently working on an agreement that defines a mission to work as partners in creating a program based on a shared vision and the needs of the district.

The agreement includes provisions for recruiting, selecting and supporting candidates and providing high-quality field experiences.

There is an agreement signed by the district superintendent and university president that defines a clear mission to work as partners in creating a program based on a shared vision and the needs of the district.

The agreement describes how the partners are developing and implementing criteria and processes for recruiting, selecting and supporting the most promising candidates and planning high-quality field experiences.

Both organizations have assigned key staff to the initiative and their budgets, and professional development plans include allocations and activities to support implementation of the agreement.

#### Indicator 1.2

**Candidate screening and selection is a joint process.**

No progress

Some progress

Substantial progress

**The university and district partners have jointly established and implemented criteria and processes for screening and selecting promising candidates for admission to the preparation program.**

**The selection criteria emphasize expertise in curriculum and instruction, a record of raising student achievement, and prior leadership experiences.**

**The implementation of the screening and selection system is continually monitored, evaluated and improved.**

The university and district are not working together to establish criteria and processes for screening and selecting candidates. The university sets criteria for admission to the program and implements and monitors the selection system without district input.

The university and district are working on criteria for screening and selecting candidates that emphasize expertise in curriculum and instruction, a record of raising student achievement, and prior leadership experiences.

Implementation processes aligned with the screening and selection criteria are under development.

The university and district partners are implementing jointly developed screening and selection criteria and processes that emphasize expertise in curriculum and instruction, a record of raising student achievement, and prior leadership experiences.

There is a plan for joint monitoring that provides information for continuous evaluation and improvement of the system and implementation is in progress.

<b>Indicator 1.3</b> <b>The program is customized to meet district needs.</b>	<input type="checkbox"/> <b>No progress</b>	<input type="checkbox"/> <b>Some progress</b>	<input type="checkbox"/> <b>Substantial progress</b>
<b>The university and district partners work together to assess local needs for improved student learning outcomes and to incorporate district and school data, state and local standards, adopted curriculum frameworks, current change initiatives and school reform models, and assessment and accountability processes into program goals, course content and field experiences.</b>	University faculty and district staff have not worked together to assess local needs and customize the leadership program to meet these needs. The university faculty makes decisions about the design and delivery of the program without input from the district.	University and district staff have worked together to analyze local needs for improved student learning outcomes and develop program goals aligned with these needs.  Development of course content and field experiences that address local factors such as school and student performance data, state/local standards, curriculum frameworks, current change initiatives and reform models, and assessment and accountability processes is in progress.	University faculty and district staff have jointly assessed local needs and developed program goals aimed at improving student learning outcomes.  Specific course content and field experiences that engage participants in working with local school and student performance data, state/local standards, curriculum frameworks, current change initiatives and reform models, and assessment and accountability processes have been identified and developed.
<b>Indicator 1.4</b> <b>Resources and conditions support candidates' success.</b>	<input type="checkbox"/> <b>No progress</b>	<input type="checkbox"/> <b>Some Progress</b>	<input type="checkbox"/> <b>Substantial progress</b>
<b>The university and district allocate and pool resources to provide candidates the support and conditions necessary to successfully complete the leadership preparation program, including such things as release time for course work and field experiences, tuition assistance, learning materials, and expert mentoring and coaching as needed to master essential competencies.</b>	The university and district have not worked together to allocate and pool resources to support candidates' participation in the leadership preparation program.	The university and district have worked together to allocate and use resources to provide some support and conditions that help candidates succeed in the program, but some important supports or conditions are still not provided.	The university and district allocate and use resources to provide the essential support and conditions needed by candidates to successfully complete the program, including release time for academic and field-based experiences, tuition assistance, learning materials and expert mentoring and coaching.

**Core Condition 2. Emphasis on knowledge and skills for improving schools and raising student achievement.**

**Definition: Standards, research-based leadership practices and real world problems are translated into new course content, academic and practical assignments, and other learning experiences that develop the leadership competencies that have the greatest impact on student achievement, while addressing all essential school leadership functions.**

<b>Indicator 2.1</b> <b>There is a design team and a plan for course redesign.</b>	<input type="checkbox"/> <b>No progress</b>	<input type="checkbox"/> <b>Some Progress</b>	<input type="checkbox"/> <b>Substantial progress</b>
<p><b>A leadership program design team including key faculty and practitioners has developed and is implementing a plan for designing new courses aligned with the university/district's shared vision, program goals and adopted standards.</b></p> <p><b>All leadership department faculty are informed about and involved in the redesign of courses.</b></p>	<p>A design team has not been established to develop new courses aligned with the university/district's shared vision, program goals and adopted standards.</p>	<p>A design team is established and has begun work on a plan for involving all leadership department faculty in the development of new courses that are aligned with the university/district's shared vision, program goals and adopted standards.</p> <p>No new courses are ready for delivery.</p>	<p>A design team prepared and is now implementing a plan that involves all leadership department faculty in developing new courses that are aligned with the university/district's shared vision, program goals and adopted standards.</p> <p>Some new courses are ready for or are being delivered.</p>
<b>Indicator 2.2</b> <b>The curriculum is collaboratively developed, mapped and monitored.</b>	<input type="checkbox"/> <b>No progress</b>	<input type="checkbox"/> <b>Some progress</b>	<input type="checkbox"/> <b>Substantial progress</b>
<p><b>A collaborative curriculum development process involving university faculty and practitioners is used to identify essential content for building in-depth knowledge and mastery of research-based leadership practices, real-world problems, and critical performances expected of principals.</b></p> <p><b>Formal mapping of the essential content across courses ensures a coherent, consistent curriculum.</b></p> <p><b>Regular monitoring keeps the department focused on delivery of the priority curriculum and provides information for revisions as needed.</b></p>	<p>The leadership department faculty have not engaged in collaborative curriculum development, mapping and monitoring activities.</p>	<p>University faculty and selected practitioners are working together to identify essential content for building knowledge and mastery of research-based leadership practices, real world problems and critical performances expected of principals.</p> <p>Curriculum mapping and monitoring has not been addressed.</p>	<p>University faculty and selected practitioners worked together to select essential content for building knowledge and mastery of research-based leadership practices, real world problems and critical performances expected of principals.</p> <p>The priority content has been mapped across courses to create a curriculum scope and sequence that is coherent and consistent.</p> <p>A curriculum monitoring process is either under development or being implemented to ensure delivery of the priority curriculum and provide information for revisions as needed.</p>

<b>Indicator 2.3</b> <b>The program design places greatest emphasis on the principal's role in improving curriculum, instruction and student achievement.</b>			
<input type="checkbox"/> <b>No progress</b> <input type="checkbox"/> <b>Some progress</b> <input type="checkbox"/> <b>Substantial progress</b>			
<b>The program concentrates on the principal's responsibilities for improving curriculum, instruction and student achievement, and this concentration constitutes at least 1/3 of the program's curriculum.</b>	There is one discrete course emphasizing theoretical aspects of school curriculum and instruction.	There are one or two discrete courses that focus on the principal's role in improving curriculum, instruction and student achievement. Faculty are encouraged to integrate related topics throughout all courses, but actual implementation is not monitored.	Leading improvement of curriculum, instruction and student achievement is a major organizing theme for the program, with courses directly related to this theme comprising at least 1/3 of the program and all other courses integrating and reinforcing the essential concepts and skills as appropriate.
<b>Indicator 2.4</b> <b>Instruction and assignments are designed to ensure mastery of competencies for improving student achievement.</b>			
<input type="checkbox"/> <b>No progress</b> <input type="checkbox"/> <b>Some progress</b> <input type="checkbox"/> <b>Substantial progress</b>			
<b>The leadership faculty engage in collaborative review and development of instructional methodologies and academic and practical assignments to ensure these elements align with the priority content, address real school problems, and are sufficiently rigorous and sequenced to develop participants' mastery of the leadership knowledge and skills most closely linked to improved student achievement.</b>	Collaborative faculty review of instructional methodologies and academic and practical assignments has not been conducted or planned.	The faculty conducted a collaborative review of the various instructional methodologies and assignments contained in course syllabi and assessed their alignment with priority content, focus on real school problems, and degree of rigor and sequencing for mastery of leadership knowledge and skills linked to improved student achievement.  Gaps and weaknesses in alignment, focus, rigor and sequencing have been identified and a plan for modifying or developing new instructional methodologies and assignments is being created.	The faculty conducted a collaborative review of the various instructional methodologies and assignments contained in course syllabi and assessed their alignment with priority content, focus on real school problems, and degree of rigor and sequencing for mastery of leadership knowledge and skills linked to improved student achievement.  New instructional methodologies and assignments have been incorporated into courses to fill gaps and eliminate any weaknesses in alignment, focus, rigor and sequencing.

<b>Indicator 2.5</b> <b>Participants engage in solving real-world problems.</b>	<input type="checkbox"/> <b>No progress</b>	<input type="checkbox"/> <b>Some progress</b>	<input type="checkbox"/> <b>Substantial progress</b>
<p><b>School-based assignments and projects incorporated throughout the program require authentic application of knowledge, skills and processes gained in the program to identify and solve real problems contributing to the achievement gap.</b></p>	<p>School-based assignments and projects that require application of knowledge, skills and processes to identify and solve real problems contributing to the achievement gap are not incorporated throughout the program.</p>	<p>There is a department-wide effort to incorporate school-based assignments and projects that require candidates to apply knowledge, skills and processes learned in courses to identify and solve real problems contributing to the achievement gap.</p> <p>Several new assignments or projects designed to engage candidates in authentic interactions and use of processes with school teams are currently being piloted with at least one group or cohort.</p>	<p>A core set of assignments and projects designed to engage candidates in applying knowledge, skills and processes learned in courses to authentic work with school teams solving real achievement gap problems is incorporated throughout the program.</p>

### Core Condition 3. Well-planned and supported field experiences

**Definition:** Field experiences throughout the program engage candidates in authentic activities designed to develop and demonstrate leadership competencies essential for solving school problems, improving curriculum and instructional practices and increasing student achievement. Faculty, mentor principals and district staff provide the guidance and support necessary for candidates to succeed.

**Indicator 3.1**  No progress  Some progress  Substantial progress  
**Field experiences are integrated with course work.**

**Field experiences provide opportunities for application and practice of concepts, skills and processes as they are addressed in academic course work.**

Field experiences have not been integrated throughout the program to provide opportunity for application and practice of concepts, skills and processes as they are taught in academic course work.

The faculty has completed an effort to integrate into selected courses throughout the program at least one field experience that provides opportunity for application and practice of a key concept, skill or procedure as it is taught in academic course work.

The faculty has completed an effort to integrate into courses throughout the program a well-planned series of field experiences that provide opportunities for application and practice of key concepts, skills and procedures as they are taught in academic course work.

**Indicator 3.2**  No progress  Some progress  Substantial progress  
**Field experiences are purposefully designed to provide application, practice and reflection on concepts, skills and procedures essential for leading school improvement and increasing student achievement.**

**Field experiences are explicitly designed and implemented to provide candidates substantial opportunities for application, practice and reflection on the key leadership concepts, skills and procedures that improve schools and ensure the academic success of students.**

Field experiences are not explicitly designed to provide application, practice and reflection on key concepts, skills and processes of leading school improvement and ensuring the academic success of students.

Requirements for field experiences include an expectation that candidates engage in activities providing application, practice and reflection on key concepts, skills and procedures for leading school improvement and ensuring the academic success of students. The faculty is currently developing a set of field-based activities explicitly designed for this purpose.

Requirements for field experiences include a defined set of field-based activities explicitly designed to provide substantial application, practice and reflection on key concepts, skills and procedures for leading school improvement and ensuring the academic success of students.

**All candidates complete at least one major academic improvement or action research project in a school, including identifying needs, selecting and implementing interventions for closing the achievement gap and measuring the results.**

Candidates are not expected to complete a major improvement or action research project aimed at closing an existing achievement gap.

Candidates complete a school-based improvement or action research project that is planned in collaboration with the mentor principal, but topics are not limited to closing the achievement gap and interventions are not required.

Candidates complete a school-based improvement or action research project that involves identifying an achievement gap among groups of students; selecting and implementing an appropriate intervention; and measuring and reporting the results. Some projects result in lasting changes in school and classroom practices.

<b>Indicator 3.3</b> <b>Field experiences provide a continuum of practice supporting mastery of competencies for leading school improvement and increasing student achievement.</b>	<input type="checkbox"/> <b>No progress</b>	<input type="checkbox"/> <b>Some progress</b>	<input type="checkbox"/> <b>Substantial progress</b>
<b>Field experiences provide a continuum of observing, participating in and leading teachers in activities aimed at improving school and classroom practices in ways that increase student achievement.</b>	There is no effort to ensure candidates experience a continuum of observing, participating in and leading activities aimed at improving school and classroom practices in ways that increase student achievement.	Field experiences are structured to involve aspiring principals in observing and then participating in a number of activities that focus on improving school and classroom practices in ways that increase student achievement, but opportunities to lead such activities are limited or left to the discretion of the mentor principal.	Field experiences are structured to involve aspiring principals in observing, then participating in, and then leading an identified set of activities that focus on improving school and classroom practices in ways that increase student achievement.
<b>Indicator 3.4</b> <b>Candidates receive feedback and coaching on performance of essential competencies during field experiences.</b>	<input type="checkbox"/> <b>No progress</b>	<input type="checkbox"/> <b>Some progress</b>	<input type="checkbox"/> <b>Substantial progress</b>
<b>University-based faculty or other supervisors have frequent, direct involvement with candidates and their mentor principals during planning and implementation of field experiences and provide timely feedback and coaching to ensure candidates master the essential competencies.</b>  <b>Faculty or other supervisors assigned to plan and supervise candidates' field experiences are provided time and other resources necessary to effectively fulfill these responsibilities. Faculty and consultants are held accountable for providing high-quality field experiences.</b>	University faculty or other supervisors have no contact or limited contact (one or two site visits) with candidates and their mentors during field experiences.  Feedback or coaching on performance of essential competencies occurs during seminars or regular class sessions.  Faculty or other supervisors responsible for planning and supervising candidates' field experiences are not provided time or additional resource.  Performance of supervisory responsibilities is not formally evaluated.	University faculty or other supervisors meet with candidates and their mentors at least once to plan field experiences and conduct monthly site visits that focus on feedback and coaching on performance of essential competencies. Additional feedback and coaching on performance of the competencies is provided through other strategies such as seminars, regular class sessions, electronic portfolios, telephone conferences and e-mails.  Supervising candidates' field-based experiences counts as a standard portion of a regular faculty teaching load, without regard to the number supervised.  Performance of supervisory responsibilities is included in the overall evaluation of faculty and other supervisors, though weight and quality criteria for this factor are non-specific.	University faculty or other supervisors meet with candidates and their mentors at critical points throughout the program to plan field experiences that provide opportunities for learning and performing essential competencies. Site visits are individually scheduled to coincide with key activities and performances in order to provide timely feedback and coaching. Regular contact with candidates throughout their field experiences is maintained through such strategies as seminars, regular class sessions, electronic portfolios, telephone conferences and e-mails.  Supervising candidates' field-based experiences counts as a portion of a regular faculty teaching load that is based on the number supervised.  Performance of supervisory responsibilities is given specific weight in the overall evaluation of faculty performance and quality criteria are defined.

<b>Indicator 3.5</b> <b>Mentor principals plan and provide opportunities for authentic practice and mastery of essential competencies.</b>	<input type="checkbox"/> <b>No progress</b>	<input type="checkbox"/> <b>Some progress</b>	<input type="checkbox"/> <b>Substantial progress</b>
<p><b>Mentor principals are selected and prepared to model and plan opportunities for aspiring principals to practice and master the essential competencies for leading school improvement and increasing student achievement.</b></p> <p><b>Mentor principals are jointly accountable with university faculty or other supervisors for providing aspiring principals quality opportunities to master the essential competencies.</b></p>	<p>There is no standard process and no defined criteria for selecting mentors. Preparation for the role is not provided.</p> <p>There is no process for holding mentors accountable for providing aspiring principals quality opportunities to master essential competencies.</p>	<p>There is a description of desired characteristics of mentor principals but the university and district partners do not implement a formal screening and selection process. Mentors are oriented to their role through meetings with university faculty who share information such as expectations for candidates, schedules, suggested activities, processes, evaluation criteria and recordkeeping forms. Formal training on how to model and plan opportunities for aspiring principals to practice and master essential competencies is not provided.</p> <p>Faculty or other university-based supervisors meet with mentors periodically to monitor candidates' experiences and progress, but there is no process for evaluating and holding mentors accountable for the quality of opportunities they provide candidates for mastering the essential competencies.</p>	<p>The university and district use a jointly developed mentor screening and selection process that is based on defined criteria. Formal training that focuses on the competencies mentors are expected to model for candidates and how to plan and implement learning experiences that provide for practice and mastery of these is conducted for mentors.</p> <p>There is a formal process and criteria for evaluating and holding mentors accountable for providing quality learning opportunities that support aspiring principals' mastery of the essential competencies.</p>



**Core Condition 4. Rigorous evaluation of participants’ mastery of essential competencies and program quality and effectiveness.**

**Definition: Evaluative strategies are designed and systematically implemented to provide reliable evidence of quality program design, graduates’ mastery of essential leadership competencies and the program’s impact on schools and student achievement, including data on graduates’ on-the-job performance and student achievement.**

**Indicator 4.1**  
**A regular, formal monitoring process ensures the program meets rigorous quality standards and is aligned with district needs and goals.**

No progress

Some progress

Substantial progress

University and district staffs jointly monitor the program’s performance, using data on all aspects of the program including content, instructional processes, delivery, structure, staffing, retention and graduation rates and the degree to which the program is meeting district goals and needs.

Results of the monitoring process are used to make refinements to the program’s design and delivery that ensure quality standards are met.

University and district staffs do not conduct joint monitoring of the program’s performance. Program monitoring conducted by the university focuses on a few of the program aspects. There is no evidence that information gained from monitoring is used to refine the program’s design and delivery to meet quality standards.

University and district staffs are jointly developing a program monitoring process that will include data on most of the program aspects. The intent is to use results of the monitoring process to make refinements that bring the program design and delivery to quality standards.

University and district staffs are implementing a jointly developed process to monitor program performance. The process includes data on all aspects of the program, including content, instructional processes, delivery, structure, staffing, retention and graduation rates and the degree to which the program is meeting district goals and needs. There is evidence that the monitoring process results in refinements to program design and delivery that ensure quality standards are met.

**Indicator 4.2**  
**Candidates are assessed on demonstrated mastery of essential competencies and the data is used to provide feedback for improvement and to determine their status in the program.**

No progress

Some progress

Substantial progress

Rigorous assessments based on clearly defined performance criteria are used to measure each candidate’s progress in mastering the essential competencies for improving schools and increasing student achievement.

A team of university faculty and district staff uses results from the assessments to provide candidates feedback on how they need to improve and to track their progress in meeting performance criteria.

Rigorous assessments with clearly defined performance criteria for measuring candidate’s progress in mastering the essential competencies are not implemented or planned.. Feedback to candidates on how they need to improve and their status in the program is not based on assessment results and is not a university/district team effort.

Performance criteria and assessments designed to measure candidate’s progress in mastering the essential competencies are currently under development. The intent is to use the assessments to provide candidates feedback on how they need to improve and their status in the program, but details of the process are not developed.

Rigorous assessments based on clearly defined performance criteria are used to measure candidates’ progress in mastering the essential competencies. A university/district team reviews assessment results and provides each candidate feedback on how they need to improve. The team uses a well-structured process to track candidates’ progress in meeting performance criteria and to inform them of their status in the program.

<b>Indicator 4.3</b> <b>Decisions about candidates' successful completion of the program are based on clearly defined exit criteria and reliable measures of performance.</b>				<input type="checkbox"/> <b>No progress</b>	<input type="checkbox"/> <b>Some progress</b>	<input type="checkbox"/> <b>Substantial progress</b>
<p>University faculty and district staff jointly determine which participants have successfully completed the program based on evidence that established performance standards and exit criteria are met.</p> <p>Reliable tools and procedures are used to collect and analyze the evidence that standards and exit criteria are met.</p>	<p>Decisions about which candidates successfully complete the program are not made jointly by the university and district. The tools and procedures for collecting and analyzing the evidence that performance standards and exit criteria are met do not satisfy reliability requirements.</p>	<p>University and district staffs have jointly identified performance standards and exit criteria that will inform their decisions about candidates' successful completion of the program. There is a plan for developing reliable tools and procedures for collecting and analyzing evidence.</p>	<p>University and district staffs use jointly developed performance standards and exit criteria to make decisions about which candidates successfully complete the program. Reliable tools and procedures for collecting and analyzing evidence that standards and criteria are met have been selected or developed and implemented.</p>			
<b>Indicator 4.4</b> <b>The evaluation of program effectiveness includes measures of on-the-job performance and results.</b>				<input type="checkbox"/> <b>No progress</b>	<input type="checkbox"/> <b>Some progress</b>	<input type="checkbox"/> <b>Substantial progress</b>
<p>Appropriate measures of program graduates' on-the-job performance as instructional leaders and the resulting impact on school and classroom practices and student achievement are used by university and district staffs to determine the program's effectiveness in preparing school leaders.</p>	<p>The evaluation of program effectiveness does not include measures of graduates' on-the-job performance as instructional leaders and their impact on school and classroom practices and student achievement.</p>	<p>University and district staffs are currently planning how graduates' on-the-job performance as instructional leaders and their impact on school and classroom practices and student achievement will be used to determine program effectiveness, and one or more measures are under development.</p>	<p>Appropriate measures of graduates' on-the-job performance as instructional leaders and their impact on school and classroom practices and student achievement are being used by university and district staffs to gather data for evaluating program effectiveness.</p>			