

# Breaking Down the Walls for Educating PK-12 Principals

**Dr. Marla Israel, Loyola University Chicago**

**Dr. Janis Fine, Loyola University Chicago**

**Dr. Susan Sostak, Loyola University Chicago**

**Dr. Hank Bohanen, Loyola University Chicago**

**Dr. Diane Morrison-Rossi, Loyola University Chicago**



# Loyola University Chicago

- \* Main campuses located in Chicago, IL
- \* Jesuit Catholic private university
- \* Approximately 10,000 Undergraduates and 6,000 Graduate Students
- \* School of Education has 379 undergraduate students and 717 graduate students (Loyola University Chicago, 2011)
- \* Multiple Campuses (Domestic: Water Tower, Lake Shore, Health Sciences Center, Retreat and Ecology Campus. International: John Felice Rome Center, Loyola Vietnam Center, Beijing Campus)

# Loyola's Jesuit Mission

- \* The core of Loyola's mission is to deliver the premier educational experience characterized by a transformative education in the Jesuit Tradition.
- \* University faculty, staff, and students fulfill this mission through:
  - \* coursework,
  - \* conversation,
  - \* co-curricular activities,
  - \* global initiatives and education,
  - \* and creating a community where people of all backgrounds thrive (Loyola University Chicago, 2012).

# Overview of *Transformative Education in the Jesuit Tradition*

- \* Written in 2009 integrating current research and best practices about innovative educational leadership preparation
- \* Six core components:
  - \* Expanding horizons and deepening knowledge
  - \* Self-appropriation or the self who leads
  - \* Dialogue
  - \* Moral responsibility
  - \* Care for planet or leading within various school contexts
  - \* Promotion of justice

# Overview of Innovative Educational Leadership Preparation

- \* Responsive to *Transformative Education in the Jesuit Tradition* and Illinois Public Act 096-0903.
- \* Collaboratively constructed with cross-disciplinary colleagues within the School of Education and community partners (Chicago Leadership Collaborative and the Office of Catholic Schools).
- \* Features a three-year coaching model.
- \* Global Perspectives integrated through domestic and international immersion experiences.

# Theoretical Background (Cont.)

- \* Rainwater Leadership Alliance (2010) paper *A new approach to principal preparation* acknowledges the importance of mentoring and coaching.
- \* The understanding of the development and literacy for P-12 students is integral in the success of educational leaders in order to make data based decisions on curriculum and instruction and improvement of teachers and student learning (Chappius, Commodore, & Stiggins, 2010; Dufour and Marzano, 2011; Leithwood & Jantzi, 2006).
- \* Culturally competent leaders make informed and ethical decisions when confronted with problems around diversity of perspectives (Lindsey, Roberts 7 Campbell-Jones, 2005; Terrel and Lindsey, 2009).
- \* Kouzes and Posner (2002) *Leadership Practices Inventory* provides a foundation for on-boarding plans and developing leadership competencies.
  - \* Challenging the Process
  - \* Inspiring a Shared Vision
  - \* Enabling Others to Act
  - \* Modeling the Way
  - \* Encouraging the Heart

# Changes to Current Practices Across the Field of Leadership Preparation

# Courageous Collaboration

- \* Dean of the School Education was a member of the State of Illinois Advisory Task Force on Principal Preparation challenging the LUC faculty in the School of Education to “totally re-conceptualize” what principal preparation should be.
- \* Faculty from cross-disciplinary units met regularly to discuss changes in Illinois Principal Preparation in light of best practice and recent legislation.
- \* Discussed:
  - \* In your area of expertise, what should a P-12 principal know and be able to do?
  - \* Regarding your area of expertise, what field experiences would you suggest a principal have?
  - \* What specific sources would you consider seminal to building a principal’s knowledge of this area
- \* Knowledge, skills, dispositions and field-based experiences created that aligned with SREB, ISLLC and ELCC standards.
- \* Created draft plans and revised multiple times as teams and as a School of Education before final program was accepted.

# OCS Program Map

<b>Year 1 Semester 1</b>	<b>Year 1 Semester 2</b>	<b>Year 1 Summer 1</b>	<b>Year 1 Summer 2</b>	<b>Year 2 Semester 1</b>
<b>ELPS 481: Mission Driven Leadership For Principals</b>	<b>CIEP 505: PK-12 Literacy and Numeracy</b>	<b>CIEP 431: Three-Tiered Prevention: Advanced Primary Supports</b>	<b>RMTD 404: Introduction to Education Statistics</b>	<b>CIEP 466: Data- based Decision Making</b>
<b>CIEP 442: Curriculum Development and Implementation</b>	<b>ELPS 482: School Supervision for Principals</b>			<b>ELPS 566: Internship One</b>

# OCS Program Map (continued)

Year 2 Semester 2	Year 2 Summer 1	Year 2 Summer 2	Year 3 Semester 1	Year 3 Semester 2
ELPS 483: Human and Fiscal Resource for Principals	CIEP 471: Teaching English as a Second Language and Bilingual Education	ELPS 465: Instructional Leadership: Cultural Context for Informed Decision Making  <b>OR</b>  CIEP 473: Instructional Leadership in Multicultural Schools	CIEP 432: Three-Tier Preventions: Secondary and Tertiary Supports	ELPS 484: Law, Policy, and Community for Principals
ELPS 567: Internship Two			ELPS 568: Internship Three	ELPS 569: Internship Four

## Year 1/Semester 2

### Three-Tiered Interventions: Advanced Primary Supports

- \* **Course Content:**

- \* Candidates will gain an understanding of the philosophy behind multi-tier systems of support for all students
- \* The candidate will be able to identify Tier 1 research based academic and behavioral practices to provide appropriate instruction for all students
- \* The candidate will be able to identify appropriate criterion-based measures that are developmentally appropriate within the areas of literacy and numeracy
- \* The candidate will be able to develop effective and appropriate interventions for school-based academic and behavioral concerns
- \* The candidate will be able to collect and interpret data from informal assessments for intervention development and evaluation
- \* The candidate will be able to use curriculum-based assessments for monitoring students' academic programs
- \* The candidate will understand effective instructional strategies and their application to academic and behavioral interventions.

## Three-Tiered Interventions: Advanced Primary Supports

### \* **Embedded Field Experiences:**

- \* The candidate will analyze the current Tier 1 universal supports to measure the number of proactive and preventive measures employed for academic and behavioral success within the school.
- \* The candidate will select an area of concern at the systems/Tier I level and identify an evidence-based intervention using the Problem-Solving Process
  - \* A. Define the problem by determining the discrepancy between what is expected and what is occurring
  - \* B. Analyze the problem using data to determine why the discrepancy is occurring
  - \* C. Establish a student performance goal, develop an intervention plan to address the goal and delineate how the student's progress will be monitored and implementation ensured
  - \* D. Use progress-monitoring data to evaluate the effectiveness of the intervention plan.

## Three-Tiered Interventions: Advanced Primary Supports

- \* **Embedded Field Experiences (continued):**
- \* Based on this analysis, the candidate will make recommendations concerning current Tier 1 universal supports for improved student outcomes to faculty

## Three-Tiered Interventions: Advanced Primary Supports

- \* **SREB Critical Success Factors: 1,2,3,4,5,6,8, &10**
- \* **ISLLC Standards: 1,2, &5**
- \* **Functions Include:**
  - Collaboratively develop and implement a shared vision and mission
  - Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
  - Create and implement plans to achieve goals
  - Promote continuous and sustainable improvement
  - Monitor and evaluate progress and revise plans

## Three-Tiered Interventions: Advanced Primary Supports

### **Functions (continued):**

- Develop assessment and accountability systems to monitor student progress
- Develop the instructional and leadership capacity of staff
- Maximize time spent on quality instruction
- Promote the use of the most effective and appropriate technologies to support teaching and learning
- Monitor and evaluate the impact of the instructional program
- Collect and analyze data and information pertinent to the educational environment
- Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- Ensure teacher and organizational time is focused to support quality instruction and student learning

## Three-Tiered Interventions: Secondary and Tertiary Supports

### \* **Course Content:**

Candidates will gain an understanding of:

- \* • How to provide leadership that creates a multi-tier system of support for students P- 12
- How to lead faculty in establishing and supporting research-based practices for Tier 2 and 3 interventions for schools P -12

### \* **Embedded Field Experiences:**

- Review services provided within Tier 2 and Tier 3 interventions
- Using these data, make recommendations for continued student academic and behavioral success
  - Communicate these recommendations to the problem-solving team, administration, and parents.

## Three-Tiered Interventions: Secondary and Tertiary Supports

- \* **SREB Critical Success Factors: 5, 7, 8 , 9, 10, 12, 13**
- \* **ISLLC Standards: 2, 3, 4, 6**
- \* **Functions include:**
  - \* Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
  - \* Collect and analyze data and information pertinent to the educational environment
  - \* Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources

## Three-Tiered Interventions: Secondary and Tertiary Supports

### Functions (continued)

- \* Promote and protect the welfare and safety of students and staff
- \* Develop the capacity for distributed leadership
- \* Ensure teacher and organizational time is focused to support quality instruction and student learning
- \* Make parents partners in their student's education and create a structure for parent and educator collaboration
- \* Monitor and evaluate the management and operational systems

## Three-Tiered Interventions: Secondary and Tertiary Supports

- \* Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- \* Create a comprehensive, rigorous, and coherent curricular program
- \* Create a personalized and motivating learning environment for students
- \* Supervise instruction
- \* Develop assessment and accountability systems to monitor student progress
- \* Develop the instructional and leadership capacity of staff
- \* Maximize time spent on quality instruction
- \* Promote the use of the most effective and appropriate technologies to support teaching and learning
- \* Monitor and evaluate the impact of the instructional program

# Rigorous Selection Process

## Phase 1- Application Process

The initial phase includes the following requirements:

- \* Complete the Loyola University Chicago application
- \* Hold a Bachelor's degree (for the M.Ed. program) and Master's degree (for the Ed.D. program) from an accredited college or university
- \* Hold a current teachers' certificate
- \* Pass the Illinois Basic Skills Test
- \* Have completed a minimum of two years teaching on a current teacher certificate
- \* Possess and submit university transcripts indicating evidence of a minimum average of 3.0/4.0 grade point average
- \* Provide 3 Letters of recommendation (1 from his/her current principal)
- \* Provide a personal statement focusing on transformational leadership and social justice
- \* Provide a current resume.

# Rigorous Candidate Selection

## Phase 2: Half-Day On-Site Interview

If the candidate meets the initial program requirements, he/she will then be invited to the second phase, an interview administered by the program's selection committee. The assessment will include:

**\*Oral Interview:** The oral interview contains eight questions to begin the conversation around the candidate's knowledge, skills and dispositions indicative of future leadership success to improve student outcomes.

**\*Power-Point Portfolio Presentation:** Through a power-point presentation, the applicant must demonstrate impact on student achievement using student data to improve outcomes and detail a current practice that demonstrates the change process with adults.

**\*Teaching and Learning Video Analysis:** The applicant will be asked to view an instructional video and in real-time analyze and present an understanding of effective curriculum and instruction and student engagement.

**\*Writing Sample:** The applicant will provide a written response to an educational leadership scenario. Given a limited period of time, the applicant will be asked write a concise response demonstrating the candidate's ability to organize his/her thoughts and analyze the information presented using the ISLLC standards as a guide.

# Program Components

- \* **Ed.D. Doctoral Principal Preparation Program for Current Chicago Public School Assistant Principals**
  - \* Three-year intensive coaching model
  - \* CPS Principal Competencies
  - \* Superintendent's Endorsement
  - \* Doctoral Capstone Dissertation
- \* **M.Ed. Instructional Leadership Principal Preparation Program – Catholic Educators**
  - \* Three-year intensive coaching model
  - \* National Catholic Benchmarks
  - \* Principal License
- \* **Coach is a former (CPS or Catholic) principal with demonstrated success in transforming schools to improve student outcomes**
- \* **5-to-1 candidate to coach ratio**
- \* **Coordinator of Coaches is liaison between university, candidates, and schools**

# Creating an On-boarding Plan

- \* Continued assessment is key to successful leadership preparation programs (Levin, 2005)
- \* Embedded field activities, internship and residency activities are aligned to the ISLLC SREB and ELLC standards. (Ed.D. also aligned to CPS Competencies; M.Ed. also aligned to Catholic Benchmarks)
- \* From results, on-boarding plan created and includes evolving needs-based contract between university, candidate, and coach
- \* Creates a meaningful relationship between expert leader and candidate
- \* Provides a full-support system between the Candidate, Coordinator of Coaches, Coach, On-site Principal Mentor, and University Faculty.

# On-Boarding Plan

## Sample Page

CPS Competency A: Creates powerful professional learning systems that guarantee exceptional teaching and learning for students. ISLLC Standard 2 Functions A-I	Assessed in Loyola's Internship Cycle (Year/Semester)	Evidence of work done by candidate as an assistant principal or other admin.	Evidence of work done in the Internship and/or Residency	Level of Completion: •Observation (O) •Participation (P) •Leadership (L)	Mastery of CPS Principal Competencies  Yes=Y No= N
1. Implementation of Common Core Standards:					
1a. Demonstrates content expertise of CCSS by developing effective unit and lesson planning protocols that are aligned with data-driven practices.	Year 1/ Semesters 1 & 2 Year 2/ Semester1 Year 2/ Summer 1 Year 3/ Summer 1				
1b. Sets expectations and facilitates staff in planning rigorous lessons and units across all grade levels and content areas aligned to the CCSS	Year 1/ Semesters 1&2 Year 2/ Semester 1 Year 3/ Summer 1				

## CPS Principal Course Outline and Embedded CPS Competencies Matrix

Loyola Course	CPS Internship or Embedded Field Experience	Embedded CPS Competencies Assessed
<b>ELPS 481 Internship Year 1/Semester 1</b>	➤ Perform a School Improvement Plan Analysis, either numeracy or literacy, and present data findings	A1a, A1b, A1c, A2a, A2c, A2d, B3a, B3b, C2d, C3b, Ea, Eb, Ec
	➤ Work on a school team to prioritize Common Core Curriculum Standards in one content area across all grade levels	A1a, A1b, A1c, A2a, A2c, A2d, B3a, B3b, C2d, C3b, Ea, Eb, Ec
	➤ Work with faculty to implement curriculum that produces gains in student achievement as defined by the mission of the school	A1a, A1b, A1c, A2a, A2c, A2d, B3a, B3b, C2d, C3b, Ea, Eb, Ec
<b>ELPS 465 EJ Internship Year 1/Semester 1</b>	➤ Analyze building culture/climate survey data for issues of equity and justice	A2a, A2b, A2d, B2a, C1c, C1d, C2a, C2d, C3a, Da, Db, Dc, Dd, Ea, Eb, Ec
	➤ Build a “learning community” that includes all stakeholders	A2a, A2b, A2d, B2a, C1c, C1d, C2a, C2d, C3a, Da, Db, Dc, Dd, Ea, Eb, Ec
	➤ Engage in activities designed to increase parental involvement	A2a, A2b, A2d, B2a, C1c, C1d, C2a, C2d, C3a, Da, Db, Dc, Dd, Ea, Eb, Ec
	➤ Work with coach on CPS Principal Competencies and Eligibility	ALL

# Continuous Candidate Assessment

## Formative Assessment:

- Continuous On-Boarding Plan Documentation
- Embedded Field Experiences that also serve as Core Course Assessments
- Mentor Principal Evaluation
- Coaches' Debriefing Sessions

# Summary of Components of Loyola University Chicago's Redesigned Principal Preparation Program

1. Collaboratively designed with university faculty from outside the discipline area of educational leadership, plus community partners, to ensure that candidates acquire a foundation of teaching and learning, research, data analysis and community perspectives;
2. Coursework, embedded field-experiences and internships that focus on school and P-12 student performance data and improvement;
3. Rigorous candidate selection process;
4. Three-year intensive coaching model beginning Day One of the program with a retired, successful principal;
5. On-boarding process to ensure that the principal candidate is actively engaged in leadership activities from Day One of the program that align with the 13 SREB competencies, the ISLLC standards, and the ELCC standards;

# Summary of Components of Loyola University Chicago's Redesigned Principal Preparation Program

6. Meaningful progression of proficiencies between the on-boarding field-experience leadership activities and the four semesters of internship;
7. Four semesters of internship encompassing the 13 SREB competencies and the 36 SREB activities (9 per semester) to ensure that the candidate's experiences span the P-12 continuum, in multiple diverse communities, with diverse learners;
8. A support team comprised of university faculty, university supervisor, mentor principal, coordinator of coaches and a coach ensuring that the candidate has multiple opportunities to authentically apply theory to practice while participating 100% in the 36 SREB activities and leading in at least 80% of the SREB activities;
9. On-going feedback, through both formative and summative assessments, from the support team through embedded field experiences in the course work through the four semesters of internship; and,
10. Optional two-week summer course at Loyola University's Rome campus to develop global perspectives.

# Program Contacts

**Dr. Janis Fine, [jfine@luc.edu](mailto:jfine@luc.edu)**

Associate Professor  
Loyola University Chicago  
School of Education

**Dr. Marla Israel, [misrael@luc.edu](mailto:misrael@luc.edu)**

Associate Professor  
Loyola University Chicago  
School of Education

**Dr. Susan Sostak, [ssostak@luc.edu](mailto:ssostak@luc.edu)**

Clinical Assistant Professor  
Loyola University Chicago  
School of Education

**Dr. Hank Bohanon, [Hbohano@luc.edu](mailto:Hbohano@luc.edu)**

Associate Professor  
Loyola University Chicago  
School of Education

**Dr. Diane Morrison-Rossi, [DMORRI@luc.edu](mailto:DMORRI@luc.edu)**

Executive Director of Center for  
School Evaluation, Intervention  
and Training (CSEIT)

