

Program
Providers

District and
State Partners

Principal Preparation Program Self-Study Toolkit

For use in developing, assessing, and improving principal preparation programs

- Candidate Admissions
- Coursework
- Pedagogy-Andragogy
- Clinical Practice
- Performance Assessment
- Graduate Performance Outcomes

Effective Training
and Preparation

Highly Effective
School Leaders

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Introduction and Acknowledgements

Since 2004, the Quality Measures Center for Program Assessment and Technical Assistance at EDC has championed and supported excellence in the preparation of school principals. Our work revolves around a detailed vision for high-quality principal preparation, drawn from current research and articulated through the rubric of program domains and indicators at the heart of this self-study toolkit. We engage principal preparation program faculty and their district and state partners in conducting evidence-based self-assessments of program quality, using that rubric as a guide. Quality Measures tools and protocols support self-study teams' reflection, dialogue, and identification of areas for improvement.

At the Quality Measures (QM) Center, our commitment to training and supporting principals flows directly from our commitment to achieving equitable educational opportunities for all students. Principals play a critical role in identifying and dismantling systemic inequities and building conditions and capacities for equitable, culturally responsive instruction within their schools. Therefore, programs that prepare principals must help them develop the skills and knowledge to lead with equity at the center.

The 11th edition of the *Quality Measures™ Principal Preparation Self-Study Toolkit (QM Toolkit)* brings that commitment to preparing equity-centered school leaders to the fore, elevating a commitment woven into the fabric of the toolkit since its beginning. This edition builds upon Dr. Cheryl King's impressive work leading the Quality Measures Center at EDC and developing the QM tools and processes over the span of 10 editions and more than 15 years. Substantial changes in this edition focus on equity at two levels: every domain now includes steps that programs can take to promote high-quality, equitable experiences for *candidates while they are in the program* as well as to prepare those candidates *to become equity-centered leaders* upon graduation. In addition, we added a set of discussion questions that self-study teams may use to deepen conversations about equity and the preparation of equity-centered leaders.

This 11th edition of the *Quality Measures Toolkit* draws on the knowledge and insights of many people. We began by reviewing more than 150 recent research studies, white papers, and frameworks related to preparing equity-centered leaders and distilling lessons from that literature to inform the toolkit. We gathered several rounds of ideas and feedback from esteemed colleagues who are deeply knowledgeable about principal preparation, committed to equity, and familiar with QM. Their ideas strengthened this toolkit in many ways.

We are deeply grateful to **Dr. Cheryl King** for the excellent and enduring foundation she built for Quality Measures, for her continued thought partnership, and for her feedback on this edition of the toolkit.

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—The **Quality Measures Team** at EDC: Sarah Birkeland, Melissa Lin, Emma McAuley, Alyssa Na'im, and Julie Riordan

Orientation to the Quality Measures Toolkit

Education Development Center, with support from The Wallace Foundation, is pleased to introduce the 11th edition of Quality Measures evidence-based tools and protocols. The *Quality Measures Toolkit* is designed to be a *self-led, analytic resource* for use in the critical self-examination, reflection, and peer review of principal preparation program quality. This 11th edition was developed with a specific focus on high-quality preparation of equity-centered school principals.

This *Quality Measures Toolkit* includes a rubric for each of the following program domains:

1. Candidate Admissions
2. Coursework
3. Pedagogy-Andragogy
4. Clinical Practice
5. Performance Assessment
6. Graduate Performance Outcomes

Each domain identifies five to seven indicators of high-quality practice. Each indicator is described with detailed and specific criteria. Taken together, these criteria offer a comprehensive description of high-quality preparation of equity-centered principals. A brief summary of the key research and frameworks that inform each of the domains begins on page 12. The rubric of domains and indicators begins on page 16.

Using the Toolkit for Evidence-Based Self-Assessment

Quality Measures relies upon an interactive, facilitated process as a basis for program self-study. Self-study teams are typically comprised of program faculty, affiliated school district representatives, and other program stakeholders. A complete self-study consists of four parts:

1. a **facilitated orientation** for the self-study team designed to build a shared understanding of QM domains and indicators, and to brainstorm examples of relevant evidence for each
2. a **period of several weeks** during which the self-study team assembles program artifacts that provide evidence of current practice relative to each indicator, and assign **preliminary ratings**
3. a **facilitated Evidence Review** during which the team reviews preliminary ratings and evidence, stakeholders serve as critical friends, and the team determines final ratings and
4. a **presentation of findings and recommendations** during which the team considers next steps for programmatic improvement.

QM Process Facilitation

The Quality Measures Center at EDC offers users trained peer facilitators to moderate the program self-study from a position of neutrality. Facilitators help self-study teams

- understand the goals, objectives, and process for conducting a QM program self-study
- make plans for efficiently and effectively assembling evidence
- manage difficult conversations and differences of opinion
- submit self-study data for organization and interpretation using QM electronic platform
- understand initial reports of findings, conclusions, and recommendations for next steps
- access examples of exemplary practice using the QM Exemplar Catalog

Under certain conditions, a program may opt to use the QM toolkit to engage in a program self-study without the support of a trained QM facilitator. For example, a program may have already completed a professionally facilitated process and is interested in using the tool as a resource for team discussions of selected program domains. The tool can also be used effectively as a framework for program design/redesign. The complete Quality Measures Toolkit is a publicly available document that can be downloaded from www.edc.org or www.wallacefoundation.org for independent use by program teams. For more information about enlisting the support of a trained QM facilitator to work with your self-study team, please contact the Quality Measures Center at qmcenter@edc.org.

Determining Preliminary Self-Ratings Using the Quality Measures Rubric

In preparation for the Evidence Review meeting, self-study teams of stakeholders carefully examine program artifacts that relate to each indicator and its criteria. This Quality Measures™ toolkit includes a rubric for each of the following program domains: 1) *candidate admissions*, 2) *coursework*, 3) *pedagogy-andragogy*, 4) *clinical practice*, 5) *performance assessment*, and 6) *graduate performance outcomes*. Each of the six domains identifies specific indicators of high-quality program practice, drawn from current research. Each indicator is described with clear and specific criteria to support team discussions and self-ratings. In examining these artifacts, or “evidence,” the self-study teams must consider a series of questions to determine a preliminary rating for each indicator. The Quality Measures Preliminary Ratings Sheet is designed to support these initial conversations.

STEP 1: Determining the Preliminary Rating

The self-rating for each indicator is determined by two factors: 1) the extent to which the program artifacts provide evidence that the program *meets the criteria* associated with that indicator; and 2) whether those criteria are met consistently across the entire *program or system*. Therefore, in determining the preliminary rating for each indicator, self-study teams must ask themselves two questions: 1) to what extent does the evidence demonstrate the criteria for this indicator, and 2) does the evidence demonstrate the criteria program-wide?



To what extent does the evidence demonstrate the criteria for this indicator?

Each indicator within the QM rubric includes specific criteria for high-quality programs. Self-study teams must read those criteria carefully and decide, based on the evidence at hand, the extent to which the program currently meets them. Does the evidence presented demonstrate ALL of the criteria for the indicator, MOST of the criteria, SOME of the criteria, or FEW/NONE of the criteria?



Does the evidence demonstrate the criteria program-wide?

When considering the program artifacts that the self-study team has assembled as evidence, it is important to consider not only whether the evidence demonstrates all the criteria in the indicator but also whether the evidence represents *the entire program*.

Does the evidence demonstrate that the criteria are met *program-wide*, for example across all courses or all clinical placement sites? Or does the evidence relate to isolated pockets of the program, for example only one course or one district partnership? To warrant a strong self-rating, the evidence must go beyond individual courses, faculty members, or site placements to demonstrate consistency across the entire program.

Ideally, the criteria are met *system-wide*, embedded in institutional policies, formalized across partnerships with districts and state agencies, and – if relevant – across all the institution’s programs. When practices that meet the indicator criteria are system-wide, they are more likely to be sustained through changes in leadership.

The answers to these two questions determine the number rating that the self-assessment team assigns the program’s design or implementation for that indicator, from Level 4 (highest) to Level 1 (lowest). A rating of 4 indicates that the program meets ALL of the criteria for the specific indicator. A rating of 3 indicates that the program meets MOST of the criteria for the specific indicator. A rating of 2 indicates that the program meets SOME of the criteria for the specific indicator. A rating of 1 indicates that the program meets FEW/NONE of the criteria for the specific indicator.

STEP 2: Distinguishing Evidence of Design and Evidence of Implementation

The next question a self-study team should consider when examining the program artifacts that relate to a given indicator is whether they are evidence of program design or implementation.



Are the artifacts evidence of the program's design or its implementation?

Evidence of design includes artifacts that demonstrate how the program is *supposed to* operate. This includes planning documents such as curriculum maps, syllabi, mentor handbooks, etc. Evidence of design is by far the most common type of evidence. Most self-study teams rely heavily on evidence of design for their evidence reviews.

Evidence of implementation includes artifacts or data that demonstrate how that design fared when *put into action*. Such evidence might include findings from a candidate survey, spreadsheets of performance assessment results, or examples of coaching feedback provided to candidates. This type of evidence may be harder to come by, but it provides invaluable information about the quality of the program *as delivered* and experienced by candidates.

Why is the distinction between program design and program implementation important?

A strong design is the foundation of a high-quality principal preparation program, just like a strong lesson plan is the foundation for a strong lesson. However, just like a strong lesson plan does not guarantee effective teaching or student learning, a well-designed program does not guarantee a high-quality experience for candidates. Let's use Indicator 4.4, Clinical Coaching, as an example. The indicator specifies that candidates' clinical coaching should include "*regular opportunities for reflection and feedback.*" In designing clinical experiences, programs may create handbooks for clinical faculty that specify how, and how often, those opportunities for candidate reflection and feedback should occur. These handbooks tell clinical coaches what they are expected to do. They are evidence of program design. However, sometimes circumstances prevent those opportunities for reflection and feedback from occurring. Conflicting responsibilities may cause a clinical coach to miss or cut short scheduled meetings. A coach may offer vague, infrequent feedback, or give advice rather than encouraging reflection. In those cases, a strong program design is met with weaker implementation.

The **Evidence Strength Continuum**, below, offers further guidance on how to determine indicator ratings based on whether the artifacts provided are evidence of design or evidence of implementation.

EVIDENCE STRENGTH	TYPE 1: EVIDENCE OF DESIGN	TYPE 2: EVIDENCE OF IMPLEMENTATION
LEVEL 4 Strongest	Artifacts demonstrate that <i>ALL</i> indicator criteria have been met, program-wide, at the design-level	Artifacts demonstrate successful program-wide implementation of ALL of the indicator criteria
LEVEL 3 Stronger	Artifacts demonstrate that <i>MOST</i> indicator criteria have been met, program-wide, at the design-level	Artifacts demonstrate successful program-wide implementation of MOST of the indicator criteria
LEVEL 2 Strong	Artifacts demonstrate that <i>SOME</i> indicator criteria have been met, program-wide, at the design-level	Artifacts demonstrate successful program-wide implementation of SOME of the indicator criteria
LEVEL 1 Weak	Artifacts demonstrate that <i>FEW</i> or <i>NO</i> indicator criteria have been met, program-wide, at the design-level	Artifacts do not yet demonstrate implementation of the indicator criteria

Equity-Centered Discussion Prompts

In reviewing evidence and determining preliminary ratings, self-study teams may choose to use the discussion prompts included as an [appendix](#). These prompts are designed to deepen conversations about the program's approach to preparing equity-centered leaders and the consistency with which that approach is being implemented. We recommend that the self-study team use these prompts in a conversation prior to the facilitated Evidence Review, during which they will determine final ratings.

Program Domains and Indicators at a Glance

CANDIDATE ADMISSIONS

1. Program Mission, Vision, and Goals
2. Marketing Strategies
3. Recruitment Practices
4. Admission Criteria
5. Applicant Screening
6. Assessment of Candidates' Leadership Potential
7. Candidate Selection

COURSEWORK

1. Standards
2. Learning Goals
3. Course Design
4. Course Content
5. Course Materials
6. Course Sequence
7. Course Consistency

PEDAGOGY- ANDRAGOGY

1. Access
2. Culturally Responsive Teaching Practices
3. Active Learning Strategies
4. Experiential Learning Activities
5. Reflective Practices
6. Exemplars
7. Formative Feedback

CLINICAL PRACTICE

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

PERFORMANCE ASSESSMENT

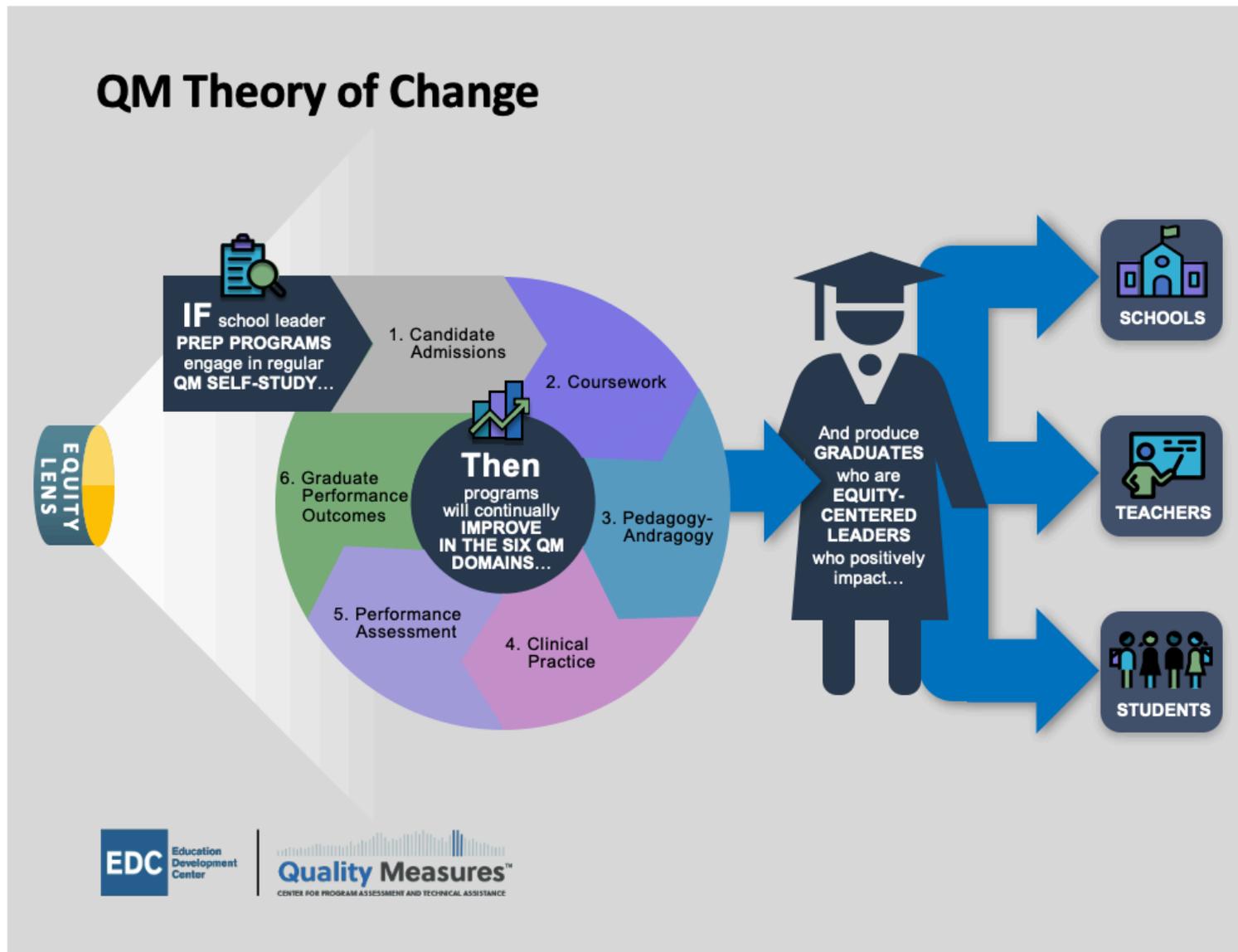
1. Candidate Performance Goals
2. Assessment Purpose
3. Assessment Quality
4. Assessment Methods
5. Communication of Assessment Results
6. Assessment Impact
7. Exit Assessment

GRADUATE PERFORMANCE OUTCOMES

1. State Certification Exams
2. Job Placement and Retention
3. Job Performance
4. Continuous Improvement
5. Program Responsiveness

Quality Measures' Theory of Change

At the Quality Measures Center, we believe that if school leader preparation programs engage in periodic self-study using the *Quality Measures Principal Preparation Program Self-Study Toolkit*, then their programs will improve over time and produce equity-centered graduates who will, in turn, positively impact the schools, teachers, and students with whom they work.



The Research Behind the Quality Measures Domains and Indicators

The Quality Measures rubric of program domains and indicators together articulate a detailed vision for high-quality principal preparation, carefully built based on research. It draws on nearly two decades of research about high-quality principal preparation, in general, and the preparation of equity-centered principals. More detail about the research behind the rubric appears below.

Preparing Equity-Centered Principals: A National Imperative

Principals matter. While this is not new information, a growing body of research in recent decades has helped us understand precisely *how*, and *how much*, a good principal can make a difference in students' lives. A 2004 Wallace Foundation study found that leadership was second only to teaching among in-school factors that affect student learning (Leithwood et al., 2004). This study supported an informal consensus about the importance of principals and sparked renewed interest in principal leadership as a topic of research. Nearly two decades later, a Wallace Foundation-funded systematic synthesis of research on principals' effect on student learning concluded that principals significantly influence not only student achievement but other important aspects of the student experience, as well. The researchers concluded, "It is difficult to envision an investment with a higher ceiling on its potential return than a successful effort to improve principal leadership" (Grissom et al., 2021). At the same time, our nation is keenly aware of the pervasive and persistent opportunity gaps in many schools and districts. These differences in opportunities, resources, and access to high-quality teachers lead to differences in student learning and retention. Principals face the challenge of ensuring that each and every student has access to the support they need. To meet this challenge, principals must be equity-centered leaders.

Equity-centered leaders ensure excellence, equity, and a quality learning experience for every child, in every classroom, every day. They model and set direction; they shape an environment where equity and excellence are the standard for everything; they develop people personally and professionally; and they make the organization "work" so that teachers and school-site staff can engage in effective teaching, learning, and support (Grissom et al., 2021; Leithwood et al., 2004; Rimmer, n.d.). Equity-centered leaders seek to mitigate disparities by addressing structural and systemic conditions, processes, and barriers that exacerbate societal inequities (Galloway & Ishimaru, 2017). Such leaders continually cultivate a deep understanding of their own biases, ask tough questions, and call out inequities, even when it is uncomfortable (ASCD, 2019). Research indicates that while such equity-centered leadership is important to improving inequitable student outcomes, most principal preparation programs are not yet organized to effectively teach it (Wang, 2018; Brunsmas et al., 2013; Hawley & James, 2010) and most graduates are unprepared to enact it (Miller & Martin, 2015; Kutash et al., 2010).

Equity-Centered Principal Preparation

Investments in equity-centered principal leadership must begin with preparation (Mendels, 2016). But what does high-quality preparation of equity-centered school leaders look like? A growing body of research, seeded by Linda Darling-Hammond and her colleagues in 2007, begins to answer this question by detailing the structures and practices that yield well-prepared principals, in general. Additional research,

frameworks, and thought pieces relate specifically to how to build the necessary capacities for principals to identify and address issues of equity in their schools and districts. The six program domains and 39 indicators in this toolkit are drawn from these two overlapping bodies of literature: research on high-quality principal preparation, in general, and on how to prepare equity-centered leaders, specifically. Because the current body of empirical research about how to effectively prepare equity-centered school leaders is thin, they also reflect best practices put forth by thought leaders in the field, captured through standards, playbooks, field guides, and other resources. A summary of the lessons derived from these sources, organized around the six Quality Measures program domains, appears below.

Candidate Admissions

Recent research confirms anecdotal evidence that while the public school principalship has become more racially and ethnically diverse, it does not yet match the racial and ethnic diversity among students (Grissom et al., 2021). Therefore, a deliberate approach to candidate recruitment and selection is an essential first step in building a diverse and capable corps of future principals (Mitgang, 2012; Sanchez et al., 2008). This process should be grounded in an equity-centered mission, vision, and goals, developed collaboratively by program stakeholders (University Council for Educational Administration, 2019; New York State Education Department [NYSED], n.d.). Exemplary programs seek to recruit a racially, culturally, and gender diverse group of applicants who demonstrate a commitment to equity (Crow & Whiteman, 2016), and high-quality candidate selection processes probe to determine if applicants have the needed experience, leadership skills, aptitudes, and dispositions to achieve partner districts' goals. Ideally, district partners have a voice in candidate admission criteria and the final selection of candidates (Orr et al., 2010; Winn, et al., 2016).

Coursework

Universities are making a critical shift toward more coordination among faculty to ensure constructive alignment among learning goals, teaching and learning activities, and assessment tasks. McMahan and Thakore (2006) found that such alignment leads to fairer, more reliable assessments; facilitates continuous improvement of course designs and contents; and deepens candidate learning. Similarly, Darling-Hammond and colleagues found that “curricular coherence, linking goals, learning activities, and assessments” (2007, p. 42) was evident in exemplary programs. Well-balanced programs include rigorous, research-based content (Young et al, 2021) related to instructional leadership; school improvement; family and community relations; management; and organizational culture (Winn et al., 2016). A growing body of research has shown that skills in these areas are hallmarks of effective principals (Grissom et al., 2021).

A growing body of literature examines how programs organize coursework specifically to teach equity and social justice. First, the school leadership standards driving curriculum and assessment should provide candidates with specific and measurable descriptions of relevant leadership actions consistent with promoting educational equity (Honig & Walsh, 2018). Furthermore, principal preparation programs should include content that helps candidates understand systemic inequities (Kemp-Graham, 2015); analyze existing policies with an equity lens (Tennessee Department of Education, 2018); and practice engaging people in conversations around equity issues (Cochran et al., 2020; Goldring et al., 2021). Candidates need practice in self-reflection about their own identities and implicit biases (NYSED, n.d.). Programs must integrate social justice throughout the program rather than isolating it to one course (Diem & Carpenter, 2012). Ensuring that candidates

will graduate ready to lead for equity also requires developing faculty members' capacities to teach an equity-centered curriculum (Khalifa et al., 2016). Programs must engage program faculty and stakeholders in articulating a shared commitment to equity and regularly conduct curriculum audits to ensure cultural responsiveness and equity (NYSED, n.d.).

Pedagogy-Andragogy

To ensure equitable access for all program candidates, the program must offer classes at convenient times and in convenient locations (Winn et al., 2016). Strong teaching practices for adults are built on adult learning theories in which content is contextually driven; include problem-based and on-the-job learning activities; supply candidates with coaching, mentoring, and peer networking opportunities; and gradually release candidates to rely more on their own inquiry and problem-solving abilities (Crow & Whiteman, 2016; Davis et al., 2013). This involves creating course experiences that mirror the expectations of a practicing administrator, such as field-based projects, problem-based learning, action research or inquiry projects, and case studies (Winn et al., 2016). In addition, program faculty must model the equitable and culturally responsive teaching practices that they hope the candidates will promote in the schools they eventually lead. This requires examining their own implicit biases and relationships to equity (Cabrera et al, 2016), periodically reviewing and updating their pedagogical practices for culturally responsive teaching, and supporting one another in learning new ways to teach (Waite, 2021, NYSED, n.d.).

Clinical Practice

Clinical practice is a form of experiential learning in which candidates apply knowledge and theory learned in courses to real-world, professional settings. These experiences give candidates the opportunity to gain valuable applied knowledge and make connections to experienced professionals in the districts where they may eventually lead. High-quality clinical practice experiences rely on strong district partnerships and are co-designed by program faculty, district leaders, and the candidates themselves (Sherman & Crum, 2009; Winn et al., 2016). Clinical experiences incorporate "learning while doing," combining practical experiences with reflection and feedback (Honig & Walsh, 2018) and offering opportunities to connect learned theory with specific, practical leadership actions (Dentith & Peterlin, 2011). Specifically, clinical experiences should offer candidates opportunities to analyze authentic data with an equity lens (Herman et al., 2017), identify appropriate entry points for making change (Guerra et al., 2013); and consider the connection between equity and resource allocation (ERS, n.d.). Candidate learning and performance goals should be very clear (Clayton & Myran, 2013) and candidates supported by carefully matched clinical mentors who have demonstrated success in equity-centered school leadership and trained in high-quality coaching and feedback (Winn et al., 2016). Furthermore, programs should seek to place candidates in a range of settings in which they support teachers to work with students of diverse backgrounds (NYSED, n.d.).

Performance Assessment

Effective principals are informed by deep content and contextual knowledge, but they enact their roles by *doing*. Therefore, high-quality principal preparation programs assess not only what candidates are learning but also how proficiently they translate that learning into action. Performance-based assessments provide the most accurate measure of candidates' application of leadership learning (Young et al, 2021). These

performance assessments are designed to measure the specific school leadership performance standards that form the basis for the program's curriculum (Honig & Walsh, 2018). They are used to evaluate whether candidates have acquired specific skill sets that are the building blocks of strong leadership practice and allow program faculty to adjust their instruction if needed. Ideally, these performance assessments occur throughout the program, tied to specific milestones and benchmarks, and are offered in different contexts and modalities to ensure candidates multiple opportunities to demonstrate proficiency (NYSED, n.d.; Winn et al., 2016). Program faculty must take steps to ensure that the assessments themselves are equitable and culturally responsive and to eliminate bias in their scoring (NYSED, n.d.; Waite, 2021).

Graduate Performance Outcomes

The ultimate goal of any principal preparation program is to adequately prepare candidates for the challenges of school leadership. Therefore, in assessing the quality of their program, faculty must look outward for evidence that graduates are succeeding as principals. Specific examples of such evidence include candidate performance on state certification exams, hiring, retention and job performance (Grissom et al., 2021). Disaggregating those data by candidates' demographic characteristics (e.g., race, ethnicity, gender) allows program faculty to identify and address any variation by subgroup, further ensuring equitable preparation within the program. Exemplary programs embrace continuous improvement processes, engaging in continuous cycles of collaborative inquiry to inform the design of the program and ensure the high-quality preparation of leaders (Young et al, 2021). Successful continuous improvement processes are enabled by systems for collecting, housing, and analyzing data; expectations for faculty to participate; regular, protected meeting times; and a designated leader (Cosner, 2020).

QM Rubrics

Domain 1: Candidate Admissions

QM INDICATORS		QM CRITERIA
1	Program Mission, Vision, and Goals	The program’s equity-centered mission, vision, and goals are developed by a diverse and inclusive panel of program stakeholders . These elements support the mission, vision, and goals of partner districts and intentionally guide the program’s strategic planning, organizational processes, and resource allocation.
2	Marketing Strategies	Program and district stakeholders co-develop marketing strategies that are responsive to current and future needs for school principals in the region and the priorities of partner districts. These plans display the program’s equity-centered mission, vision, and goals and highlight the program’s unique strengths and offerings.
3	Recruitment Practices	Recruitment practices are designed to attract a diverse group of applicants who demonstrate a commitment to equity . Practices include direct outreach by faculty and district partners and publicity through a variety of modes (e.g., social media, website, and virtual or in-person events).
4	Admission Criteria	Program has explicit admission criteria that align with the program’s equity-centered mission, vision, and goals as well as any state or local requirements.
5	Applicant Screening	A diverse and inclusive panel of program stakeholders conducts an initial screen of applicants to ensure they meet program admission criteria. The program periodically identifies and examines common barriers to admission, seeking to eliminate potential bias in the screening process.
6	Assessment of Candidates’ Leadership Potential	Screened applicants participate in a combination of activities designed to assess their potential as equity-centered school leaders . These may include equity-focused simulations and role-play and require demonstration of cognitive skills (e.g., communication, problem-solving) and dispositions (e.g., growth mindset, strengths-based thinking). A diverse and inclusive panel of program stakeholders each rate the candidates.
7	Candidate Selection	In making final decisions about candidate selection, a diverse and inclusive panel of program stakeholders considers evidence of applicants’ commitment to equity, demonstrated leadership skills and potential, and whether partner districts view them as potential hires.

Evidence of DESIGN might include		Evidence of IMPLEMENTATION might include	
<ul style="list-style-type: none"> Correspondence between program faculty and school district personnel Marketing materials 	<ul style="list-style-type: none"> Application checklists, forms Interview questions and scoring rubrics 	<ul style="list-style-type: none"> School leader vacancy projections Candidate assessments and admissions scoring data 	<ul style="list-style-type: none"> Completed applicant interview rubrics compiled across raters

Domain 2: Coursework

QM INDICATORS		QM CRITERIA
1	Standards	Courses are based on specific, measurable, and comprehensive school leader performance standards that include an explicit commitment to equity-centered leadership (e.g., PSEL, NELP, and/or state or local leadership standards).
2	Learning Goals	Courses articulate clear learning goals for candidates, derived from the standards. These learning goals promote transformative and deep learning that develop candidates' equity-centered leadership skills and behaviors .
3	Course Design	The design of each course explicitly connects learning goals, course content, and course assessments. To ensure these connections and provide deeper learning experiences for all candidates, program faculty regularly audit and improve course designs.
4	Course Content	Course content applies an equity lens to instructional leadership, school improvement, family and community relations, management, and organizational culture. Courses include content that helps candidates understand systemic inequities; analyze policy and practice with an equity lens; and practice engaging others in conversations around equity issues.
5	Course Materials	Course materials are culturally responsive , reflect diverse authorship, and are inclusive of multiple perspectives. Program faculty conduct regular audits of course materials to ensure they include timely, relevant, rigorous, and research-based sources on equity-centered leadership.
6	Course Sequence	The program's course sequence is ordered to ensure that concepts and skills build upon each other in a structured progression of learning. A focus on equity-centered leadership is embedded throughout the sequence.
7	Course Consistency	To provide equitable candidate learning experiences, systems and structures are in place to ensure that course content, key assessments , assessment criteria, and grading conventions are consistent within the same course even when taught by different instructors.

Evidence of DESIGN might include		Evidence of IMPLEMENTATION might include	
<ul style="list-style-type: none"> • Syllabi, course descriptions • Candidate learning goals • Standards, rubrics, crosswalks 	<ul style="list-style-type: none"> • Program of study • Course evaluation survey • Handbooks 	<ul style="list-style-type: none"> • Completed course evaluations • Artifacts from course audits 	<ul style="list-style-type: none"> • Aggregated student work • Leadership practices inventory data

Domain 3: Pedagogy-Andragogy

QM INDICATORS		QM CRITERIA
1	Access	Courses are offered at convenient times and in convenient locations and formats (e.g., online, in-person, or hybrid) to ensure equitable access for all program candidates.
2	Culturally Responsive Teaching Practices	<u>Program faculty</u> employ <u>culturally responsive teaching practices</u> in their courses to meet each learners' needs. To support this, faculty engage in ongoing professional learning focused on their relationships to <u>equity</u> , identification of <u>implicit biases</u> , and what <u>culturally responsive teaching</u> entails.
3	Active Learning Strategies	Instructors engage candidates in course content through <u>active learning</u> strategies (e.g., project-based or case-based instruction, simulations, action research) that require an <u>equity lens</u> and expose candidates to a variety of issues and school contexts.
4	Experiential Learning Activities	Courses offer candidates scaffolded opportunities to engage in real-world <u>experiential learning</u> opportunities that require them to identify and address issues of <u>equity</u> and access. Candidates apply new learning in district-specific contexts, gradually increasing reliance on their own inquiry and problem-solving abilities.
5	Reflective Practices	Courses incorporate frequent opportunities for reflection—including reflection on candidates' <u>implicit biases</u> and equity mindsets—to develop the essential habits of self-examination, ongoing personal growth, and continuous improvement of practice.
6	Exemplars	Courses provide candidates with <u>exemplars</u> of equity-oriented and research-based or innovative practice for use in reflecting upon and refining specific leadership <u>competencies</u> . Program faculty and <u>district partners</u> regularly review exemplars to ensure they are current and relevant.
7	Formative Feedback	Through regular, structured, and coordinated opportunities, program faculty and relevant <u>stakeholders</u> provide <u>formative feedback</u> to candidates. The feedback guides each candidate's progress toward <u>learning</u> and <u>performance goals</u> . Program faculty use the formative feedback to identify gaps in instruction and make mid-course corrections as needed.

Evidence of DESIGN might include	Evidence of IMPLEMENTATION might include
<ul style="list-style-type: none"> • Course syllabi • Course assignments • Exemplars • Assessment rubrics 	<ul style="list-style-type: none"> • Candidate reflections • Formative assessment feedback to candidates • Course adjustments in response to formative data • Aggregated student work

Domain 4: Clinical Practice

QM INDICATORS		QM CRITERIA
1	Clinical Design	Clinical designs are developed collaboratively by program faculty , district partners , and candidates and articulate specific learning and performance goals for each candidate. All clinical designs incorporate “learning while doing,” combining practical experiences with structured reflection and feedback; regularly offer opportunities to connect theory with practice; and require candidates to authentically address complex, adaptive leadership challenges including those related to equity.
2	Clinical Placements	Program faculty and district partners collaborate to ensure that candidates’ clinical placements are at schools well-positioned to support their development as equity-centered leaders , with attention to specific candidate needs, diversifying candidates’ experiences, and exposing each candidate to skilled, equity-centered site-based mentors and/or coaches .
3	Clinical Quality	Program faculty and district partners have developed a shared understanding of the standards and criteria for a high-quality clinical experience, and closely monitor each candidate’s experience against those standards and criteria to ensure quality.
4	Clinical Coaching	Throughout the clinical experience, candidates receive culturally-responsive, equity-centered clinical coaching which includes regular opportunities for reflection and feedback. Coaches are trained in implementing the program’s preferred coaching model .
5	Clinical Supervision	Candidates receive culturally-responsive, equity-centered clinical supervision throughout their clinical experience. Supervisors regularly communicate specific, actionable feedback about candidates’ performance relative to identified learning and performance goals to candidates and relevant program and clinical faculty.
6	Clinical Evaluation	Evaluations of candidates’ performance in the clinical experience align with the specific learning and performance goals identified for each candidate. Evaluations include assessments from multiple stakeholders who worked with the candidate, such as supervisors, school site faculty, site-based mentors and/or coaches, and candidates themselves.

Evidence of DESIGN might include		Evidence of IMPLEMENTATION might include	
<ul style="list-style-type: none"> • Handbooks • Observation templates 	<ul style="list-style-type: none"> • Standards, rubrics • Clinical evaluation form 	<ul style="list-style-type: none"> • Cohort performance reports • Candidate performance reports • Coaching records 	<ul style="list-style-type: none"> • Candidate activity logs or reflection journals • Candidate surveys

Domain 5: Performance Assessment

QM INDICATORS		QM CRITERIA
1	Candidate Performance Goals	Candidate performance goals , including specific mid-program benchmarks or milestones , are clearly articulated and align with both the program’s leadership performance standards and district partners’ leadership performance standards.
2	Assessment Purpose	Performance assessments in courses, clinical practice , and independent projects offer candidates opportunities to demonstrate developing leader capacities in order to measure their progress toward performance goals .
3	Assessment Quality	Performance assessments are tightly linked to candidate performance goals; are culturally responsive ; are designed to promote learning; and make candidate success criteria explicit, enabling feedback and promoting self-assessment. Program faculty and stakeholders regularly review and improve the quality of the assessments.
4	Assessment Methods	To ensure a reliable and equitable approach to inferring candidates’ current level of proficiency in relation to the performance goals , performance assessments occur in multiple contexts and modalities, with a variety of assessors.
5	Communication of Assessment Results	Assessors provide timely and specific feedback about candidate performance relative to the performance goals to the candidate and relevant program and clinical faculty, in a format that is easy to understand.
6	Assessment Impact	Candidates regularly use performance assessment data to self-reflect on their progress toward performance goals and co-develop plans for continued growth with program faculty and other stakeholders (e.g., site-based mentors and/or coaches) where appropriate.
7	Exit Assessment	To graduate, candidates must demonstrate competency in the program’s leadership performance standards, including equity-centered standards. When candidates do not demonstrate all required competencies, program faculty and district partners identify barriers, provide specific feedback, and offer relevant supports to help them gain the necessary skills to demonstrate those competencies in a future assessment.

Evidence of DESIGN might include		Evidence of IMPLEMENTATION might include	
<ul style="list-style-type: none"> • Syllabus • Performance assessments 	<ul style="list-style-type: none"> • Standards, crosswalk documents • Assessment rubrics 	<ul style="list-style-type: none"> • Cohort performance reports • Candidate performance reports 	<ul style="list-style-type: none"> • Candidate reflections and growth goals

Domain 6: Graduate Performance Outcomes

QM INDICATORS		CRITERIA
1	State Certification	Program graduates are eligible for state certification or licensure, or to advance to the next stage of the certification process. If the state has a leadership licensure exam , all graduates pass it before or upon completion of the program. Program faculty regularly review exam results, disaggregated by graduates' demographic characteristics (e.g., race, ethnicity, gender), to understand and address patterns and trends.
2	Job Placement and Retention	Program graduates actively seeking leadership roles are hired as assistant principals, principals or other site- or district-based leaders within a year of graduation and remain in leadership roles for at least three years. Program faculty regularly review graduate job placement and retention rates, disaggregated by graduates' demographic characteristics (e.g., race, ethnicity, gender), and work with district partners to understand and address patterns and trends.
3	Job Performance	Program graduates placed in leadership positions either meet or exceed district performance expectations, including expectations for equity-centered leadership, during their induction period. Program faculty regularly review graduate job performance data, disaggregated by graduates' demographic characteristics (e.g., race, ethnicity, gender) to understand and address patterns and trends.
4	Continuous Improvement	Program faculty regularly and consistently engage in cycles of program-level continuous improvement, drawing on multiple sources of data (e.g., candidate or graduate surveys; candidates' clinical evaluations; course evaluations, etc.) to identify areas for program improvement. There are systems and structures in place for collecting, housing, and analyzing data, and for collaboratively generating, implementing, and assessing related plans for program improvement.
5	Program Responsiveness	Program faculty regularly seek feedback from district partners regarding district needs, local context, and graduate performance, and adjust relevant aspects of the program in response.

Evidence of DESIGN might include		Evidence of IMPLEMENTATION might include	
<ul style="list-style-type: none"> • State certification requirements/checklist • State-approved program verification form • Program exit survey 	<ul style="list-style-type: none"> • List of graduates • University/school district MOU • Survey to employers of 1st year leaders 	<ul style="list-style-type: none"> • District job performance reports • Graduate efficacy survey results • Leader tracking system queries and results 	<ul style="list-style-type: none"> • State certification exam data, disaggregated • Map of graduate placements

Glossary of Terms

This glossary of terms is included here as a quick reference tool for self-study teams engaged in examining their leader preparation program practices using the Quality Measures rubrics. The glossary is intended to assist teams in developing a shared understanding of indicators associated with each program domain. Every program and program context is different, and teams may need to adapt the language to fit their unique contexts.

Active learning. An approach to instruction that engages students in constructing knowledge and understanding, engaging in higher-order thinking, and practicing metacognition: thinking about their own thinking (adapted from Bonwell & Eison, 1991; Brame, 2016).

Adaptive Leadership Challenges. Ronald Heifetz distinguishes between *technical* leadership challenges, with straightforward easy to define solutions (e.g., increasing WiFi bandwidth or organizing the bus schedule) and *adaptive* leadership challenges. Adaptive challenges are complex issues for which solutions are currently unknown, and which can only be addressed through changes in people's values, beliefs, and habits (e.g., rolling out a new curriculum or dismantling an inequitable system of academic tracking) (Heifetz, 1994).

Alignment. Used here to reference the technical process of demonstrating the relationship between two or more things (e.g., standards and candidate assessments). The stronger the alignment between standards, goals, and practices, the greater the level of coherence.

Benchmark. Used here as a specific level of performance that serves as the minimum expectation for candidates at a particular point in time or a developmental progression (adapted from CAEP, n.d.).

Candidate performance goals. The specific and observable aspects of leadership behavior to be accomplished by the end of the course of study or as interim indicators of progress along the way.

Clinical coaching. Dedicated time clinical supervisors, mentors, and/or coaches spend observing and providing feedback to candidates on both accomplishments and areas for improvement. Includes intentional support in the candidate's application of theory to experience. This coaching is usually separate from the clinical evaluation process and ideally follows a clear coaching model, in which the coach has been trained by the preparation program or the district.

Clinical design. Refers to the essential elements of an effective experiential learning experience that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional school setting. Essential elements include learning goals that drive the learning experience and supervision by a professional with relevant and related background in the field. The

overall clinical design balances the candidate's learning goals with the organization's (school's) needs. Candidates' clinical experiences may be part-time or full-time.

Clinical evaluation. The assessment of the candidate's progress toward demonstrating the learning and performance goals identified at the beginning of the clinical experience. Typically, supervisors are asked to evaluate candidates at the midpoint and end of the clinical experience. Evaluations are helpful in determining the candidate's success within the assigned school and serve as predictors of success for future employment.

Clinical placements. The identified schools in which candidates complete the experiential segment of their school leader preparation and training and the site-based support teams (supervisor, mentor, and/or coach) that support them.

Clinical practice. Field-based leadership practical experiences or internships that provide candidates with an intensive and extensive opportunity to engage in authentic leadership tasks related to their learning and performance goals. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing (adapted from NPBEA, 2018). Also referred to as *clinical experience*.

Clinical supervision. Guidance and oversight provided to candidates during the clinical experience. The supervisor should be an expert in school leadership. Responsibilities may include helping to determine the candidate's placement; conducting an orientation; co-developing candidate learning goals; meeting with and observing the candidate regularly to evaluate performance and determine if needs and goals are being met; and assessing the success of the clinical design.

Coach. Used here, a coach is a site-based mentor or program faculty member who offers frequent guidance and support during the clinical site placement. Leader preparation programs may use different terms to describe this and other clinical support roles such as *mentor*, *supervisor*, or *development team member*. See [clinical coaching](#).

Coaching model. A defined approach to coaching principal candidates that is based on a theory about how leaders develop and the role of the coach in supporting that development. The coaching model should provide guidance to coaches about the purpose of coaching, how to form a productive relationship, problem identification and goal setting, problem-solving, and the mechanisms by which the coach will foster the desired outcomes (Carey et al., 2011). An **equity-centered coaching model** focuses on approaches to decision-making, culture building, and strategic planning that aim to create more equitable educational environments.

Commitments. The values, beliefs, dispositions, morals, and professional ethics that underlie an educational leader's professional performance. A leader's commitments influence their behaviors and attitudes toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the leader's own professional growth (adapted from NPBEA, 2018).

Competency. A general statement that describes the desired knowledge, skills, and behaviors of candidates graduating from a program (or completing a course). Competencies define the applied skills and knowledge that will allow the candidates to perform successfully as leaders.

Constructive alignment. Refers to the process for devising teaching and learning activities and assessment tasks to directly address the intended learning outcomes.

Continuous improvement. Continuous improvement is an applied science that emphasizes innovation, rapid and iterative cycle testing in the field, and scaling to generate learning about what changes produce improvements in particular contexts. Through continuous improvement, stakeholders address a specific problem using iterative cycles to test potential solutions to the identified problem. The outcomes of each cycle inform the revision, development, and fine-tuning of practices. People who engage in the continuous improvement process identify specific problems, develop proposed solutions, test them in real contexts, collect and study data on their effectiveness, and then make decisions based on what they learn (adapted from Institute for Healthcare Improvement, 2015; Shakman et al., 2017; Wang & Fabillar, 2019).

Course materials. Textbooks, readings, presentations, and other instructional materials used during a course.

Course sequence. Refers to a set of interrelated courses and learning experiences that are logically sequenced (vertically aligned); guided by a common framework/design for curriculum, instruction, assessment, and learning climate; and pursued over a sustained period.

Culture. The multiple dimensions of a person's identity, such as race, economic background, gender, language, sexual orientation, nationality, religion, and ability, that influence how people make meaning of the world around them (adapted from NYSED, 2018). Culture describes how we live daily in terms of our language, religion, food, traditions, values, political and social affiliations, etc. (adapted from The Leadership Academy [TLA], 2021).

Cultural responsiveness. "Cultural responsiveness is not a practice; it's what informs our practice so that we can make better teaching choices for eliciting, engaging, motivating, supporting, and expanding the intellectual capacity of ALL our students" (Hammond, 2014, vii). Cultural responsiveness is the ability to learn from and relate respectfully to people from your own and other cultures. For educators, it means having an awareness of one's own cultural identity and views and the ability to learn, build on, and celebrate the varying cultural and community norms of students and their families. See Culturally responsive leadership and culturally responsive teaching.

Culturally responsive leadership. Culturally responsive leaders have a strong understanding of the dimensions and impact of cultural constructs in society and are committed to cultivating and deepening their own cultural competence and that of the adults they lead;

believe in the academic success of all students and center student learning and academic rigor across every school, classroom and learning environment in their system; and cultivate sociopolitical consciousness in students and educators (TLA, 2021). Khalifa, Gooden, and Davis (2016) observed that culturally responsive leaders need to continuously support minoritized students through an examination of their assumptions about race and culture. Further, they argue that as demographics continue to shift, so should leadership practices that respond to student needs, understanding that it is “deleterious for students to have their cultural identities rejected in school and unacknowledged as integral to student learning” (p.14).

Culturally responsive teaching. Also described as *culturally responsive pedagogy* or *culturally responsive instruction*. Geneva Gay (2010) defined "culturally responsive teaching" as "using the cultural knowledge, prior experiences, frames of reference and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them" (31). Gay has identified six key practices of culturally responsive teaching: (1) high expectations for all students; (2) engaging students' cultural knowledges, experiences, practices, and perspectives; (3) bridging gaps between home and school practices; (4) seeking to educate the whole child; (5) identifying and leveraging students' strengths to transform education; and (6) critically questioning normative schooling practices, content, and assessments. Gay (2013) further advocated that culturally responsive teaching requires disrupting deficit perspectives and subtractive conceptions of students from minoritized backgrounds, their families, and their communities. More information about culturally-responsive teaching can be found [here](#) and [here](#).

Disaggregation. A process of breaking down data according to categories of the whole or by subgroups to reveal patterns and trends and to allow for comparisons to inform continuous improvement. For example, candidate experience, performance, and graduate outcome data commonly are disaggregated according to demographic characteristics such as race, ethnicity, and gender.

Dispositions. The habits of professional actions and moral commitments that underlie a leader’s performance. A leader’s dispositions reflect their values, beliefs, and professional attitudes and ethics and are demonstrated through both verbal and nonverbal behaviors toward students, families, colleagues, and communities. These behaviors affect student learning, motivation, and development as well as the leader’s own professional growth. Like commitments, dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, equity, and social justice (adapted from NBPEA, 2018).

District partners. Used here, any school district that actively collaborates with the leader preparation program in training and supporting leader candidates. District partners may participate in recruitment and selection; provide clinical site placements, clinical mentors, coaches, or supervisors; and/or provide adjunct program faculty. District partners typically are a subset of the districts in the program’s local service area that may end up hiring program graduates.

Diverse. Including people who represent a range of individual differences (e.g., personality, interests, learning modalities, and life experiences) or group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language,

religion, political affiliation, and socioeconomic background). Subgroups generally refer to any group who share similar characteristics (adapted from CAEP, n.d.; NPBEA, 2018).

Equity. Fairness and justice in the way people are treated. Educational equity refers to both processes and outcomes. Educational leaders support equity when they work to 1) eliminate prejudice and barriers based on individual student and subgroup differences and 2) ensure that each student has the resources and supports necessary to succeed (adapted from NPBEA, 2018).

Equity-centered school leaders. Equity-centered leaders ensure excellence, equity, and a quality learning experience for every child, in every classroom, every day. They model and set direction; they shape an environment where equity and excellence are the standard for everything; they develop people personally and professionally; and they make the organization “work” so that teachers and school-site staff can engage in effective teaching, learning, and support (Leithwood et al, 2004; Rimmer, n.d.). Equity-centered leaders seek to mitigate disparities by addressing structural and systemic conditions, processes, and barriers that exacerbate societal inequities (adapted from Galloway & Ishimaru, 2017). Such leaders continually cultivate a deep understanding of their own biases, acknowledge how their own experiences influence their actions and beliefs, ask tough questions, and call out inequities, even when it is uncomfortable (ASCD, 2019).

Equity lens. A way of examining culture, policies, programs, practices, and processes with the explicit goal of understanding their equitable and inequitable aspects.

Exemplar. Used here, a model of effective or innovative practice to be imitated. Exemplars demonstrate what is possible and offer a concrete image of what success looks like.

Experiential learning. The process of learning through experience. More specifically defined as “learning through reflection on doing” (Honig & Walsh, 2018). Experiential learning is distinct from rote or didactic learning, which in the latter the learner plays a comparatively passive role.

Exit assessment. A final, comprehensive assessment that candidates must pass to graduate from a program.

Exit competencies. A general statement that describes the desired knowledge, skills, and behaviors of a student graduating from a program (or completing a course). Competencies commonly define the applied skills and knowledge that enable people to successfully perform in professional, educational, and other life contexts.

Formative assessment. Provides feedback to teachers and learners throughout the teaching and learning process about what is working, what is not working, and what the student and the teacher should do next to improve.

Formative feedback. Ongoing feedback based on periodic assessments of candidate learning and performance that can be used by instructors to improve their teaching and by students to improve their learning.

Implicit bias. Attitudes or stereotypes that subconsciously affect our understanding, actions, and decisions. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control. Implicit bias results from the human tendency to process information based on unconscious associations and feelings, even when these are contrary to one's conscious or declared beliefs (Staats et al., 2015; TLA, 2021).

Inclusive. Aiming to include and integrate all people and groups in activities, organizations, political processes, etc., especially those who have been systemically excluded and/or have experienced discrimination. **Inclusion** refers to the intentional, ongoing effort to ensure that diverse people with different identities can fully participate in all aspects of the work of an organization, including leadership positions and decision-making processes. It refers to the way that diverse individuals are valued as respected members and are welcomed in an organization and/or community (Tan, 2019).

Indicators. Measurable qualities that track the progress of the program, initiative, or activity toward the intended outcome(s) and help assess whether the intended outcome(s) have been achieved. They can be both qualitative and quantitative.

Key assessments. A series of formative assessments designed to track candidates' learning and performance throughout the program. These assessments are developed to complement one another, are tied to the program standards and candidate learning and performance goals, and are administered at pre-determined times during the program (e.g., at the end of specific courses). Program faculty may periodically examine key assessment data to monitor candidate progress and course effectiveness.

Leader performance goals. See candidate [performance goals](#).

Leadership Licensure Exam. Many states require graduates of principal preparation programs to pass a specialized assessment before they can become licensed or certified as school administrators. For example, Massachusetts requires a passing score on the Performance Assessment for Leaders (PAL) and Kentucky requires passing scores on the School Leaders Licensure Assessment and the Kentucky Specialty Test of Instructional and Administrator Practices.

Learning goals. Brief statements that describe what students will be expected to learn by the end of school year, course, unit, lesson, project, or class period as a result of the instruction. Learning goals help create a shared understanding and focus for the learning and guide the development of formative and summative assessments.

Local or district context. The broader organizational, social, economic, and political environment in which a program operates. This includes program relationships, capacity, and other factors outside of the control of the program. Some contextual factors include community needs and assets; community economic, social and demographic characteristics; state and district policies; and the presence of similar or complementary preparation programs (adapted from United Way, 2016).

Mentor. See [coach](#) and [supervisor](#). Used here, a mentor is a site-based school administrator who offers the candidate frequent guidance and support during the clinical experience, for example, the sitting principal at the candidate's school site placement. A mentor may or may not be involved in clinical supervision. Leader preparation programs may use different terms to describe this and other clinical support roles, such as *coach*, *supervisor*, or *development team member*.

Milestones. See [benchmarks](#).

Pedagogy-andragogy: Used here, pedagogy refers to the field of study that deals mainly with methods of teaching and learning in schools, while andragogy refers to the art or science of teaching adults. Andragogy is based on a conception of adults as self-directed and autonomous learners and teachers as facilitators of learning

Performance assessment. Used here, assessments that require candidates to demonstrate proficiency related to leadership performance goals. These product- and behavior-based measurements occur in authentic settings or emulate real-life contexts or conditions in which specific knowledge or skills are applied (adapted from CAEP, n.d.).

Performance benchmarks. See [benchmarks](#).

Performance goals. See [candidate performance goals](#).

Proficiencies. Demonstrated abilities to perform some part of what is described by standards (adapted from CAEP, n.d.).

Program faculty. The personnel, including both employees and partners of the leader preparation program, who assess, support, and develop a candidate's knowledge, skills, and/or professional dispositions within the scope of the program. Note that this may include full-time and adjunct faculty, academic, and clinical faculty; program-based instructors; as well as district partner instructors. Leader preparation programs may also include personnel referred to by the terms *coaches*, *mentors*, *supervisors*, or *development team members* (adapted from CAEP, n.d.).

Program graduate. A person who has met all the requirements of the program and receive documentation that may take the form of a

degree, institutional certificate, program credential, transcript, or other written proof of having met the program’s requirements (adapted from NPBEA, 2018).

Program mission, vision, and goals.

- A **program mission** is a public declaration the program’s purpose and major organizational commitments. A program mission may describe the day-to-day operational objectives, its instructional values, or its public commitments to the candidates and community the program serves.
- A **program vision** is a public declaration describing the program’s high-level goals for the future—what they hope to achieve if they successfully fulfill their organizational purpose or mission. A vision statement may describe the program’s loftiest ideals, its core organizational values, its long-term objectives, or what it hopes its candidates will learn or be capable of doing after graduating.
- **Program goals** are statements that describe what a program intends to accomplish or to become over the next several years. Goals describe the strategic, long-term program targets or directions of development. They also provide the basis for decisions about the nature, scope, and relative priorities of various activities in a program. Goals are used in planning, implementation, and assessment and should help move the program to attain its vision. The goals of a program may need to be consistent with those of the affiliated school, college, and/or institution (adapted from Head Start, 2019; University of Central Florida, 2008).

Program-wide. Used here to describe practices that are consistent across all courses or all school site placements, as opposed to being present in only some courses or site placements.

School leader performance standards. Comprehensive, written expectations describing the behaviors of effective school leaders. Standards may be written in broad terms with components that further explicate their meaning, making them specific and measurable (adapted from CAEP, n.d.). These may be developed by a professional organization (e.g., the Professional Standards for Education Leaders or PSEL), a state education agency (e.g., [Massachusetts School-Level Administrator Rubric](#)) or a district (e.g., the [Los Angeles Unified School District School Leadership Framework](#)).

Self-study. An evidence-based process of self-examination. Used here, self-study refers to the process that a team of leader preparation program stakeholders undergoes to self-assess its practices against the Quality Measures indicators of high-quality principal preparation (adapted from CAEP, n.d.).

Stakeholder. As used here, stakeholders include those who contribute to, and are affected by, the program. Stakeholders may include full- and part-time program faculty; administrators in partner districts who participate in program recruitment, selection, course instruction, clinical experience, or assessment; current program candidates; recent graduates; state officials charged with preparation program oversight or approval; and others. **Note:** In this toolkit, **relevant stakeholders** will vary by program and are determined by each self-study team.

State certification. A license that allows a program graduate to work as an administrator in a public school. The certification process is different for each state, but most states require an in-depth analysis of a potential administrator’s background, as well as exams that test their knowledge of running a school.

Students. Children and youth attending P–12 schools, as distinguished from **candidates** enrolled in leadership preparation programs.

Subgroups. Used here, subgroup refers to any group who share similar characteristics, such as gender identification, racial or ethnic identification, socioeconomic status, physical or learning abilities, language abilities, religion, or school-assigned classifications (e.g., English language proficiency, levels of literacy, special educational needs)

Summative assessment. Measures the extent to which the learner has accomplished the intended learning outcomes and contributes to the final grade. It is most often used at the end of a course of study to quantify learning achievement and provide data for determining the next level of study.

Supervisor. See [clinical supervision](#), [coach](#) and [mentor](#).

System-wide. A system is a set of inter-connected activities, programs, and organizations that combine with the external environment to form a complex whole. In the context of a principal preparation program, the system in which it operates may include other educator preparation programs run by the program provider; the district partnerships that support recruitment, clinical preparation, and the hiring of graduates; and the state policies related to principal preparation. In examining evidence of program quality as part of a QM self-study, evidence is deemed “system-wide” when it demonstrates that the criteria are met not just within the program but with respect to the other parts of that system. For example, a practice might be codified across the entire system of university-based preparation programs, or it might be standard in every clinical site placement regardless of district or school.

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A comprehensive list of the references that have informed every past edition of the Quality Measures can be found on EDC's website [here](#).

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Appendix: Equity-Centered Discussion Prompts

These discussion prompts are a supplementary resource designed for self-study teams to use alongside the Quality Measures rubric during the determination of preliminary ratings. Their purpose is to deepen discussions about equity within the program and the development of equity-centered leaders. We have grouped them according to the most relevant QM domain.

Domain 1: Candidate Admissions

- How does our program define equity? Equity-centered leadership?
- In what ways do the program's mission, vision, values, and goals address preparing equity-centered leaders?
- How does the program assess and analyze the current and future staffing needs of the partnering districts?
- What are the student demographics in partnering school districts (e.g., race, ethnicity, SES)? The teacher demographics? How do they align with the demographics of program candidates and graduates?
- What strategies is the program using to attract diverse candidates? How well do those strategies work? How do we know?
- What stakeholders are involved in the recruitment and selection of potential applicants? To what extent do they represent the diversity of candidates the program is trying to attract?
- What strategies does the program use to mitigate biases in the recruitment and selection processes?
- What do we look for to determine a candidate's commitment to equity? What are the opportunities to look for those things in our selection process?
- Are there patterns (by race, ethnicity, gender, SES, etc.) in who gets admitted to the program and who does not? What are the common barriers to admission and matriculation? How relevant are those barriers to applicants' leadership potential?

Domain 2: Course Content

- Where (or how) does equity-centered leadership show up in the program's leadership standards?
- How are our equity-centered learning goals reflected within the courses?
- What is the program's approach to ensuring that materials in every course are culturally responsive and inclusive of multiple perspectives? What resources or support do faculty have in this area?
- Is educational equity addressed as a stand-alone area of focus or is it threaded throughout the program?
- How are the following topics explored or integrated throughout our program: Diversity? Equity? Inclusion?

Domain 3: Pedagogy-Andragogy

- How do program faculty define “equitable” and “culturally responsive”?
- What equitable and/or culturally responsive pedagogical practices do faculty use in their classrooms? To what extent are these practices present in all courses? How do we know?
- In what ways do the learning activities provide candidates with opportunities to identify inequities and engage others in addressing them?
- To what extent do the learning activities engage candidates in considering the needs of diverse learners and systemically marginalized groups?
- In what ways does the program support candidates’ reflection on their implicit biases? Equity mindsets? To what extent is this a practice program-wide?
- How are exemplars selected? And by whom?
- What opportunities exist for candidates to co-design their learning experiences?

Domain 4: Clinical Practice

- What voice do district partners and candidates have in designing clinical experiences?
- In what ways do the clinical experiences allow candidates to identify and address current, site-specific issues of equity?
- What strategies does the program use to diversify the clinical experiences for candidates, ensuring they have opportunities to observe and practice equity-centered leadership in different school contexts?
- How are the clinical placement sites vetted? Do the school site supervisors and mentors have a proven track record of dismantling inequities and improving access and outcomes for all students, especially those from systemically marginalized groups?
- How is coaching differentiated for each candidate’s learning needs?
- How does the program ensure that each candidate receives equally high-quality feedback and coaching support?
- What strategies does the program use to mitigate biases in clinical evaluations?
- How does the program gather information from clinical sites to gain a better understanding of the local district needs and the necessary leadership skills needed to respond to those needs?

Domain 5: Performance Assessment

- To what extent do program assessments evaluate candidates' equity-centered leadership skills and behaviors? Is this happening program-wide?
- What strategies does the program use to mitigate biases in assessing candidates' progress?
- How are the candidate performance goals determined? And by whom?
- Do the performance goals include those related to equity-centered leadership?
- How are performance goals and criteria made explicit and accessible for each candidate in the program?
- Do the candidates' performance assessment results lead to programmatic changes and improvement? If so, how?

Domain 6: Graduate Performance Outcomes

- What information does the program track to know how students are doing within the program? Who looks at it and how often?
- In what ways does the program assess graduates' job performance once they are working school leaders? What kinds of data might shed light on this question if district performance evaluation data are not available?
- In what ways does the program disaggregate these data to look for trends and patterns? Who looks at the disaggregated data and how often?
- What systems and structures does the program use to support faculty's growth and reflection on issues of equity?
- In what ways do the program and district partners work together to ensure alignment between the graduates' approach to equity-centered leadership and the districts' goals and priorities?



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