



Multiculturally Competent Instructional Leaders



**A Unique University-School
Partnership focused
on Principal Preparation**

**Marla Israel, Ed.D., Elizabeth Vera, Ph.D., Nancy Goldberger, M.Ed.,
Laura Knight-Lynn, Ph.D., Gina Bartucci, M.A., Isabel Moallem, M.A.,
Megan Polanin, M.A., & Lindsay Viellieu, M.A.**

Loyola University Chicago



Grant Number:
T195N07359-09



Preparing people to lead extraordinary lives

+ Guiding Questions

- Within the context of UCEA's convention theme, we inquire the following:
 - **How do leadership preparation programs reflect the characteristics of high-quality leadership preparation?**
 - *Specifically, how is the leadership preparation of the CPELL program contributing to scholar reported competency and leadership opportunities?*
 - **How do leadership preparation programs evaluate their quality, and how is evaluative evidence used for program improvement?**
 - *Specifically, how has evaluation data been used for process improvement in CPELL?*

To answer, let's delve into quantitative and qualitative data from our first graduating class of educational leaders of the Chicagoland Partnership for English Language Learners (CPELL) program.



Grant Number:
I192207829 09



Preparing people to lead extraordinary lives

+ CPELL Rationale and Purpose

- The number of ELL students in U.S. public schools continues to increase (53.25% growth between 1997 and 2008) with more marked influxes in suburban settings (NCELA, 2010).
- Illinois faces an increasing need to educate a rapidly growing population of students with native languages other than English (Illinois State Board of Education, 2011).
- An achievement gap exists between ELL and non-ELL students, especially in Math and English (NCES, 2009).
 - Contributing factors may include: higher concentrations of ELLs in large, low-achieving public schools (Fry, 2008); level of parental involvement (Lehaie, 2008); teacher perceptions of ELL education (Batt, 2008); lack of research-based formative assessments for ELLs (Duran, 2008); and classroom environment (LeClaire, Doll, Osborn, & Jones, 2008).



Grant Number:
I19220789 09



Preparing people to lead extraordinary lives

+ Preparing Aspiring Instructional Leaders to Meet Challenges

- Quality leadership program components (Levine, 2005) include:

Purpose

Appropriate Degrees

Curricular Coherence

Research

Curricular Balance

Adequate Financial Support

Faculty Composition

Ongoing Program Assessment

Selective Admissions

Other important factors may include: coaching/mentoring candidate for extended period of time (Chaney, Davis, Garrett, & Holleran, 2010); meaningful relationships with “experts” (Marzano, Fronteir, & Livingston, 2011); and engaging candidates in multicultural competence, ethical decision-making training (Lindsey, Roberts, & Campbell Jones, 2009).



Grant Number:
I19220789 09



LOYOLA
UNIVERSITY
CHICAGO

Preparing people to lead extraordinary lives

+ Our Focus: CPELL

- Offers a PK-12 principal preparation degree program that promotes the instructional leadership skills of current teachers to become leaders of multi-linguistic and culturally diverse schools.
- Employs a coherent, comprehensive curriculum where graduates obtain an M.Ed. in Instructional Leadership, an Administrative Certificate, and an ELL endorsement.
- Highlights the value of leveraging a focused university-school partnership designed to provide integrated field-based and internship experiences for the candidates.
- Explicates program design and implementation and describes quantitative and qualitative data from the first graduating class.



Grant Number:
I192207829 09



Preparing people to lead extraordinary lives

+ CPELL: A Title III Professional Development Grant-#T195N07359-O9

- CPELL provides a unique leadership preparation program for aspiring administrators while simultaneously offering integrated, data-based professional development for administrators, teachers, and parents within these four partner districts: Hawthorn CCSD 72, Fairview SD 72, Aptakisic-Tripp CCSD 102, and North Shore SD 112.
- It is a federally funded National Professional Grant from the Office of English Language Acquisition (\$1,224,185 over a five-year period), and housed within Loyola University Chicago's School of Education.



Grant Number:
T195N07359 O9



Preparing people to lead extraordinary lives

+ CPELL Program Model & Results

- CPELL's emphasis on developing ELL teacher-leaders, educational and parental advocates for bilingual students, and parent-focused support programming within the district partnerships.
- CPELL utilizes data gathered from professional development and parent workshops to build evidence-based educational practices, empowering schools to utilize this data in meaningful ways.

An amazing transformation is taking place, positively impacting the four partner school districts, representing more than 1,200 teachers and administrators, and nearly 11,000 students and their families.



Grant Number:
I192207829 09

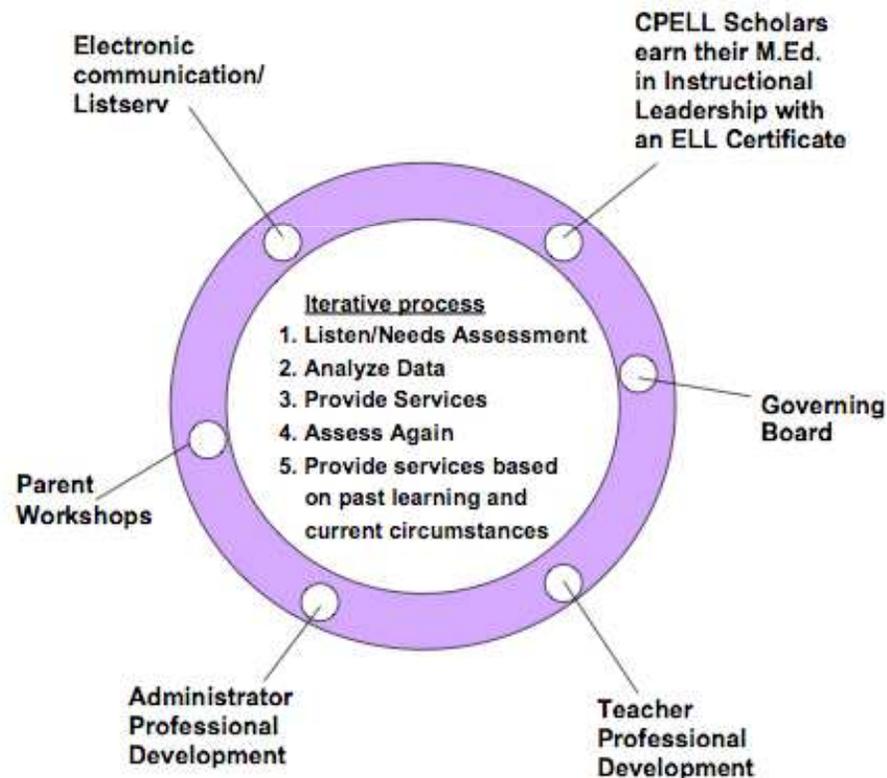


Preparing people to lead extraordinary lives

+ The Power of the Iterative Process for Project Implementation

CPELL Capacity Building

The elements that surround the outside of the diagram are the expressions of the work accomplished by the iterative process outlined in the center.



Grant Number:
I192207839 09



**LOYOLA
UNIVERSITY
CHICAGO**

Preparing people to lead extraordinary lives

+ Theoretical Pedagogy

- The six courses necessary to obtain a State ELL credential are embedded in the program and taken in combination with the Instructional Leadership in ELL Education M.Ed. program. In addition to providing advanced coursework in the theoretical constructs and practical methodologies in curriculum and instruction for ELLs, this master's program prepares educators for roles in instructional leadership, principal preparation, and advocacy for ELL students.
- Within the current program, completion of the M.Ed. degree requires 36 semester hours, including an on-site, administrative internship, and a four-hour written comprehensive examination upon course completion.



Grant Number:
I192207829 09



Preparing people to lead extraordinary lives

+ Theoretical Pedagogy (continued)

- The leadership courses are aligned with National Policy Board for Educational Administration (ELCC), and Interstate School Leaders Licensure Consortium (ISLLC) standards
- Additionally, the leadership syllabi have been contextualized to meet the needs of ELL students as required by this new legislation P.A. 096-0903 Sec. 30.30d. Finally, in compliance with Illinois legislation P.A. 096-0903, these leadership courses have been redesigned to emphasize data-based decision making and student outcomes. These six leadership courses contain integrated PK-12 field experiences that occur before the leadership internship.



Grant Number:
I192207829 09



Preparing people to lead extraordinary lives

+ State and WIDA Standards

- 18 course hours are devoted to preparing CPELL Scholars to work at a high professional level in teaching ELL students in order to:

(1) expand the scope and breadth of the state and WIDA content standards by bridging them to specific core curriculum content areas, namely, English language arts, mathematics, science, and social studies

(2) educate scholars to use students' first languages and cultures as the foundation for developing academic language proficiency

(3) provide an organizational structure that is synchronized with federal legislation.



Grant Number:
I192207829 09



Preparing people to lead extraordinary lives

+ Data Sources & Process for Analysis

- There are four evaluation measures used to gather data on CPELL Scholar growth in knowledge, skills, and dispositions of leadership and ELL best practices:

- 1) pre-/post-program surveys
- 2) pre-/post-program classroom observations
- 3) evaluations of the internship by both the host administrator and university supervisor
- 4) Scholar follow-up interviews at one and two years post graduation.



Grant Number:
I192207839 09



Preparing people to lead extraordinary lives

+ Initial Findings

- Classroom pre-/post-program observation data, pre-/post-program survey data, host administrator and university supervisor evaluations and follow-up interview data from Cohort 1 Scholars (n = 10) indicate:
 - clear demonstrations of increased learning and professionalism.

In follow-up interviews, completers pointed to LUC's curriculum, instructors, and peer connections as key to their success.



Grant Number:
I192207839 09



Preparing people to lead extraordinary lives

+ Initial Findings (continued)

- *All* of the graduates increased their knowledge, skills, and dispositions in the teaching of ELLs by employing high professional instructional standards consistent with No Child Let Behind (NCLB) requirements, the 11 State of Illinois Standards, and the 5 WIDA English language proficiency learning standards.
- Eighty percent of the Scholars were rated by their host administrators and university supervisor as achieving target acceptable performance on the ELCC standards for building-level leadership.



Grant Number:
E192207839 09



Preparing people to lead extraordinary lives

+ Data Analysis

- Quantitative data were analyzed using independent samples t-test to investigate group differences and changes between pre-/post-program tests.
- Qualitative data were analyzed using NVivo in two ways:
 - 1) Survey data and Scholar supervisor data were considered deductively using codes based on WIDA and leadership standards.
 - 2) Follow-up interviews and observation notes were considered using open codes that emerged inductively from these data.



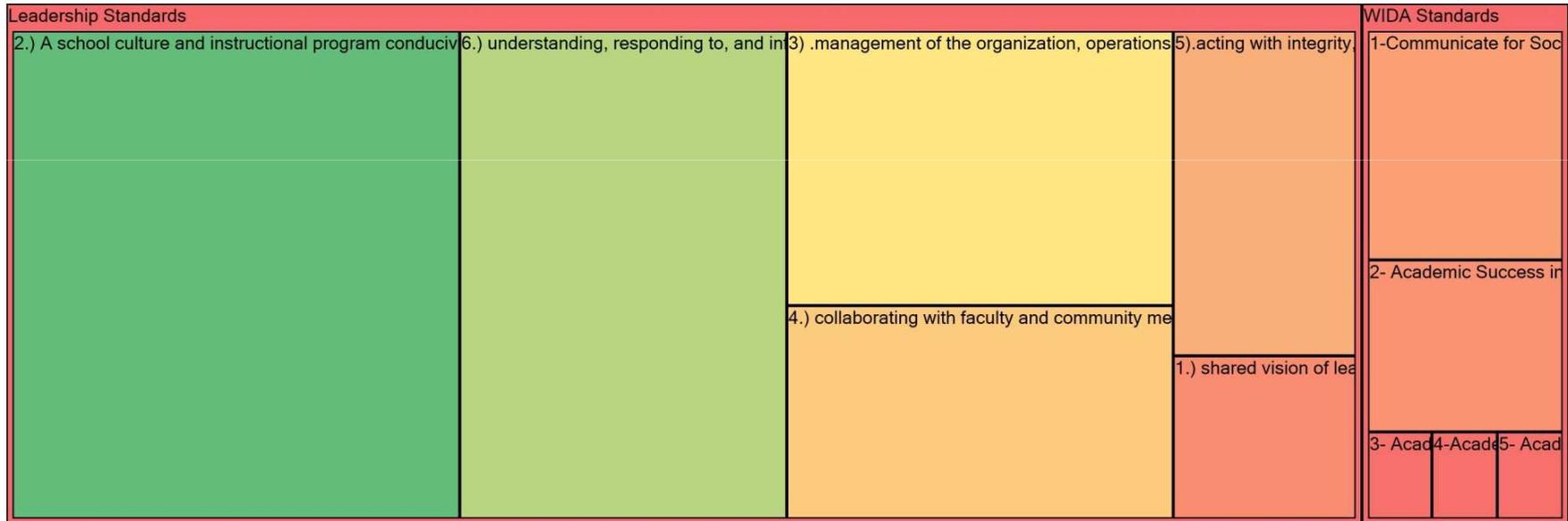
Grant Number:
I192207839 09



Preparing people to lead extraordinary lives

+ Coding Reference Frequency Map for Surveys and Assessments

Nodes compared by number of coding references



+ Data on Participant Learning

- CPELL Scholars are moving into leadership positions and/or responsibilities
- Scholars deeply understand and apply leadership standards
- Supervisors observe leadership standards in Scholars work and leadership readiness in their skill sets
- Scholars credit CPELL with giving them a more global/systems approach to their work



Grant Number:
I192207829 09



Preparing people to lead extraordinary lives

+ Data on Participant Learning (continued)

- Scholars believe the curriculum and quality of instruction through Loyola courses greatly impacted their skills in both ELL and leadership and professionalism
- Scholars appreciate the cohort model of delivery for leadership preparation
- ELL best practices are seen in classroom observation ratings and cohort survey data



Grant Number:
I192207829 09



LOYOLA
UNIVERSITY
CHICAGO

Preparing people to lead extraordinary lives

+ Indicated Results

■ Quantitative Significance

- *Significant increase in reporting using effective teaching techniques as defined by WIDA standards upon leaving the program $t=3.004$ $p=.008$. No other survey items indicated a significant change from pre- to post-program survey.*

■ Host Administrator Evaluations for Cohort 1 Scholars

- *At the end of the program, supervisors at each school completed assessments on each cohort member on readiness for leadership. 66% of the cohort members were rated as “target.”*

■ Follow-up data on graduate/completer effectiveness: Pre-/post-program survey

- *Significant increase in reporting using effective teaching techniques upon leaving the program $t=3.004$ $p=.008$. No other survey items indicated a significant change from pre- to post-program survey.*



Grant Number:
I19220789 09



Preparing people to lead extraordinary lives

+ Indicated Results (continued)

■ Observations

- *Prevalence of specific WIDA teaching best practices that emerged inductively among the teachers. Numbers below indicate the rate at which characteristics were seen among post-test observations 9 of the 10 cohort members. Specifically noted were the following:*
 - Brightly colored classrooms 9/9
 - Best practices for teacher access and organization 6/9
 - Use of advanced organizers 8/9
 - Effective labeling 7/9
 - Allowing adequate appropriate response times 6/9
 - Innovative resources and effective use of technology 5/9



Grant Number:
I192207829 09



Preparing people to lead extraordinary lives

+ Indicated Results *(continued)*

■ Follow-Up Interview Data

- *Data were coded both inductively and deductively, reviewed line by line and either an emergent code or leadership code was applied, and then codes were collapsed. Key emergent themes are listed below:*
 - CPELL Scholars from Cohort 1 have increased their global perspectives and they have brought these insights to their district.
 - CPELL Scholars have taken on leadership positions in schools/districts or new leadership experiences.
 - CPELL Scholars have applied and continue to apply leadership standards in their work.
 - All standards have been reported as being applied.



Grant Number:
I192207829 09



Preparing people to lead extraordinary lives

+ Indicated Results *(continued)*

- **Most frequently reported standards include ISLLC 2008 Leadership Standards 2, 3, 4, and 6 (see below) each having 6 references or more. This indicates dedication to effective practice, collaboration, and sensitivity and consideration to cultural context.**
 - *Leadership Standard 2: Developing a school culture and instructional program conducive to student learning and staff professional growth*
 - *Leadership Standard 3: Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment*
 - *Leadership Standard 4: Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources*
 - *Leadership Standard 6: Understanding, responding to, and influencing the political, social, legal, and cultural contexts*



Grant Number:
I19220789 09



Preparing people to lead extraordinary lives

+ Indicated Results *(continued)*

- **The specific sequencing of the Principal Preparation curriculum has provided useful information that the candidates indicate that they apply in their current positions. Quality and applicability of curriculum was emphasized. It was clear how it changed each person as a profession.**
- **CPELL Cohort 1 Scholars are transformed professionals because of the CPELL Program.**
- **Loyola faculty made a lasting impression and contributes useful exemplars of practice and theory that they regularly bring to their work.**



Grant Number:
I192207839 09



Preparing people to lead extraordinary lives

+ Indicated Results *(continued)*

- **Some CPELL Scholars are interested in continued graduate education.**
- **Along with strengths, some Cohort 1 Scholars discussed awareness of challenges and obstacles.**
- **In addition, 70% of Cohort 1 graduates have attained administrative and or teacher-leadership positions.**
- **CPELL's Cohort 2 will graduate December 2011.**



Grant Number:
I192207839 09



Preparing people to lead extraordinary lives

+ Implications for the Field

- 1) CPELL's cohort model of leadership instruction has been **effective as evidenced by the reported importance of peer connection and collaboration.**
- 2) Additionally, **the experiences of Cohort 1 members in CPELL has led to leadership positions and leadership opportunities.** These graduates function now as true administrators and teacher-leaders within their current districts.



Grant Number:
I192207829 09



Preparing people to lead extraordinary lives

+ Implications for the Field (continued)

- 3) Finally, the specific sequencing and pairing of administration with ELL coursework within the CPELL curriculum *works* and has **impacted professional change** in the cohort in the following ways as demonstrated by the Cohort 1 graduates and the current Cohort 2 scholars:
 - In-depth knowledge of leadership standards and WIDA standard and evidence of applied practice
 - Increased professionalism and leadership self –efficacy
 - Positive impact on implementation of effective teaching strategies
 - Reports on being a transformed person and different professional due to participation in CPELL
 - A reported increase in considering strategic approaches to school and system wide issues



Grant Number:
I192207829 09



Preparing people to lead extraordinary lives

+ Data Collection is Ongoing

- 10 candidates from CPELL Cohort 2 will graduate in December 2011
- Post-program classroom observations of these candidates will occur in November 2011
- Post-program surveys will be administered in December 2011
- Follow-up interviews will occur in February 2012
- For CPELL Cohort 1, a second round of follow-up interviews will occur in March 2012



Grant Number:
T195N07359 09



Preparing people to lead extraordinary lives

+ Discussion & Future Directions

- As Loyola University Chicago's Chicagoland Partners for English Language Learners M.Ed. in Instructional Leadership principal preparation program, **CPELL demonstrates the positive possibilities for a university–school district partnership.**
- Using data as a foundation for conversations and an iterative process that is mindful of the constant changes occurring within the PK-12 school-based setting, **Loyola University is able to provide a meaningful principal preparation program that builds a professional pipeline of future educational leaders within the partnership districts.**
- **It is imperative that educational leaders are prepared to transform schools into multi-culturally inclusive environments that are responsive to the needs of disenfranchised populations such as ELL students and their families.**



Grant Number:
I192207829 09



Preparing people to lead extraordinary lives

+ For more information about CPELL

Visit us online at www.luc.edu/cpell

Thank you!