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O C P E A

The Ohio Educational Leadership Collaborative Newsletter

Published Quarterly by the Ohio Council of Professors of Educational Administration

We believe in:

- Promoting research in educational leadership
- Providing information about educational leadership to university officials, governing boards, legislators, and the public.
- Establishing communities for collegial interaction on matters of program development and review.
- Studying needed legislation which will further the practices of professional educational leadership.

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OCPEA in Action:

Aligning Professional Standards



Principal Alignment Development Team Members: (Seated L to R) Sylvia Imler, Carolyn Ridenour, Anita Varrati, Ted Zigler, and Doug Kammerer; (Standing L to R) Bob Beebe, Kent Seidel, Paul Williams, Julie Edmister, Carol Engler, Tsila Evers, Susan Clark, Catherine Glascock, Fred Hampton, Carol Ramsay, Ray Witte, and Buzz Dyer.

In the spring of 2006, the Ohio Department of Education (ODE) awarded a \$350,000 grant for the purpose of aligning new Ohio teacher and principal standards with all other national standards.

The writer of the grant and project director, was Karen Herrington, Director of Assessment at The University of Akron. Ann Shelly, associate dean of the College of Education at Ashland University, co-chaired the project.

Julie Edmister, professor of educational leadership at Bowling Green State University and Carol Engler, associate professor of educational administration at Ashland University, chaired the Principal Standards Alignment Subcommittee.

The Principal Alignment Development Team (PADT) was charged with the task of aligning the new Ohio Principal Standards (OPS) with the following professional standards:

- Educational Leadership Constituent Council (ELCC);
- Interstate School Leaders Licensure Consortium (ISLLC);
- Ohio Value-Added report standards (see article on p. 3 for further information);
- National Council for Accreditation of Teacher Education (NCATE); and,
- Teacher Education Accreditation Council (TEAC).

In other words, the PADT created a "crosswalk." The group divided into sub-teams representing each OPS standard. Face-to-face meetings, conference calls, and e-mails were the modes of communication. The fact that sub-team groups represented public and private universities throughout the state made those various electronic media vital. The alignment processes began in late August and concluded in mid-October.

The crosswalk matrix will be available through the ODE website.

Contributed by Julie Edmister and Carol Engler.

Supporting Schools and Research to Improve Teacher Preparation

The Ohio Teacher Quality Partnership (TQP) is a research consortium of all 50 college and university teacher education programs in the state. (See corresponding article on page 4.)

A key part of this research is to identify beginning and experienced teachers who are willing to allow us to survey them regarding their teacher preparation, professional development, and current teaching situation and to occasionally observe their teaching.

TQP is reaching out to schools across Ohio in several ways, contacting districts and schools, professional associations, and service centers as well as presenting at conferences and getting the word out through our higher education program partners. You can assist in this effort as educational administration professors, and perhaps find some benefits to your own program in doing so.

The study is recruiting ALL teachers just starting their first year of teaching, who graduated from an Ohio teacher preparation program, and who are teaching mathematics in any of grades 4 through 8 and/or teaching reading in any of grades 4, 5, and 6.

Participants will be recruited in three annual cohorts—one in 2006, a second in 2007, and a third in 2008—so even if schools aren't hiring this year their

interest is still being encouraged should they add teachers in the years to come.

Schools and districts will benefit directly from the study because data will be collected about school contexts, which will enable TQP to provide the school with an annual analysis and interpretation of the findings. This information will be very useful to school leadership and staff in making decisions about teaching and learning, and will only take about 15 minutes at one full-faculty meeting once a year.

You are invited to support the project by letting TQP know who YOU know in your area. One of the most important aspects of educational leadership programs is a strong connection with area schools: past graduates in school leadership roles, school leaders who serve as adjunct professors, and current students. Simply connecting these schools with the TQP study will be a way to add to your service and research connections, and benefit both the schools and the teacher preparation program at your institution.

If you wish to take a more active role with the schools in your area, this is also possible. Some of the TQP partner institutions are planning to have graduate students participate in some of the data analysis and interpretation. If you have a "data use" class for school administrators-in-training, this

About Our Organization...

The OCPEA membership consists of professors, adjunct professors, graduate students, retired professors, and supporters of school administration preparation programs across Ohio.

In July 2005, OCPEA became officially affiliated with the National Council of Professors of Educational Administration (NCPEA). There are currently sixteen such state-level organizations across the country.

may be an opportunity to support schools in your area as well as your students.

To forward contact information of school personnel in your area who might be interested in becoming part of the TQP research, and/or to find out more about the data analysis and research participation for you and your students, contact Dr. Kent Seidel, Principal Investigator, at the University of Cincinnati.

Email Kent.Seidel@UC.edu



Value-Added Program Measures in Ohio

In 2003, the Ohio Legislature added value-added progress measures as the fourth component of Ohio's accountability system for K-12 schools and school districts. These measures analyze student test results over time in a way that highlights the growth or improvement that individual students make over a period of time. Special statistical analysis also permits us to better understand the portion of a student's growth that was likely due to his or her educational experience—i.e., the "value added" by the school to that student's progress.

In order to help ensure a successful change to the accountability system, the authorizing legislation (House Bill 3) also requires that higher education programs begin preparing new teachers and school principals to understand and use value-added results. These changes should be in place beginning in 2007. Find out more about the statewide value-added accountability plans at the Ohio Department of Education website, <http://www.ode.state.oh.us>

Several connected collaborative projects have resulted to help incorporate value-added measures in Ohio. The ways in which value-added measures are being introduced and supported statewide include:

- Inclusion of value-added use in the new Ohio Educator Standards for the preparation of teachers, school principals, and for quality P-12 professional development.

- The development of "Value-Added Modules" for use by higher education faculty who are preparing teachers and school leaders at the undergraduate and graduate level.
- Professional development training and resources for K12 faculty and staff through the Ohio Department of Education and Battelle for Kids.

The Ohio Educator Standards

The state Alignment Development Team (see related article on p. 1) identified a number of areas within the new Ohio Principal Standards where preparation programs might wish to include value-added measures.

Because "value-added" is, at the bottom line, just another method of analyzing and using assessment data results, our main emphasis for inclusion of specific value-added preparation is in Standard 2.5 (*Principals understand, encourage and facilitate the effective use of data by staff.*) and in Standard 5.2 (*Principals involve parents and community members in improving student learning.*).

A complete grid of the new Ohio Standards for Principals with the "crosswalk" for value-added and all other related standards will shortly be available online through the Ohio Department of Education. A link will be added to the OCPEA website to get to the central Standards information site.

OCPEA Spring Conference

Friday, April 27, 2007
807 Kinnear
Ohio State University Campus
9:30 - 2:30

See Conference Agenda - p. 8

Value-Added Modules

The "Value-Added Modules," will be of particular interest to higher education institutions. The Ohio Board of Regents, the Ohio Department of Education, and Ohio higher education Deans are leading this project. There are three modules; each designed to build on each preceding module.

Module 1: INTRODUCTION TO VALUE-ADDED MEASURES

Module 2: USING VALUE-ADDED MEASURES TO SUPPORT TEACHING AND LEARNING (IMPLICATIONS FOR PRACTICE AND POLICY)

Module 3: CONCEPTUAL AND TECHNICAL BACKGROUND

Find out more about the Value-Added Modules at the Ohio Resource Center, <http://www.ohiorc.org>

Contributed by Kent Seidel

Connecting OCPEA to NCPEA CONNEXIONS

Judy Zimmerman (OCPEA Secretary, Bowling Green State University) reports that at the last NCPEA conference in Lexington, she attended several sessions focused on the new NCPEA CONNEXIONS Project.

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We're on the Web!

See us at:

www.cehs.wright.edu/ocpea

Teacher Quality Partnership Details

The Ohio Teacher Quality Partnership (TQP) is a research consortium of all 50 college and university teacher education programs in the state. TQP is conducting a series of studies to better understand the aspects of teacher preparation, professional development, and early career support that help new teachers be successful in teaching math and/or reading to elementary and middle school children. Working with the teacher education programs, these landmark studies strive to determine how teacher attributes, preparation, induction experiences and professional development relate to improved K12 student learning.

Component 1: Graduate Survey Study. This portion of the TQP research is surveying teacher education candidates in their last year of preparation and in their first three years of teaching. This study is the primary database for understanding the

characteristics and views of graduates of Ohio's teacher education programs. In-service surveys are also providing data on novice teachers' perceptions of the impact of their teacher preparation program on their practices as well as their assessments of their professional learning opportunities. Five cohorts of teacher candidates are being surveyed between spring 2004 and spring 2008 with over 20,000 participants from all 50 higher education institutions anticipated.

Component 2: Alternative Licensure Study. The alternative licensure (AEL) study is a descriptive study of about 1000 teachers who have been awarded the alternative license between 2000 and 2006. The data was gleaned from the Ohio Department of Education. Demographic information about these individuals as well as the districts where they are placed and the subjects they teach is being analyzed for trends and to inform policy decisions.

(Continued on p. 5)

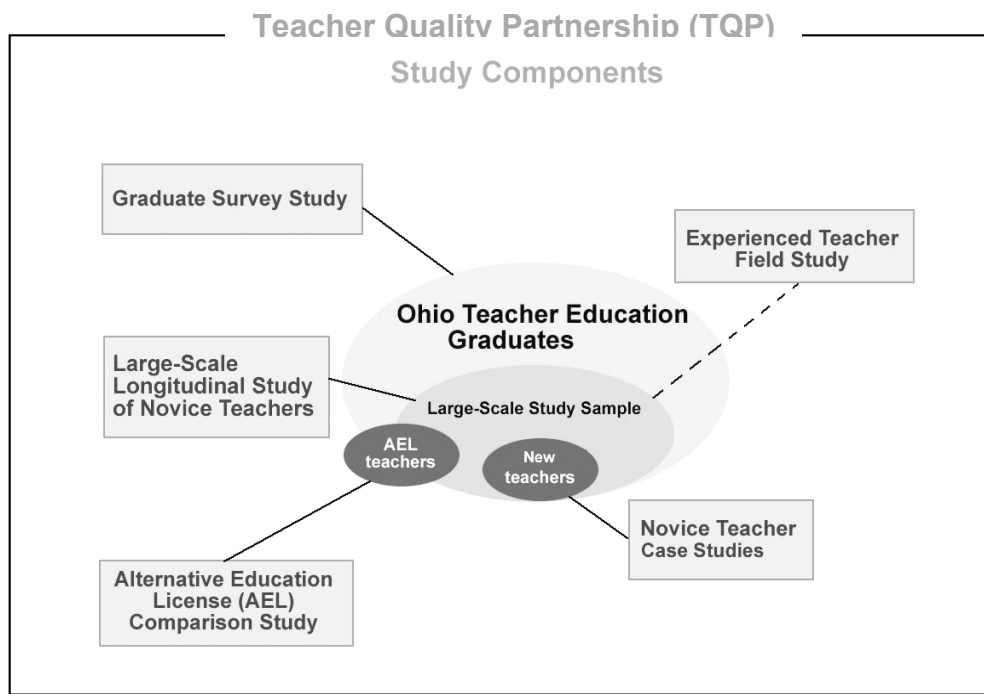


Figure 1: Illustrates the interaction between the various TQP studies

TQP Details

(Continued from p. 4)

Component 3: Novice Teacher Case Studies. This study will follow a cohort of approximately 50 new teachers for 3 years in order to assess the various contributions of pre-service education, induction and mentoring, and school climate and leadership to teaching performance and student learning. This study will seek to develop rich case study descriptions of the specific characteristics of novices' teaching contexts and practices so that we can better understand the contributions to high student growth in novice teachers' classrooms. In addition to classroom observation, interview, and survey data, the case studies will have information about the growth of the mathematics and reading students in the novice teachers' classrooms, as measured by Ohio achievement tests. Data collection for this study began in September 2006 following a pilot in the previous academic year.

Component 4: Experienced Teacher Study. The purpose of the experienced teacher study is to better understand the elements of quality teaching practices, K-12 school climate and leadership, and the support that experienced teachers receive which appear to add value in terms of K-12 student achievement. Special attention will be paid to collecting detailed data on the classroom practices of these teachers in order to determine if there are discernible differences in the classroom practices of "high value-adding teachers." A sample of 100 teachers is anticipated, each of whom will be studied for one academic year. The protocol for this study is intentionally very similar to that of the Novice Teacher Case Study component.

Component 5: Large-scale Longitudinal Study of Novice Teachers. This study will examine the interaction between and among numerous quantitative variables, from the point at which a novice teacher enters a teacher preparation program through their first three years of teaching, in order to better understand new teacher development. Descriptive data has been collected on the 50 partner teacher education programs through state and national data systems and institutional reports and course documents. Data collection with the initial partner districts began in April 2005. This study will allow linking of the "value-added" progress measures of K-12 student achievement to key variables in the other TQP studies.

For Additional Information:
<http://www.tqpohio.org>

Research Director: Dr. Robert Yinger robert.yinger@uc.edu

Contributed by Kent Seidel

NCPEA CONNEXIONS

(Continued from p. 3)

The objective of the NCPEA CONNEXIONS project, a collaborative effort with Rice University, is to add to the knowledge base of the educational administration profession and to disseminate the results.

Louis Wildman, Editor, and Fred Dembowski, Managing Editor, explained that the project's contents are available free to all professors of educational administration, students, and practitioners through access to an on-line library of materials.

All of the modules in the library are peer-reviewed and represent the gamut of materials from papers to instructional modules and case studies.

Visit the [NCPEA CONNEXIONS](http://www.connexions.soe.vt.edu) webpage to find out more about this exciting project. Dr. Zimmerman urges OCPEA members to consider submitting their work to the project as well as encourage other colleagues to do the same. The editors promise a quick "turn-around" time.

NCPEA CONNEXIONS Webpage:
<http://www.connexions.soe.vt.edu>

Seeking OCPEA Logo Input

In simple terms, a logo is an image or symbol representing an organization. The logo should project to observers the organization's purpose or image. As a fledgling entity, OCPEA to date does not have such a marketing identity. Draft designs for an organizational logo are displayed on page 6 of this newsletter.

The drafted samples consist of stock images and standard fonts. Professionals will refine the selected design for letterhead, website, and other publicity purposes. The samples' colors are not necessarily those of the final design. A neutral color palette will be selected so as not to replicate the school colors of any one of our member institutions.

(Continued on page 6)

Seeking Logo Input

(Continued from page 5)

Design Descriptions

Design 1 represents a traditional-styled image crafted by several attendees at a Fall 2006 pre-conference meeting in Ashland. Incorporated into the logo is OCPEA's acceptance year as a state affiliate of NCPEA.

Design 2 reflects characteristics of the NCPEA logo. The image's diamond-shape is quite similar to that used by the national organization.

Design 3 utilizes a reverse-field "O" with the state embedded in its center. The logo also incorporates the organization's full title.

Design 4 combines two images with the organization's initials in lowercase form. A flame of knowledge over an open book depicts one of group's purposes.

Design 5 has 22 graduated lines in a circular formation linking a state outline and the OCPEA initials. The lines represent Ohio's twenty-two higher education institutions offering educational administration programs.

Providing Input

OCPEA members will be sent an email with a hyperlink to the survey web site. The survey provides a graphic of each design, an area to rank the designs from most to least favored (1 to 5), and a comments section.

*Designs and web site survey
contributed by Grant Hambright*



Design 1



Design 2



Design 3



Design 4



Design 5

Goals and Advocacy Committee Initiates Agenda

At the October 6, 2006 OCPEA board meeting, Bob Beebe and Will Place volunteered to chair a Goals and Advocacy Committee. The committee chairs convened a conference call with interested volunteer members on November 17, 2006.

The committee's discussion focused on the need to develop OCPEA belief statements that members could support and the importance of trying to influence policy in varied arenas:

- the Ohio Department of Education;
- the state legislature;
- the governor's office; and
- national policy makers, particularly for standards.

The group believed that because ODE was instrumental in creating our organization, and that we could expect their support in OCPEA's desire to be "at the table" when state policy issues are discussed. Furthermore, it was noted that OCPEA's three major purposes are: sharing issues and human resources, public policy including standards and accreditation, and partnerships/networks.

The committee seriously discussed the pros and cons of partnering with other state organizations on advocacy. The group agreed on the need to balance developing our own voice with the importance of

aligning ourselves with other state organizations, when appropriate. Committee members with multiple affiliations believed that other state organizations would most likely welcome our help in their advocacy efforts.

Although each year the national principals' associations have hosted advocacy meetings followed by meetings with federal legislators, Will Place said that NCPEA was reluctant to engage in a national agenda, preferring to allow state affiliates flexibility to address local and state issues.

Judy Zimmerman added that ASCD and the OhioASCD affiliate are becoming much more advocacy-oriented. ASCD has also hosted an annual advocacy event culminated by a "day on the hill". OhioASCD plans to do the same at the state level.

Committee members decided to research belief statements from other state and national groups. The collected belief statements will be condensed into several key statements. Kent Seidel volunteered to then draft a survey for the entire OCPEA membership to complete once the committee agreed on these items.

Contributed by Will Place (edited from the Goals and Advocacy Committee Minutes of 11-17-06)



OCPEA Spring Conference

NCATE ASSESSMENT WORKSHOP:
*Learn the Nuts & Bolts of Completing an Educational
Administration Program Assessment*

April 27, 2007

featuring
Honor Fede, ELCC Coordinator
Dean David W. Andrews, College of Education & Human Ecology

The Ohio State University
807 Kinnear
Columbus, Ohio



OCPEA Spring Conference Agenda

9:30-10:00 Registration

10:00-10:30 Welcome & Introduction of Keynote Speaker:
Scott Sweetland, Transition Director, School of Educational Policy and
Leadership, The Ohio State University

10:05-10:30 Perspectives on University Assessment:
Dr. David W. Andrews, Dean of the College of Education & Human
Ecology, The Ohio State University

10:30-10:40 Introduction of Main Session:
Will Place, President of OCPEA
University of Dayton

10:40-noon: The NCATE Program Review Process:
Honor Fede, ELCC Coordinator

- Where the SPAs Fit
- The Purpose of Assessment
- The ELCC Standards

Noon-12:30 Lunch

12:30 – 2:15 ELCC Assessment Layout & Report Design (with examples): Honor Fede

2:15 – 2:30 Closing Remarks: Will Place
Next Steps & the Role of OCPEA

