

Development Coaches and Principal Supervisory Expertise

A Review Project for the Delaware Academy for School Leadership

The University of Delaware

Dr. Bradley Portin, Reviewer
University of Washington, Bothell
June 2013

Executive Summary

The goals of this review are to identify, measure, and describe the impact of Development Coaches on principal expertise in using the DPAS IIr as a tool for increasing instructional expertise. The design combines traditional evaluation research with more detailed analysis to provide texture to the described practices and processes. As such, the intent of the review is to identify the effect of the Development Coach Project and to generate a valid portrait of the activities supporting or impeding professional learning. This review proposes to serve both evaluative and generative purposes.

This review of the Development Coach model in Delaware was based on three sources of data: Focus groups, survey, and mini-case studies. The evidence suggests that there are at least five areas of advantage provided to principals and assistant principals who have had a Development Coach.

Expertise and Fidelity in the Use of DPAS IIr

Without exception, the principals and assistant principals indicated that the Development Coach had increased their expertise in understanding and implementing the DPAS IIr model.

Expertise and Expanded Focus on Leadership for Teaching and Learning

There were repeated references to a greater sense of leading learning improvement rather than managing a school. One of the tools of expanded instructional leadership is the ability to focus conversations in schools around the evidence of student learning.

Expanded Expertise to Leadership Teams

Regardless of whether the Development Coach worked solely with the principal or with all of the leadership team (assistant principals), it was clear that the expertise was disseminated throughout the school.

Applicability Across Career Phases

Principals at all levels of experience shared equivalent examples of contribution to their learning and leadership.

Principal Satisfaction Contributing to Retention

The deep appreciation and satisfaction that the coached principals expressed for this model suggests a means of supporting principals that could contribute to staying in the position.

Purpose for the Review

The goals of this review are to identify, measure, and describe the impact of Development Coaches on principal expertise in using the DPAS IIr as a tool for increasing instructional expertise. The design combines traditional evaluation research with more detailed analysis to provide texture to the described practices and processes. As such, the intent of the review is to identify the effect of the Development Coach Project and to generate a valid portrait of the activities supporting or impeding professional learning. This review proposes to serve both evaluative and generative purposes.

In addition to assessing impact, the report should provide a basis for planning further design work with the Development Coach model and other supports for principal instructional leadership.

Background

Delaware's goals around improving teaching and learning are comprehensive and complex. The state's *Race to the Top* award has provided for many different means of bringing expertise and further professional learning to the schools. As noted on DASL's website¹:

DASL provides one-on-one support to 60 schools in Delaware, helping school leaders as they navigate the intricacies of the Delaware Performance Appraisal System (DPAS II). Overall, the job of the development coach is to increase the understanding of DPAS II to improve professional practice and student achievement.

The Development Coach spends three or more hours a week in each assigned school providing feedback and support to the school leader around performance evaluation. They offer documented knowledge of DPAS II, Charlotte Danielson's Frameworks and Rubrics, and effective implementation of performance in a school setting.

As part of this program, DASL provides optional training to administrators throughout the state on DPAS II. DASL has trained on the topics of Charlotte Danielson's Frameworks, Conferencing, and Developing Individual Improvement Plans.

The Development Coach Project is a funded partnership with Delaware's Race to the Top grant.

¹ <http://www.dasl.udel.edu/developing-leaders/rttt-development-coach>

DASL reports 11 key successes from the implementation of the Development Coach Project. The successes are outlined in Figure 1. A further purpose of this review is to see if these claims can be validated.

Figure 1: Summary of key success from 2012 Annual Report²

1. *Served 63 participating schools representing all 19 Delaware school districts and 6 charters.*
2. *Supported over 140 principals, assistant principals, and district expert evaluators.*
3. *Reviewed and provided feedback on over 850 formative and summative evaluation reports for school administrators.*
4. *Participated in 100's of pre/ post conferences and observations with school administrators.*
5. *Credentialed 100% of participating principals/ assistant principals on DPAS II through E-learning modules.*
6. *Designed important strategies and new tools to enhance the effectiveness of the DPAS II process with school administrators and teachers.*
7. *Gained expertise understanding DPAS II regulations, using evidence based technical writing, rubric scoring, and teacher levels of performance.*
8. *Developed a highly trusted relationship with those being coached.*
9. *Provided meaningful countywide and school district DPAS II training.*
10. *Supported "deeper and richer" conversation among school administrators with an instructional focus.*
11. *Increased the level and degree of accountability with participating school administrators.*

The stated center of the work of the Development Coach is to support school leaders to implement and use DPAS II with fidelity and to improve the quality of teaching and learning in schools. The DPAS II tools and processes have been developed over many years and are seen as a national exemplar of a rigorous, evidence-based, evaluation system designed for instructional improvement. There is little doubt that DPAS II is a complex and challenging process for both the evaluator and the teacher. In addition, it is an instrument that has been, and continues to be, modified. Given its complexity, it forms a starting place for this review, but as will be seen is not the sole center of the coaching work.

Professional Evaluation and Learning in a Larger Context

The role of school principals and assistant principals in relation to supervision of instruction is a rapidly changing landscape. Transparency, accountability for student outcome, and high stakes reforms have rendered useless the old models of the annual visit of the principal to the classroom and a few cursory notes about student behavior and the quality of the bulletin

² DASL. (2012, July). Development Coach Annual Report, July 25, 2013. Newark, DE: University of Delaware, Delaware Academy for School Leadership.

boards. Most states are implementing new professional evaluation systems that are much more tied to a deep knowledge of teaching and learning and with complex rubrics for standards of practice. While the evaluator, the principal is also expected to be the “learner among learners” and an instructional leader who equally supports student and professional learning. Accountability and support are sometimes tense partners and school leaders are required to learn entire new skill-sets to negotiate this terrain.

In recent work supported by The Wallace Foundation and carried out by researchers across the country, the essential questions of what the relationship is between school leadership and learning and how principals and assistant principals lead a learning improvement agenda have been explored in great detail. We know, for example, that after the classroom teacher, the principal is the second most influential variable in supporting student learning³.

Through other research, we also know that principals in some of the most challenged learning settings in the country are leading learning improvement by “clarifying learning improvement priorities, building team-oriented cultures, and anchoring improvement work to data.”⁴

In addition researchers found, “supervisory leaders adapted their approach to supervision, moving beyond a relationship with teachers that was bound by a traditional annual evaluation cycle to one that featured regular informal interactions. The point of both the formal and informal interactions between supervisory leaders and teachers was to generate instructionally specific conversations that gave teachers a clear sense of what to work on and how.”⁵

Finally, instructional leadership is a team-based activity. We found that, “In creating and sustaining viable instructional leadership teams, principals managed the distribution of expertise, structured and hosted regular team dialogue about teaching and learning, and adjusted team members’ roles to accommodate their experience and learning⁶.”

Methodology

In design, this project uses three forms of data collection. This evaluation approach prioritizes the “thick” description of a complex professional learning process as better way of establishing an understanding of the “value added” from this intervention. As such, there is a weighting toward descriptive and qualitative measures to best portray the contours of the opportunities

³ Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning*. Minneapolis, MN, & Toronto. Center for Applied Research and Educational Improvement and Ontario Institute for Studies in Education.

⁴ Portin, B. S., Knapp, M. S., Dareff, S., Feldman, S., Russell, F., Samuelson, C., Yeh, T. L. (2009). *Leadership for learning improvement in urban schools*. Seattle, WA: University of Washington Center for Teaching and Policy. [Monograph prepared for The Wallace Foundation under contract]. p. v.

⁵ *ibid.* p. v

⁶ *ibid.* p. v-vi

and challenges to the Development Coach Project. All of the research activities in this project were reviewed and approved by the University of Delaware, Institutional Review Board. The three forms of data include:

Focus Groups

Six focus groups were conducted in March 2013 in all three counties (See Figure X). In each setting a 90-minute focus group was conducted separately with a sample of principals or assistant principals who have received Development Coaches and those who have not. The purpose of the focus groups was to explore perceptions and examples in the following categories:

- Background information
- Preliminary knowledge and skills
- Relationship with the Development Coach
- Developing expertise with the DPAS Iir
- Expectations for future learning

In addition, the format allowed for other information to surface that might not be represented in the focus group protocol. The focus group protocol is included in a Methodological Appendix to this report.

Figure 2: Focus group participation by county

County	Principals/APs with a Development Coach	Principals/APs without a Development Coach
Sussex	3	4
Kent	6	2
New Castle	4	1

One focus group of 4 district administrators was conducted mid-state to gather perception data on the effect of the Development Coach model and the issues for district coordination and supervision.

Case Study

A series of 9 mini-cases using interviews and shadowing were conducted across all three counties. The cases were designed to represent an array of development coach/principal activities with a focus on what might be described as exemplar practices that arose from the focus group data. The purpose of the cases is to add further detail to descriptions of promising practices, growth, and challenges. Each case visit lasted approximately two hours and was a part of the Development Coach’s regular visit to the school. The visits occurred in April 2013. The case study protocol is included in a Methodological Appendix to this report.

Survey

An evaluation survey was designed and disseminated electronically to principals in Delaware. The purpose of the survey was to assess perceptions of gains in expertise with the DPAS IIr, quality of experience with Development Coaches, and identified needs for future professional growth.

The survey was divided into five sections. Except as indicated below, responses were on a five-point Likert scale from strongly agree to strongly disagree:

- 1) Section I. Respondent Information
 - a) Please indicate your role
 - i) Principal
 - ii) AP
 - b) Please indicate your district:
 - i) All districts listed
 - c) Please indicate your level:
 - i) Elementary
 - ii) Middle
 - iii) High
 - d) Please indicate your years of total experience as an administrator:
 - i) 1-3 years
 - ii) 4-6 years
 - iii) over 7 years
- 2) Section II. Views about DPAS IIr
 - a) DPAS IIr provides me with a useful tool for my instructional leadership.
 - b) I feel confident in my expertise in using DPAS IIr.
 - c) DPAS IIr has changed the way I interact with teachers.]
 - d) DPAS IIr has required more of my time (both in and out of school)
 - e) I am optimistic that DPAS IIr will impact high quality teaching in my school.
- 3) Section III. Experiences learning to use DPAS IIr
 - a) It has been challenging to learn to use DPAS IIr.
 - b) Support from my district has been adequate to learn to use DPAS IIr.
 - c) Which sources of learning support for DPAS IIr have you accessed?
 - i) Development Coach
 - ii) District Staff
 - iii) DASL
 - iv) DOE
 - v) 3rd Party Providers
 - d) Which support has been the most valuable to you?
 - i) as above
 - e) Which support has been the least valuable to you?
 - i) as above

- 4) Section IV. Working with the Development Coach
 - a) Did you work with a Development Coach?
 - i) Yes
 - ii) No (if no, the following questions were omitted)
 - b) My Development Coach has been available to me to answer questions and issues about DPAS IIr.
 - c) My Development Coach has been a source of support for school issues beyond DPAS IIr.
 - d) Teachers in my school have found the Development Coach's presence in the school to be helpful.
 - e) Working with my Development Coach has changed the way I interact with teachers around instruction.
 - f) The Development Coach has worked with others in the school besides me.
 - g) The Development Coach has impacted how I work with district office staff who supervise or oversee DPAS IIr.
 - h) My Development Coach was well prepared to support my learning of the DPAS IIr.
- 5) Section V. Open Response
 - a) Any further comments about any supports to your practice in using DPAS IIr.
 - b) Any further comments about any barriers to your practice in using DPAS IIr.

Limitations

There are limitations and cautions to validity and reliability in this review. These include:

- 1) Participation in the focus groups was small and a self-selected, or nominated group. Those who came may or may not represent the views of others in their category. There was also not representation from all districts in the focus groups.
- 2) The case study visits were a one-time, short visit that included an interview and the opportunity to shadow and observe the work of, and interaction between, the Development Coach and the principal or assistant principals. As a one-time visit, the activities viewed may or may not be typical. In addition, only a subset of the Development Coaches was observed.
- 3) While the survey was sent to all principals in the state, 60 valid surveys were returned. The rate of return presents a challenge to validity and reliability.

The conclusions drawn are those of the researcher.

Learning about the Work and Effect of Development Coaches

Participants in the Survey

The survey was designed to reach more broadly among the principals in the state. It was designed to capture the views of those who may not have participated in the focus groups or case visits.

The survey was administered electronically to Delaware principals in May 2013. A total of 60 responses were received from 58 principals and 2 assistant principals representing all three levels (see Figure 3) with most having more than 7 years of experience (see Figure 4). It is assumed that the two assistant principal respondents had the survey invitation forwarded to them by their principal as they worked with the Development Coach. Respondents represented virtually the entire state as seen in Figure 5.

Figure 3: Respondents by level

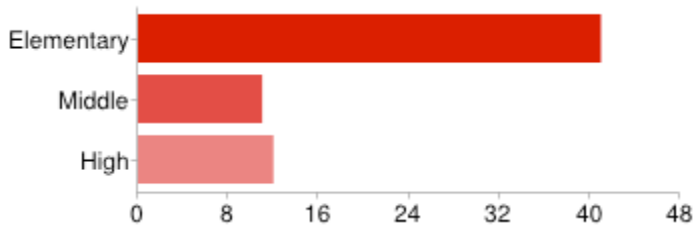


Figure 4: Respondents by experience

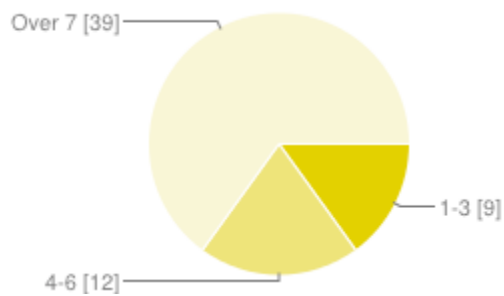
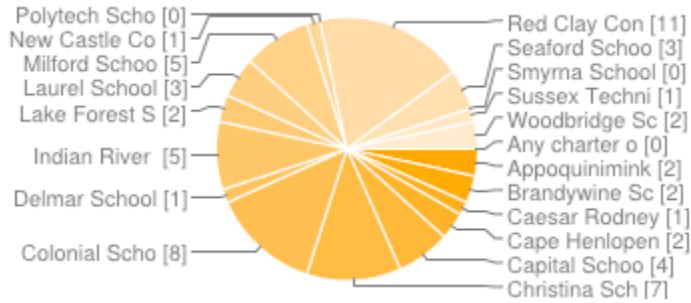


Figure 5: Respondents by district



DPAS IIr and the Work of Delaware’s Principals

Principals in Delaware face a complex leadership agenda. Although the focus in this review was on the use of DPAS IIr, a number of other themes were commonly mentioned—each had an impact on leading the learning agenda in the schools. These other instructional practice issues included:

- Preparation for and implementation of the Common Core
- Facilitating and using benchmark and common daily assessments
- Preparing students and teachers for DCAS administration
- Guiding and directing the PLC activities in the school

Evaluation of the DPAS IIr was not a purpose for this project. However, because the developing expertise around the use of DPAS IIr was the center of the work between the Development Coach and the school leaders many comments and perspectives about DPAS IIr were accumulated. From the review, it appears that the DPAS IIr instrument represents a powerful means for moving the evaluation process from a cursory, compliance oriented, subjective process to one that can reshape the relationship between principals and teachers in a deep, learning-focused manner. Principals who had development coaching talked about not only using the DPAS IIr instrument with fidelity, but also using it as part of an overall commitment to learning focused instructional leadership as seen in Figures 6 and 7 although the longer term effect is still unclear to many respondents (see Figure 8):

Figure 6: DPAS IIr provides me with a useful tool for my instructional leadership

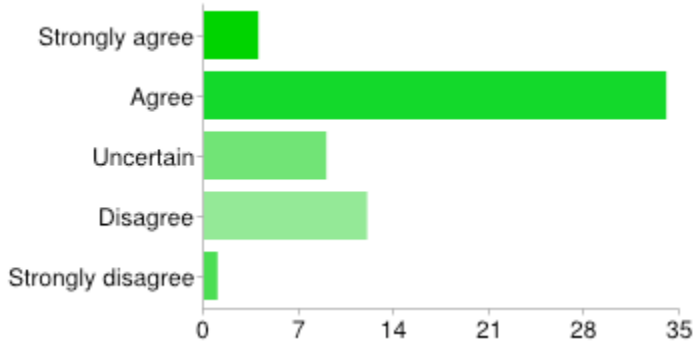


Figure 7: DPAS IIr has changed the way I interact with teachers

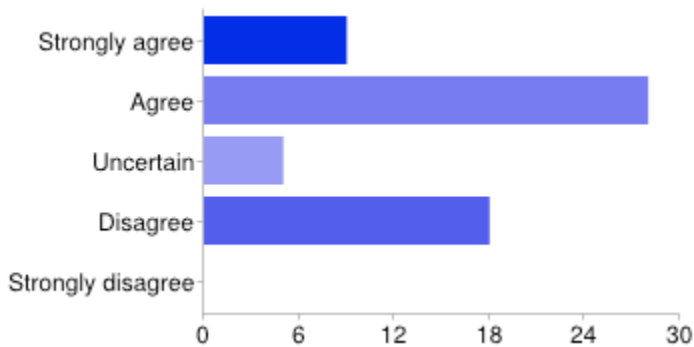
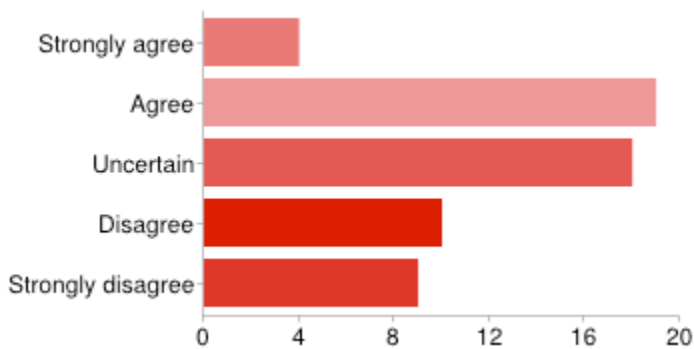


Figure 8: I am optimistic that DPAS IIr will impact high quality teaching in my school.



DPAS IIr is hard work and perceived to be challenging to learn (see Figure 9). A single write-up was reported as taking from 2-10 hours. The average for an experienced leader seems to be about 2-3 hours. Several questions were posed to understand the leaders' sense of confidence and the impact of their time in using the instrument.

Figure 9: It has been challenging to learn to use DPAS IIr

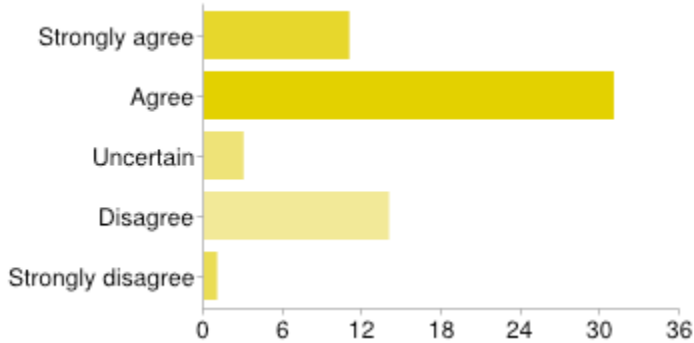
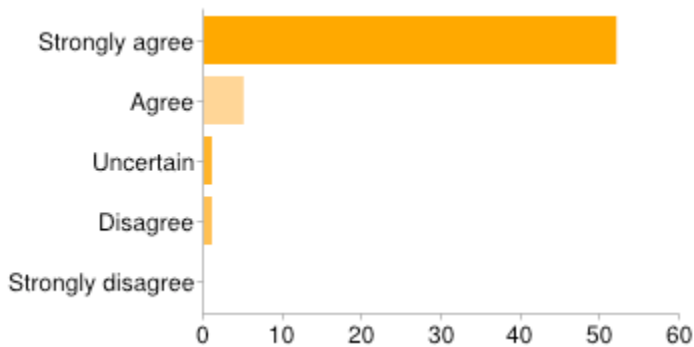


Figure 10: DPAS IIr has required more of my time (both in and out of school)



When noting barriers to their use of DPAS IIr, survey respondent comments included:

“There are no barriers, except time. I believe the amount of time I spend documenting evidence from one single observation does not equate to a true picture of what some teachers are actually doing. Teachers feel that it is a waste of their time as well, and although we would spend a lot of time reviewing the information with or without the DPAS II requirements.... The teachers also feel that we do not really get a good picture of them with the single observation.”

“Too much time is required to do the forms. It is too time consuming... especially for single building administrator. The time element involved overshadows the process—still too much paperwork.”

“It is no more beneficial than the old form, and actually they would like us to be in the classrooms more for unannounced observations.”

“In addition, systems for the Component V were not ready to be used and this component has caused a great deal of anxiety. The formatives are too intense and repetitive. Most effective teachers do not need this type of evaluation.”

“The conferences are the most important part of the process. The lengthy paperwork is not even treasured by teachers. They really care about the conversations before and after the

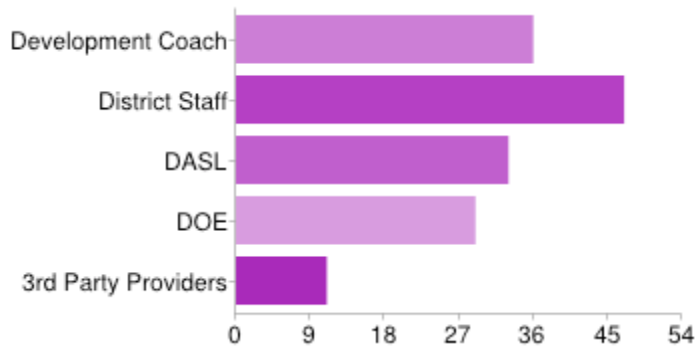
observations. That's what impacts teaching. The 8-10 pages of writing causes the immediate feedback to get lost. There has to be a better way."

"It has taken me out of the classroom, I cannot complete as many classroom walkthroughs, which I actually feel give me a better understanding of each teachers instructional abilities. The teachers lend no more value to this process than to the old, less cumbersome evaluation system.... In fact they dread the amount of extra time it takes to complete all of the forms and meetings."

Learning to Use DPAS IIr with Fidelity

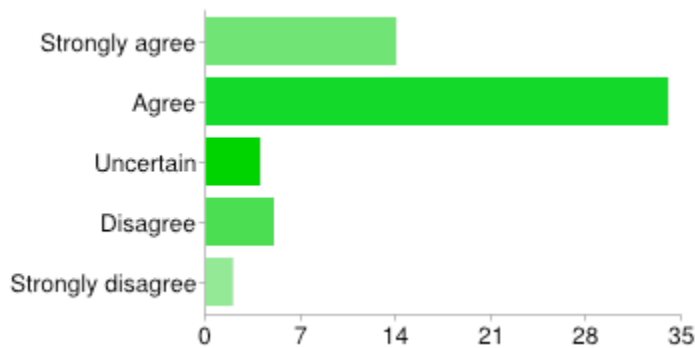
There are a variety of ways that principals and assistant principals learn to use the DPAS IIr instrument. In addition to those who had Development Coaches, school leaders noted supports such as: Both half day training and two day training (state and district), five online modules, using outside consultants, support from the Vision 2015 network, and support from Expert Evaluators. The distribution of support is outlined in Figure 11:

Figure 11: Which sources of learning support for DPAS IIr have you accessed?



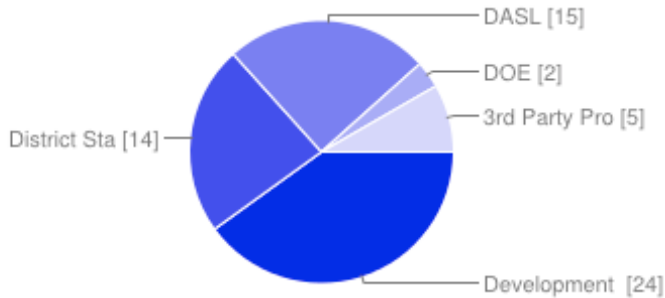
Support from district staff was the most cited source for learning among the 60 survey respondents. When the adequacy of district support was queried, most found it adequate (see Figure 12).

Figure 12: Support from my district has been adequate to learn to use DPAS IIr.



The Development coaches were cited as the most valuable support by 40% of respondents. District staff and DASL were cited by 23% and 25% respectively (see Figure 13).

Figure 13: Which support has been the most valuable to you?



The open responses in the survey indicated the following about the valued supports:

“He (Development Coach) assisted with the initial testing and was especially helpful last year in providing guidance for sharing the DPAS II with the teachers in the building.”

“He (Development Coach) was a sounding board and a go to person for questions pertaining to specific incidents.”

“He (Development Coach) helped to clarify various aspects of the process, such as how to manage all of the summatives, and it was especially helpful to have him check in to make sure I was on track with getting the observations completed in a timely fashion.”

“Personalized, customized service. Able to answer specific questions with real life answers.”

“Kept me informed of new information.”

“She (Development Coach) understands the DPAS IIr process and helps me to better understand it.”

“Our HR director is extremely knowledgeable.”

“Having our DASL coach work with the administrative team has been invaluable.”

“It is helpful to work with peers that are writing the evaluations and working through the same process.”

“They (Development Coach) have provided a middle of the road viewpoint on the process. They share information from the viewpoint of an experienced administrator and also with reference to DOE's expectations.”

“Since they (Development Coaches) deal with broad cross sections of schools in the state, they can provide feedback on what’s working and not working in various other schools which helps to make a more solid decision for your own personal school.”

“The feedback and advice from the development coach has been extremely helpful. Any questions I have are answered and have allowed me to become more confident when meeting with teachers because I now feel that I am using the tool correctly.”

“They broke it down and gave us tips to help us complete these more efficiently and effectively—excellent help!”

“The Development Coach is always positive and able to provide guidance and constructive insight. He has made this transition much smoother than it would have been without him. He has been a wealth of knowledge and always available. He attends all meetings and shares things with me.”

“Our district staff provided on-going coaching and support to help me learn the process. They were always ready and willing to provide us the hands on training and SUPPORT as we have worked through this process.”

“‘Educationally Speaking’ gave practical and useful information to help make the process less burdensome while retaining useful information and sharing with the teacher.”

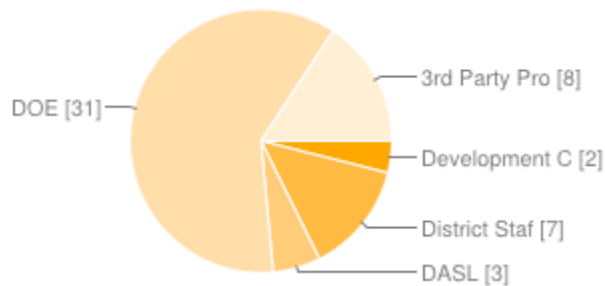
“(Development Coach) was a critical thought partner with all reform efforts at the school, not just DPAS.”

“Having the 1:1 coaching and time to discuss issues, as well as have someone look over the evaluations once they were written was extremely helpful.”

“The best experience for me in my educational career has been working weekly with my development coach.”

Least valued supports were the inverse. A clear message of frustration is with a perceived disconnect with the Department of Education, cited by 61% as the least valuable support (see Figure 14).

Figure 14: Which support has been the least valuable to you?



The individual comments described the frustrations experienced by principals:

"I feel that DOE has created a monster of an evaluation system. In my opinion it has taken me out of the classroom, by requiring announced observations I get to see the 'dog and pony show' and less of what actually takes place on a daily basis."

"DOE was not ready to roll DPAS II out and they keep changing things as they go along... it is a moving target. The procedures seem to change too often..."

"They never are able to answer the questions that we ask them about how to implement this program in the real world."

"Not that DOE has been 'bad' support, but if I had to rank the order of those I checked, then the least support would be DOE. Sometimes I feel like their information is 'what I have to tell you' versus giving an honest answer of what might work best under various conditions. That is of no fault to anyone in particular, as DOE's responsibility is to oversee the process for a wide range of schools with very different needs for each school and District, so to cater an answer to each one would be nearly impossible."

"Not offered at convenient times I have found the trainings to be un-useful."

"They don't understand my program needs."

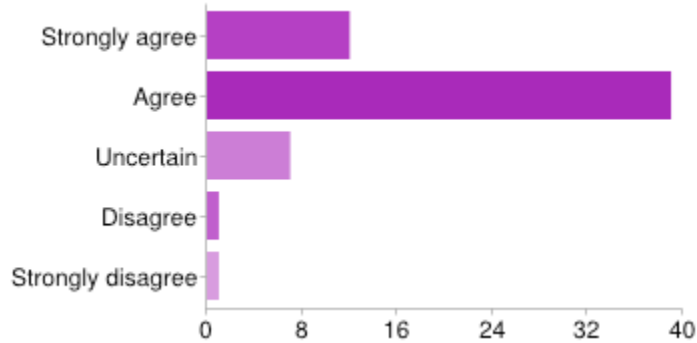
"There is still so much confusion around Component V. It seems like no one truly knows the answer. I have gotten conflicting training..."

"Too many changing directives."

"I don't think 'they' understand how time-consuming the entire process is. My time with students and daily walk-throughs are limited due to the number of observations, meetings, and typing that I must do."

Generally, most principals and assistant principals feel confident at this stage in their expertise with DPAS IIr (see Figure 15).

Figure 15: I feel confident in my expertise in using DPAS IIr



Exploring the Differences Between Development Coach and Non-Development Coach Principals

The essential question in this review is to establish whether the work of Development Coaches in Delaware is making a difference in the leadership expertise of the principals and assistant principals they work with. In other words, is this an investment that provides increased capacity for supporting and guiding high quality instruction in all schools?

Such a question is complex and causal links would be a risky claim in a social context with so many intervening variables. However, the story of the Development Coaches and their work with school leaders was consistent and unambiguous. Principals who had a Development Coach approach DPAS IIr in an entirely different way.

Sampling the experiences and views of principals with a Development Coach

Turning now to the data from the focus groups and the case studies, without exception, those with a Development Coach indicated that having a Development Coach coach as being the most powerful and profound professional support experience they have had. They are mentors, confidants, sounding boards, and pressure relievers.

“Having a Development Coach made sure I was doing the process correctly.”

“My Development Coach served as my ‘safety net.’”

“It helps knowing that he is always there and I can contact anytime via email.”

Development Coaches were involved in working with principals and assistant principals around much more than just DPAS IIr. Respondents often noted, “I could talk with my Development Coach about anything and everything.”

“The first person I call is my Development Coach.”

“He’ll help with anything I need, not just DPAS II. I know he’s going to get back to me if I call him with a problem. It helps me get better at my job.”

“My Development Coach is up front, you can take whatever you have to the table. It forces you to go beyond your limitations. There are no excuses for what needs to be done.”

There were no differences in views of the helpfulness of the Development Coach depending on experience. Seasoned veterans spoke as powerfully as did novices about the value added. The coached principals say the Development Coach has improved trust relationships in schools. Part of that is due to the modeling effect of teachers seeing the principal being coached as a learner like everyone else.

All coached principals share the expertise of their Development Coach who works with their whole administrative team either directly or in a “train-the-trainer” mode for the principal working with APs. They all expressed a team-based approach to instructional leadership and Development Coaches have developed some networking among principals.

Sampling the experiences and views of principals without a Development Coach

In focus group discussions, principals without a Development Coach spent the majority of their time discussing the challenging nature of DPAS IIr. They see it as overly complex and worry about compliance and using it with fidelity, but many do discuss its instructional improvement value. One participant noted, “DPAS actually helps the principal become an effective leader.”

Overall, DPAS IIr appeared to be described as a management challenge rather than a useful tool for instructional leadership. Principals without a Development Coach are equally committed to instructional improvement, but seem to see instructional improvement more as a challenge without a meaningful connection to the evaluation process. They had less developed theories of action around developing learning-centered conversations around evidence. When speaking about DPAS IIr they expressed such views as:

“We’re in an age of compliance. The assessments are way out of whack. We’re not teaching, we’re assessing.”

“The expectation keeps shifting and adding to it.”

“We are high achieving people and we’re having trouble. It used to take me two hours (to write up) now it takes me six.... I don’t think this it is better than when I did two hours.”

“Were in the hole.”

“I guess we’re all looking for ways to cut some corners and speed the process up.”

“DPAS II is a tool that looks critically at teacher practice.... I’m not there to use it as a tool of torture but for teacher improvement and principal improvement.”

“DPAS is the biggest lever. The motivation is to do the best for kids.”

“Pretend DPAS is the Common Core. The reason I’m for the Common Core is because it’s focused. We need DPAS to be more focused. It is way too out there. We’re trying to cover everything with everybody. Less is more. That’s a good lesson. We want to go into depth on things that really matter.”

"I don't see it now.... I don't have enough time to do all the other things that are important."

"Teachers feel sorry about the time required of administrators to do DPAS evaluations."

"Onus is on the administrator, but should be on the teacher." It takes me three hours and I know the rubric very well. Principals are worried about this."

Principals without Development Coaches were asked to describe the kinds of supports they need in relation to using DPAS IIr with fidelity. They often outlined what might be described as an advocacy agenda, someone to represent the challenges faced by school principals in the policy circles in Dover and the DOE. They feel that, "Things keep changing."

Time, as noted earlier, is seen as the biggest barrier and challenge. One respondent described it as, "A lengthy process. We walk away with loss of information. Much is redundant."

And, another, that, "Most of the typing is at home on weekends or in the evening."

The same views were noted in the survey, which included the following:

"While I value the framework to improve instructional practice, the time to implement is unreasonable for building administrators. I spent many nights and weekends away from my family completing the required paperwork. Revisions must be made!"

"The process itself has actually damaged my ability to be an instructional leader. The amount of teacher growth in proportion to the time spent on paperwork and being out of classrooms monitoring through walk-through, results in a detriment to progress."

Principals without Development Coaches have sought out a variety of supports. One noted that she had, "Tried the Data Service Center. There have been technical problems." The most common support described is the HR director for the district, who is often the Expert Evaluator as well.

In summary, there was evidence to suggest that principals with Development Coaches had developed different views about the purpose and place of DPAS IIr as a tool for instructional leadership. While both those with and those without coaches place their leadership of teaching and learning to be paramount, the principals with Development Coaches described strategies and cultural shifts in their schools that supported a learning improvement environment. While DPAS IIr is a heavy lift for both, those without a Development Coach described fewer connections to what they might do to improve the quality of teaching in their schools. The weight of the process overtook perceived benefits.

Principals and Assistant Principals working with the Development Coach

Given the consistent evidence of a value-added for the work of Development Coaches in schools, this next section explores how the Development Coaches do their work, their valued characteristics, and what the benefit has been perceived to be.

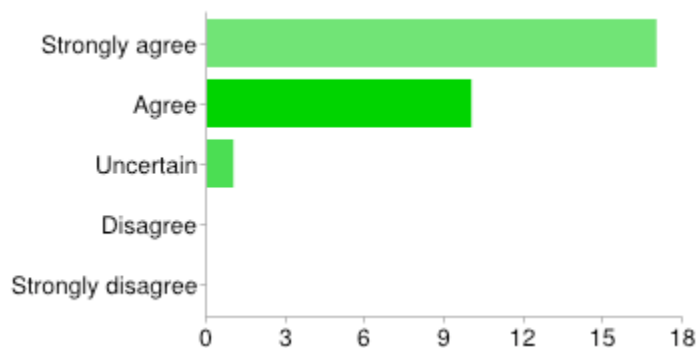
Development Coaches and Their Work

Through the nine school visits and shadowing the Development Coaches at work with principals, patterns in their work began to emerge. There was nothing happenstance, visits were scheduled and ran according to an agenda. “We have a meeting schedule, what will be discussed at next meetings.” There is always an agenda. “From the get go, she says, ‘This is what I’m doing today.’”

At the same time, there is a “mutual exchange of what is to be focused on.” While Development Coaches use an agenda, the process appears more deliberate and guided, rather than regimented. The principals and assistant principals expressed flexibility in being able to adjust a pre-determined agenda if there was a pressing issue that had arisen in the school.

In the survey, this ability to support other issues was confirmed (see Figure 16).

Figure 16: My development coach has been a source of support for school issues beyond DPAS IIR



Principals and assistant principals talked about the Development Coaches taking them through the entire DPAS IIR process first, ensuring they had a full sense of the process. Then, they often talk about “fine tuning” the parts of the process that need more work. All participants were concerned about Component V, Student Improvement, and being ready to address the expectations.

Development Coaches often bring examples, and tools, from other schools. They serve to “broker” developing expertise and strategies. Development Coaches accomplish this by literally connecting the principals across schools, at other times it is sharing tools. “If he doesn’t know the answer, he finds out or finds a resource we can use.”

The primary strategy that Development Coaches use is that of asking probing questions. One principal described it this way, “In walkthroughs, he asks me questions. ‘What just happened in those classrooms? What PD is needed? What should happen in the next PLC? I noticed this, why did it happen? It is nice to get that outside perspective from who someone who was not at our PD to see if we are seeing the same thing.’”

“She is really living the coaching model. Getting you to go beyond what you think your potential is. Getting me to go beyond and that makes it unique!”

The only concern expressed was around the limitation to the coaching relationship. One principal said, “I’m dreading next year. Where will I be without her?”

Valued background and characteristics of Development Coaches

Praise of the Development Coaches was uniform across all those being coached. Their non-evaluative stance was prized as a way of allowing them to be seen as a trusted intermediary in the DPAS IIr implementation process. They “interpret” DPAS IIr for them. “He’s a good sounding board, the neutral opinion.”

Case 1:

This was a case of a large comprehensive high school where the model is that the Development Coach works with the entire team of principal and assistant principals. The principal indicated that in the first year, more time was spent with the assistant principals and calibrating their DPAS II observations. Perhaps, the main agenda that that Development Coach was assisting the principal with was the alignment of three elements: The DPAS II process, the resources of being a “Learning-Focused” school, and the work the school PLCs are doing with the data coach. This has involved connecting the Development Coach, the Learning-Focused Advisor, and the Data Coach. As the principal stated, “Coordinating and connecting initiatives fits into one big picture.” When probed by the Development Coach to describe, “What tells you it makes a difference?” the principal responded with, “It’s changed the conversations with the assistant principals to and instructional focus.”

The principal also described this instructional leadership improvement as moving from compliance to, “Holding feet to the fire for the right thing” and then ensuring the professional development is available to support learning.

Case 2:

A large middle school, in this case the Development Coach works across the entire administrative team. The principal works with the Development Coach to differentiate the support needed for each assistant principal employing a “coach-the-coach” model. The principal values the expertise of the Development Coach and her ability to quickly “recognize where I am” and make helpful coaching suggestions. Echoing other peers, this principal values the knowledge of the DPAS II instrument and how it is used with fidelity and in the “real” context of schools. He noted that other DPAS II training opportunities have not been as helpful as the Development Coach.

Development Coaches are reported as exceptionally experienced with high credibility. The fact that they know schools and have principal experience was highly valued. Development Coaches were described as trusted by teachers in schools and the rigorous selection process was uniformly described as a key to their success. The Development Coaches were carefully selected. As such, they started the work with a strong level of reputational advantage (many were known for their prior successful leadership). This seemed to also help establish a sense of “rapport” and “trust” between the teachers and the role the Development Coach was playing in the school.” The message the principals and the Development Coaches routinely communicate is that the Development Coach is there to work with the principal, to make him or her a better instructional leader.

Other comments included:

“Our Development Coach is a household name. The Development Coach has guided the administrative team and there is trust from staff—going into classrooms is accepted.”

“The team they picked has the experience and knowledge.”

“My teachers don’t mind him being there for conferences.”

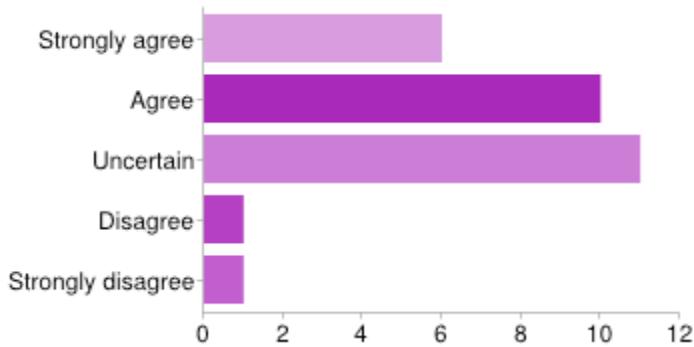
“They’ve been totally fine. In conferences, he tries to stay back, but often they’ll ask him what he thinks. It is kind of funny that way.”

“Our Development Coach helps motivate and lift the entire school.”

“Anytime with the Development Coach, staff want to hear what he has to say, it’s great, he’s clearly seen as a resource, there’s no reluctance for him to be in conferences.”

The survey data confirmed this shadow advantage of the Development Coach on the school in a broader sense (see Figure 17).

Figure 17: Teachers in my school have found the Development Coach's presence in the school to be helpful



Case 3:

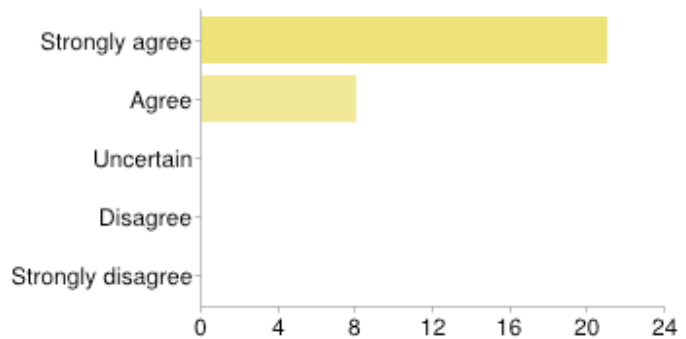
In this school, the principal is early career and the coaching and mentoring role is apparent in the principal's descriptions. In addition to the Development Coach's experience as an administrator and knowledge of the DPAS II process, the principal made comments such as, "I hear (Development Coach) in my head urging me to be clear, concise, and evidence-based."

Another element of this coaching session was the focus on the next year, how the leadership team will be developed, and what strategies will be used for teachers on expectations.

The Development Coach noted that in cases such as this, it would be good to use the coaching process to increase networking between principals for shared expertise and strategies.

The supports from DASL staff were cited as keys to the consistency and preparation of the Development Coaches to work in schools. Development Coaches all brought "bags of tricks" and self-developed tools and ideas to help principals. The fact that they know schools and had done evaluations was often noted as an advantage over the Expert Evaluators who may not have ever had responsibility for in-school teacher evaluations. The preparation to do the work was unanimously agreed in the survey as represented in Figure 18.

Figure 18: My Development Coach was well-prepared to support my learning of the DPAS IIr



Development Coaches seem to be available almost 24/7. There were consistent reports of responding to texts and emails at all times of the day and night and

rapid response to questions. As one principal declared, “It was refreshing to send something off at 9 o’clock and get some feedback before the next morning.”

The ability of Development Coaches to “stray” from just DPAS IIr work to listen from time to time on other problems was highly valued.

Developing Expertise for Principals through Coaching

There were three main areas of described and observed advantage for principals and assistant principals who have been able to work with a Development Coach. The first is around the expertise they develop in relation to using the DPAS IIr process with fidelity. The second is in relation to a deepened articulation of instructionally focused leadership. The third is a more developed view of the policy context for learning improvement from the state to the school.

Expertise with DPAS IIr

The language used by principals and assistant principals around using DPAS IIr was about moving from subjective to objective evaluation. Principals all described the rigor with which a coached stance toward using DPAS IIr had moved them from what they described as prior “subjective” approaches to teacher evaluation. As one principal described, “My Development Coach firmly said to make sure the evidence is there.”

Development Coaches have moved principals to focus on results-based evidence of student learning. In writing up DPAS IIr observations, the principals noted that they must be clear, concise, and evidence-based. “You must have firm evidence.”

Principals often spoke of the work the Development Coach does in assisting them with, what they term, the “challenging” evaluation—the teacher who will be receiving “expectations” or being placed on a plan of improvement. “My Development Coach helps me with editing, thinking it through from the teaching aspect, evaluating, analyzing, keeping it all calibrated.”

Another principal declared, “Two things are important to me: 1) giving teachers an accurate reflection of what I observed, and, 2) giving them valuable feedback to help them grow as a professional. That continues to be the biggest goal or challenge.”

In larger schools, work of the Development Coach helps to calibrate the evaluations of the

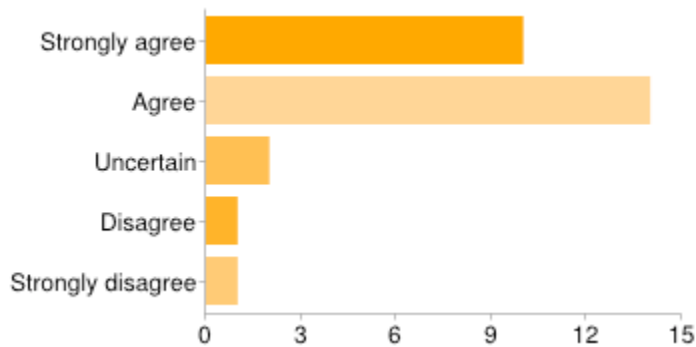
Case 4:

In this school, a large secondary, the focus of the coaching work was on developing the expertise of the principal to work with the assistant principals around their use of DPAS II. In larger secondary schools, there seem to be different models of how the Development Coach accomplishes his or her work. At one end, the Development Coach works directly with the entire leadership team, at the other end, the Development Coach works with the principal to develop strategies for the principal to coach the assistant principals.

A second focus of this visit was the challenge that administrators are having using the DPAS II process with non-certificated staff such as nurses.

entire team. The Development Coaches work with more than just principals. “I shared my Development Coach with my assistants” was a regular comment. “Primarily, my coach is there for me, but he is a resource for all of us.” In the survey, 86% of respondents reported the Development Coach working with a wider leadership team (see Figure 19).

Figure 19: The Development Coach has worked with others in the school besides me



Case 8.

This case provided the unique view of the role of the Development Coach in supporting school leaders in charter schools. In this case, the Development Coach was working with a member of the leadership team rather than the principal. In addition to DPAS issues, time was spent on data tracking and DCAS. In some senses, it seems as if the Development Coach was providing information that would normally come from a district supervisor. This also included discussion of hiring plans, staffing, co-teaching, and scheduling.

As in all cases, the Development Coach provided specific feedback on the written summaries of observations.

In terms of perceived value-added from the Development Coach, many of the same features were mentioned: Helping evaluators move from a subjective to objective framework, providing resources to support learning the DPAS II system, assisting with translating DPAS II rubric dialogue into classroom practice, and serving as a liaison to the Department of Education. This school leader was concerned about losing the Development Coach and data coach noting that, “I have places I need growth.”

Case 9:

This was a case of another large secondary school with an extended leadership team of the principal and assistant principals. The Development Coach works directly with all members of the team. The principal (early career) was complimentary about what he has learned noting, "He made me better and I thought I was good." At the same time, he expressed worry about what support would be in place in the next year without the Development Coach support. When asked to describe specific advantages to the Development Coach model in his school, he listed:

- Conversations that are rich*
- Development Coach has had impact on whole team and made them good evaluators*
- The Development Coach is readily available*
- Will call if a challenging evaluation is taking place.*

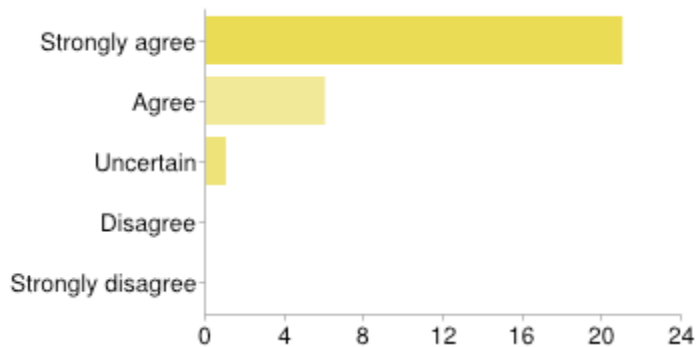
Like others who have Development Coaches, this principal noted the valued expertise of the Development Coaches. Primarily, that they have been principals and district leaders and through that experience have seen the range of issues that can arise.

I asked this principal about the differences between the support provided by the Development Coach and the Data Coach and Expert Evaluator. He indicated that he had little contact with the Expert Evaluator and that the Data Coach worked more with teachers around their PLCs. He stated, "I look at (Development Coach) as my data coach."

At the same time, the principal noted that the Development Coach provides an added link to the district office as the Development Coach has relationships with the leaders in the district office. As such, he believes it has smoothed the evaluation process having the Development Coach as a link with the district office.

Development Coaches also help to streamline the DPAS IIr process. Originally, it was described as a process of up to 6-8 hours per write up. "We were stumbling over paper, so he developed a form to help us get the different pieces of evidence. It helped us plan for the observation and in taking notes during the observation." It is their availability and expertise that is valued (see Figure 20).

Figure 20: My Development coach has been available to me to answer questions and issues about DPAS IIr



Expertise as an instructional leader

Perhaps most consequential was that coached principals in both the focus groups and in the case contexts described a larger influence than simply expertise with DPAS IIr. In fact, the language used was around a more developed approach to instructional leadership. One principal noted, “For me, he was training me to be an instructional leader.... Previously the principal was a manager, with *Race to the Top*, principals are pushed to be instructional leaders.”

When asked for clarification, the principal continued:

“Let me simplify it. In the past, the focus was more on what teachers were doing. We focused more on teachers. Now we focus on what students are learning. There has been a huge shift from teacher compliance issues—like writing your standards on the board—to what students are learning. Now we ask, ‘What evidence to you have that they are learning?’”

“There’s been a mindset shift.”

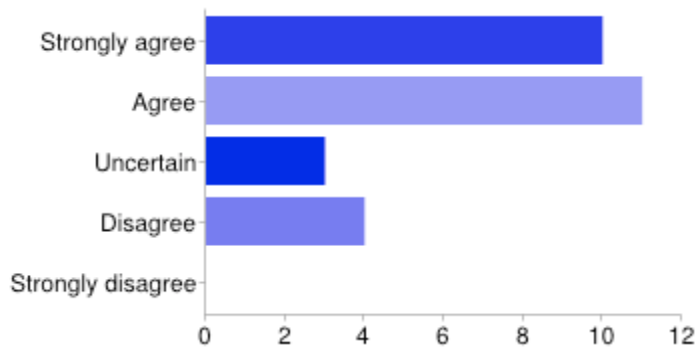
The principal further described the mindset shift as moving “from a focus on teaching to a focus on learning.”

In the leadership literature, the shift is also often described as the leader’s ability to move the discourse in the school to learning and instructional improvement. Another participant stated, “I think my teachers are a lot more comfortable providing evidence. It leads to more discussion.”

Principals repeatedly spoke about the change in the content of conversations in the school. Conversations were described as more learning-focused and oriented around data. In addition, coached principals feel more confident in supporting struggling teachers and taking on the challenge of unsuccessful teachers.

Furthermore, three quarters of the respondents to the survey affirmed that working with the Development Coach has changed the way they interact with teachers around instruction (see Figure 21).

Figure 21: Working with my Development Coach has changed the way I interact with teachers around instruction



Case 6:

In this case, the Development Coach was working with both a principal and an assistant principal. In talking with the principal and AP, the most prominent influence of the Development Coach and DPAS II on the school has been a shift to a much stronger data stance. As in the focus groups, this principal described how she feels that her Development Coach has helped her “take away the subjectivity” of her former evaluation practices and focus on the evidence of student learning. The principal further noted that her conferences with teachers are data focused, but still recognizing the important role of classroom climate. She described them as, “objective conferences and affective conversations around instruction.” The main growth cited as an instructional leader were: “Confidence in knowing what to look for, using the DPAS II process to build instructionally focused conversations, and forcing teachers to become more knowledgeable around content.”

Over the period of the coaching, this team has followed the pattern of starting with the broad array of DPAS II elements and activities and then focused on elements, such as the process of providing expectations that take more detailed documentation.

The principal and AP of this school valued the liaison role of the Development Coach. They noted, “(Coach) goes to all the trainings and serves as a liaison between the state, the district, and administration.”

During the visit, I had the opportunity to simply watch the Development Coach work one-on-one with the principal. As noted in focus groups, the sessions are not ad hoc, but follow an agenda of intended tasks. During their conferencing session, the principal used a recent observation to go through and describe the pre-conference, observation, and plans for the post conference. The Development Coach used a strategy akin to medical case presentation for physicians where he posed questions to reveal the principal’s diagnostic strategies and what “symptoms” she was attending to.

Expertise in understanding the policy context

The policy arena in Delaware, especially with multiple initiatives around *Race to the Top*, is complex and fast moving. Again, we know from research that “boundary spanning” activities such as helping to translate policy from the state level to its application for the school can be useful.

Case 7:

As a new principal in the school, in this case the principal found the Development Coach to be very helpful in connecting beyond DPAS II and bringing resources that could assist with the school transition. Some of the other resources discussed were even curricular resources, strategies for DCAS interpretation, and providing a bridge to other principals. As in each case, the Development Coach and principal discussed concerns and confusions about preparing for Component V.

Following their initial check in, the principal and Development Coach went on a walkthrough. As in other schools, both the Development Coach and principal were recording information during the walkthrough and then immediately debriefed together following the walkthrough in the form of comparing and contrasting what they each individually noted, where the difference were, and planning for feedback to the teacher.

Coached principals felt they were gaining clarification on policies and practices around DPAS IIr and that they had a “voice” at the DOE. “She’s a conduit taking information back to the DOE.”

This was especially so in the work that is happening around Component V. In each case visit, the Development Coaches were able to provide clarification and further information to the principals about how they integrate Component V into their DPAS IIr process.

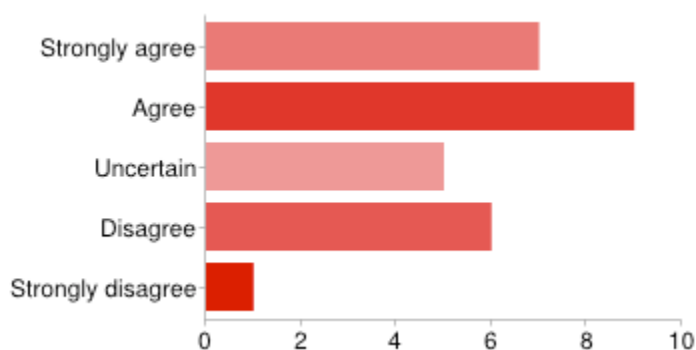
View from the District

The review did include the opportunity speak with four district level participants. The focus group did not include any superintendents and was mostly HR directors. The main purpose was to triangulate views on the work of the Development Coaches and to identify ways the districts were using and deploying the Development Coaches.

- The Development Coach program is described as the most helpful project in all *Race to the Top* work. They reported they would not be as far along without the Development Coach’s contributions.

- These district leaders delivered unanimous high praise for the Development Coaches and their work and believe that it is important to have the Development Coaches in the non-evaluative, mentoring role.
- Different strategies were used by district to deploy the Development Coaches. Some deployed them to novice principals; others use a more representatively distributed model.
- There was some indication that it is too important to go away and that they would want to find other ways to fund the model.
- There were no comparative positive values seen in either the Leadership Coach model or the Data Coach model as compared to the Development Coach model.
- District leaders have found the Development Coaches to be a reliable source of information on policy from the DOE.
- District leaders noted the impact on principal time. As one noted, “The evidence piece got out of control last year.... the Development Coaches helped to streamline the process.” They also noted that there has been an impact on getting principals to work on district projects or committees as the DPAS has encompassed all their time.
- There seems to be some suggestion of the Development Coaches changing the way principals work with HR Directors, especially around preparations for challenging evaluations. Districts indicate a benefit and confidence that when they are aware of an improvement plan being put in place, they know the documents have been read and critiqued by a Development Coach (see Figure 22).

Figure 22: The Development Coach has impacted how I work with district office staff who supervise or oversee DPAS I/r



Case 9:

In this case, the focus of the coaching session was on a teacher improvement plan. Because of the critical nature of the improvement plan stage, the Development Coach and principal discuss intervention and professional development strategies. In addition, they plan for joint walk-through and an opportunity to “check for alignment” between their observations. The coaching conversation is substantive around high levels of expertise with the DPAS II forms and ways they can support the goals of professional learning.

In this school, I observed the manner in which the principal and Development Coach do common walkthroughs. The first step is to discuss together the goals for the walkthrough. During walkthrough, both the principal and Development Coach are using iPads as a noting tool, the Development Coach remaining more to the side observing both the learning context and the activities of the principal. Upon exiting the room, they immediately debrief—the debriefing process driven by questions from the Development Coach.

Clearly, with the more evidence-based format of DPAS II, the potential of moving teachers to expectations and improvement plans necessitates that principal are both expert at using the process as well and deepening the knowledge and strategies for developing professional learning. The relationship between the Development Coach and the principal seems centered around this.

The principal described her greatest growth being: Helping to focus on what needs to be done (in instructional improvement); slowing down the intense process of DPAS II, becoming a leader of leaders for her team, and calibrating their attention to evidence in observations.

Markers of Effectiveness in the Development Coaching Model

This review of the Development Coach model in Delaware was based on three sources of data: Focus groups, survey, and mini-case studies. The evidence suggests that there are at least five areas of advantage provided by this model.

Expertise and Fidelity in the Use of DPAS IIr

Without exception, the principals and assistant principals indicated that the Development Coach had increased their expertise in understanding and implementing the DPAS IIr model. Through the process of guided support through the entire process, followed by coaching along specific elements, these school leaders expressed a high degree of confidence in their skill as an evaluator.

While other sources of professional learning were used, the Development Coach model was consistently described as the most effective and meaningful. A reason often stated was that the Development Coaches had prior experience as teacher evaluators. They had “walked in their shoes” in a way that established their credibility.

In addition to coaching, the Development Coaches were able to broker resources in three areas:

1. Specific tools and practices that could deepen and bring efficiencies to the DPAS IIr process.
2. Interpretation and clarification of the policies that are guiding the use of DPAS IIr.
3. Establishing professional learning links with other schools and principals.

Expertise and Expanded Focus on Leadership for Teaching and Learning

Perhaps most important, leaders with a Development Coach generally spoke about DPAS IIr as a greater help than hindrance to their work in schools. This seems to be due to the work that Development Coaches have provided to help principals connect DPAS IIr to other work around curriculum, the work of the PLCs, and the larger instructional improvement agenda.

There were repeated references to a greater sense of leading learning improvement rather than managing a school. While the links to a greater sense of empowerment are tenuous, the work of the Development Coaches was so roundly praised that the link is compelling.

One of the tools of expanded instructional leadership is the ability to focus conversations in schools around the evidence of student learning. Data-driven conversations are a hallmark of expertise in instructional leadership and these principals described a deep ability to lead those conversations.

Expanded Expertise to Leadership Teams

Regardless of whether the Development Coach worked solely with the principal or with all of the leadership team (assistant principals), it was clear that the expertise was disseminated throughout the school. Of course, in some of the smaller schools the administrative team is a sole individual, but in larger schools (and the Charter visited) the Development Coach regularly works with assistant principals.

There was also evidence in the larger schools that the Development Coach has been shifting the work of the Assistant Principals from traditional managerial responsibilities to more active involvement in the guidance of instructional practice. Most principals described the learning agenda for their assistant principals in this regard.

Additionally, in most districts visited, the Development Coach had provided and led sessions for the entire district administrative team around the use of DPAS IIr. While not a coaching role, the expertise was also being shared with other leaders in the district.

Applicability Across Career Phases

There was no evidence to suggest that the Development Coach model is more effective at any specific phase of a principal's career from novice to experienced leader. Principals at all levels of experience shared equivalent examples of contribution to their learning.

It was interesting to note, however, that the principals all recommended the Development Coach model as being especially appropriate for first year principals.

Principal Satisfaction Contributing to Retention

The principalship is one of the most demanding and onerous jobs in America. All of the leaders interviewed for this review reported working extraordinary hours and the time invested in the DPAS IIr process was a contributor to that workload.

Nationally, districts are concerned about retention of their strongest leaders in the face of turbulence and challenges associated with the job. The deep appreciation and satisfaction that the coached principals expressed for this model suggests a means of supporting principals that could contribute to staying in the position. The sense of urgency around leading instructional improvement suggests a greater sense of satisfaction with their work.

Given the consistency of responses, the evidence points to a positive return on investment for the purposes identified by the Development Coach Project.

Ongoing Questions for the Development Coach Model

In addition, the Development Coach model revealed a number of questions and elements that warrant ongoing and further attention. These are outlined below:

Post Development Coach Effectiveness

An important question is what happens when the Development Coach leaves? How can principal learning and support be sustained when what is designed as a temporary system moves on?

Connecting to Broader School Leadership Capacity

While the Development Coaches regularly work with the broader administrative teams, a question remains about the connections between the other leadership elements of the school—particularly teacher leaders?

Implication for Principal Preparation

As Development Coaches work with novice principals, it would seem to present a unique opportunity for Development Coaches to advise principal preparation programs on how they can further support candidates in teacher evaluation. I think, again, of how principal preparation might plan for their roles as both assistant principals (a likely first step) and how as principals they would organize their leadership team around instructional supervision.

Systemic Linkages to District and State Strategies to Support Leadership

Within the state, several models of support for leaders exist. These include the Data Coaches, Leadership Coaches, Expert Evaluators, and other programs supporting professional learning. The critical question is how these different strategies connect into larger theory of action around leadership guidance and support. Given the variation in response to these different strategies and programs, the linkages between these different supports might be articulated.

Consistency of Resource Use

There are different models of deployment of Development Coaches around the state. It might be useful to catalog the options that districts are using to better understand what modes are most effective. Given that, it could be helpful to have some clearer guidelines and options for deployment so the resources are not squandered.

Identification of Development Coaches

Without a doubt, the selection process was roundly praised for the rigor of selection. The job posting for the Development Coach position is included in the Methodological Appendix. This raises a question of how the standards and expectations for Development Coaches can be maintained should the need for more be determined. It is unclear if a less prepared and experienced cohort of coaches were selected if they could achieve the same results?

References

DASL. (2012, July). Development Coach Annual Report, July 25, 2013. Newark, DE: University of Delaware, Delaware Academy for School Leadership.

Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning*. Minneapolis, MN, & Toronto. Center for Applied Research and Educational Improvement and Ontario Institute for Studies in Education.

Portin, B. S., Knapp, M. S., Dareff, S., Feldman, S., Russell, F., Samuelson, C., Yeh, T. L. (2009). *Leadership for learning improvement in urban schools*. Seattle, WA: University of Washington Center for Teaching and Policy. [Monograph prepared for The Wallace Foundation under contract]

Researcher

Bradley Portin, D.Phil.
University of Washington Bothell

Biography

Bradley Portin is the Director of the Education Program and Professor at the University of Washington Bothell and is adjunct faculty in the College of Education at the University of Washington Seattle. Dr. Portin, a former public school principal, has spent the last decade focusing on the evolving roles of school principals, teacher leaders, and how school and district leadership is developing to meet the diverse learning needs of all students.

Dr. Portin has been co-principal investigator for large-scale national research projects at the University of Washington Center for Teaching and Policy funded by The Wallace Foundation. The most recent project, which concluded in 2009, was a national study of learning-centered urban school leadership. This research and other projects have produced a number of publications including: *Leadership for Learning Improvement in Urban Schools* (2009, Portin, Knapp, Dareff, Feldman, Russell, Samuelson, & Yeh); and *Making Sense of Leading Schools: A Study of the Principals* (2003, Portin, DeArmond, Gundlach, and Schneider)

Dr. Portin maintains extensive links with researchers internationally in their efforts to expand preparation, support, and research for school leaders. He is on the editorial board for the journal, *Educational Assessment, Evaluation and Accountability* and has held visiting professorships in Norway, England, and the United Arab Emirates.

Contact Information:

Dr. Bradley Portin
University of Washington, Bothell
18115 Campus Way NE
Bothell, WA 98011

Tel: 425-352-3482

Email: bportin@uwb.edu