

ISBE/IBHE – Working Together To Prepare Illinois School Leaders

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Brainstorm Activity Assessments of Candidates & Graduates

What do you see as challenges or barriers to implementing the recommendations?

- When the candidate is in our program (before they get to a school) how do we assess that they understand their role in impacting student learning?
- In Missouri, we do a pre-assessment in ISSLC standards. How do we build into a candidate's individual learning plan (or career progression) a means of measuring adherence to standards?
- How do we assess our field experiences in relation to the standards in internships of limited length?
- Is our internship experience demanding enough for us to know that the candidate is demonstrating the qualities expected on the job?
- We set up people to fail in the principalship by putting them in to assistant principal positions, deans, etc. All we train them to do is to become really good managers. They we complain because they are not suddenly, an instructional leader.
- We do want people to have different experiences before they become principals. Our current model does not allow for this continuum. Our model "ends at age 24 with the Type 75" and never engages the person when they later become a principal.
- Right now you don't have to have teaching experience to be a principal in Illinois. Two years experience is required, but it can be with a school service personnel certificate.

What knowledge and/or supports will you need to be successful?

- Make sure that the assessment is funded and completed.
- We need to look at best practice in goal assessment within the K-12 structure.
- Assessment needs to be measured by results in student learning. We need to know the impact of our programs on student performance. We need to collect performance data on students in every school where we have a graduate principal.
- What is a legitimate expectation for principal/school performance?
- Socio-economic factors are powerful predictors of student learning in the absence of good instruction. How do we measure the impact of the principal?

- How long will it take to turn-around a school?
- What then, about variables we can't control in the school?
- The focus on school improvement should be school-wide. How do we differentiate principal preparation from other leadership roles?
- Most of our graduates do not immediately become principals and some don't want to be a principal. What are we preparing our graduates for?
- Additional work should build on these early career administrative opportunities. A well-defined continuum of experiences could be built.
- There are jobs out there for Type 75 graduates. They build into quality principals.
- We need consensus on the model. Will it be a basic Type 75 and then a "Type 76?"
- We need a paradigm to understand the differentiated skill required for the principalship.
- **Clarification is needed on the Teacher Leader Endorsement**

Other Observations

- There needs to be a different model for rural and urban principalships.
- So are we talking about the Type 75 as a base and then a "plus" or further endorsement?
- So, what would the standards be for the first Type 75? Then for the endorsements, etc., etc.
- Are we training people to be principals first or for these other positions? In part it depends on location – A person's first administrative job would not be as a principal in Oakbrook where in Alton he/she might go from teacher to principal.
- Selection process – Why are you here? "Somebody told me I should be." The self-selection process is not what we need. We need to see people in the field recruiting the next generation.
- Economic dimension – Can we train everyone to be a leader with a Type 75? Now we're training 5 to 6 times the number who can be employed as principals. Consequently, the resources that could be used for intensive internship are being diffused among a large number of candidates. We have to put our money where we have the greatest potential to create leaders.
- Less people, less money, less staff. How does cutting the number we admit improve our resource allocation? (Random discussion... hard to follow)
- A good quality program will guide a student to grow into a quality candidate.
- What is the developmental process of a leader? What makes a person able to do that, to jump directly into a principalship?

- You wouldn't design a profession that admits everyone.
 - Look at the criteria and the programs created by superintendents in districts and regions as a guide for our programs.
 - See citation of 10 criteria for school leaders (ask Steven Tozer for this reference)
 - Principals need to be able to view their organizations as a SYSTEM and to be able to use effective frameworks for organizational improvement such as the *Education Criteria for Performance Excellence* (Baldrige) or variations thereof. (In Illinois see: www.lincolnaver.org/)
 - Where we are with principal preparation right now is where medical preparation 100 years ago.
 - Superintendents do not always have the ability, knowledge, etc., to recruit and employ effective principals.
 - Whatever assessments we use, there must be a shared view between higher education and the public schools.
 - How do we create pre-assessments to see if a person is ready? Do they even know the first thing about instruction?
 - Where does the pre-assessment happen? You have to demonstrate a track record of excellence as an instructor. The ability to think analytically about a range of issues.
 - We need to raise issues about a commitment to work cross-culturally in our admissions processes.
 - People no longer refute the notion that a principal can move a school from 17% to 70% performance. What they don't believe is that universities can turn out such individuals. It is still believed that individuals are born to the role. **Policy leaders do not believe that higher education can do this.**
 - CPS – emphasis on full year residency in training for principals.
 - If we want to stay united as a program in educational administration, we need to be consistent in the use of our assessments. We need to share with each other.
 - Terry Orr's graduate follow-up study: www.ucea.org/evaluation/statestudies.html
 - What are the implications for NCATE Accreditation? The NCATE process in no way ensures the outcomes required for principals. This (IASB/IBHE) agenda is much more aggressive than NCATE. www.ncate.org/
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Individual Responses

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- One we’re clear on the standards, it should impact our admissions requirements.
- Less people, less money, less staff. How does cutting the number we admit improve our resource allocation? (Random discussion... hard to follow)
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- Where we are with principal preparation right now is where medical preparation 100 years ago.
- Teacher leader MAED program in Missouri –
- Teacher leader, literacy coach, department head, principal – this could be a sequence.
- **Clarification is needed on the Teacher Leader Endorsement**
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- Whatever assessments we use, there must be a shared view between higher education and the public schools.

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