
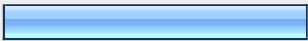
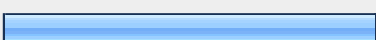
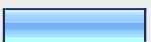
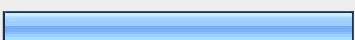
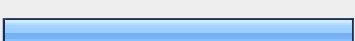
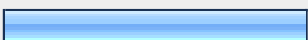
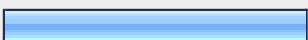

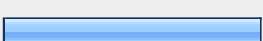
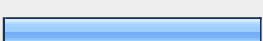
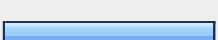
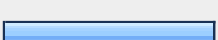

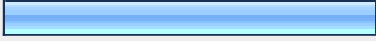


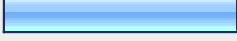
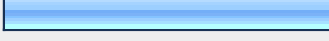
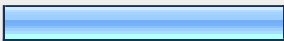
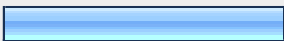
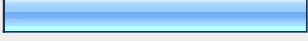
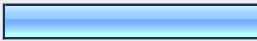
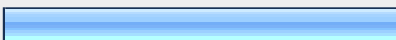
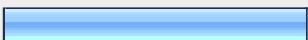
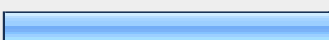


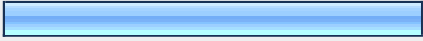
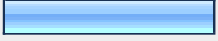
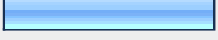


2nd PRINCIPAL PREPARATION PROGRAM

1. Please select your TOP 10.			
		Response Percent	Response Count
Selection criteria are critical and necessary but local contact is an important factor.		17.9%	7
How do we measure individual ability to be successful?		33.3%	13
What makes a good leader? How do we make sure this is incorporated from admission standards to program outcomes?		41.0%	16
Where do dispositions fit in to programs of selection of candidates?		15.4%	6
"Indicators of Excellence" who decides whom is a good mentor for principal residents? Admission standards How do you assess competency?		38.5%	15
The ethics of limiting access of teachers to principalship programs.		38.5%	15
Alternative Endorsements (Tiered system)		33.3%	13
How do principal standards development fit w/existing standards?		33.3%	13
Fragmented policies & legislation		20.5%	8
Let's not create the "elite principal" or elite program -or preselect the good candidates.		28.2%	11
How do we know if any of these ideas will impact student learning?		28.2%	11
People "shop around" for an easier program for admin cert.		23.1%	9
On-line courses - should degrees be done exclusively on-line? How does this affect internships?		23.1%	9

Don't try to pattern all programs on UIC. The best of us are doing a good job.		17.9%	7
All standards must apply to all programs (higher-ed/alt cert/for profit)		41.0%	16
Decisions need to be based on real data.		35.9%	14
How do you assure quality?		23.1%	9
Development of program evaluations to meet state standards-yearly & 5 year plans.		25.6%	10
Paths to administrative Type 75 certification (districts require Type 75 for many administrative jobs).		35.9%	14
School leaders other than the principal may still benefit from principal training & development		30.8%	12
How will school districts treat the teacher leader endorsement?		30.8%	12
What is the intent of Type 75? Is it too broad? (A.P., dept chair, etc.)		33.3%	13
The state certification test/exam.		28.2%	11
Where will funding be addressed, as another requisite of systemic change?		43.6%	17
With 2400 intern/candidates how can the state finance it? How can the districts afford the time and expense? How can universities find placement Huge investment and commitment.		33.3%	13
Internships - resources available to support private and public schools.		35.9%	14
Many districts can't afford paid internships.		28.2%	11
There is a need to be flexible in the definition of partnerships - need to allow for an evolution of ideas.		30.8%	12

<p>How to get school districts involved in the collaborative process in principal preparation programs?</p>		<p>46.2%</p>	<p>18</p>
<p>No specific data supporting the premise that current Ed Grad programs aren't effective.</p>		<p>23.1%</p>	<p>9</p>
<p>More research needed on the role of ed leadership faulty –practitioner vs. researcher.</p>		<p>23.1%</p>	<p>9</p>
<p>Do you have any comments for consideration for the meeting.</p>			<p>8</p>
		<p><i>answered question</i></p>	<p>39</p>
		<p><i>skipped question</i></p>	<p>0</p>

2nd PRINCIPAL PREPARATION PROGRAM RESULTS August 4, 2008 @ 5:44 pm

Answer Options Please select your TOP 10.	Response Percent	Response Count
Selection criteria are critical and necessary but local contact is an important factor.	17.9%	7
How do we measure individual ability to be successful?	33.3%	13
What makes a good leader? How do we make sure this is incorporated from admission standards to program outcomes?	41.0%	16
Where do dispositions fit in to programs of selection of candidates?	15.4%	6
"Indicators of Excellence" who decides whom is a good mentor for principal residents? Admission standards How do you assess competency?	38.5%	15
The ethics of limiting access of teachers to principalship programs.	38.5%	15
Alternative Endorsements (Tiered system)	33.3%	13
How do principal standards development fit w/existing standards?	33.3%	13
Fragmented policies & legislation	20.5%	8
Let's not create the "elite principal" or elite program -or preselect the good candidates.	28.2%	11
How do we know if any of these ideas will impact student learning?	28.2%	11
People "shop around" for an easier program for admin cert.	23.1%	9
On-line courses - should degrees be done exclusively on-line? How does this affect internships?	23.1%	9
Don't try to pattern all programs on UIC. The best of us are doing a good job.	17.9%	7
All standards must apply to all programs (higher-ed/alt cert/for profit)	41.0%	16
Decisions need to be based on real data.	35.9%	14
How do you assure quality?	23.1%	9
Development of program evaluations to meet state standards- yearly & 5 year plans.	25.6%	10
Paths to administrative Type 75 certification (districts require Type 75 for many administrative jobs).	35.9%	14
School leaders other than the principal may still benefit from principal training & development	30.8%	12
How will school districts treat the teacher leader endorsement?	30.8%	12
What is the intent of Type 75? Is it too broad? (A.P., dept chair, etc.)	33.3%	13
The state certification test/exam.	28.2%	11
Where will funding be addressed, as another requisite of systemic change?	43.6%	17
With 2400 intern/candidates how can the state finance it? How can the districts afford the time and expense? How can universities find placement Huge investment and commitment.	33.3%	13
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Many districts can't afford paid internships.	28.2%	11
There is a need to be flexible in the definition of partnerships - need to allow for an evolution of ideas.	30.8%	12
How to get school districts involved in the collaborative process in principal preparation programs?	46.2%	18
No specific data supporting the premise that current Ed Grad programs aren't effective.	23.1%	9
More research needed on the role of ed leadership faulty →practitioner vs. researcher.	23.1%	9
answered question		39
skipped question		0

Do you have any comments for consideration for the meeting (n=8)

1. Provide break out sessions on the top topics to exchange ideas. K. Servais North Central College
2. Many items collapse into three high-priority topics: purposes of Type 75/differentiated endorsement for school leaders; internships--multiple sub-topics; assessment of high-quality leaders. Clarify what is the end-game and the timeline, as well as the particular expectations for deans.
3. Great job of narrowing these issues down. We need to focus on real issues with real results. I have talked to state legislators and the chance of funding internships is not good at this time. We have to be careful with the data of too many candidates in Type 75 as there are many positions in the state that require the Type 75, not just the principal position. I have discussed with students in my classes. Many of them are taking the Education Administration courses because they think this will help them understand the system. They have no plans at this time to be an administrator. We just have to be careful how we interpret the data to make our decisions.
4. The tone of some of the descriptors indicates this group may require some additional data and research to be convinced of the need to modify the current model. It may be interesting for them to hear from successful principals who have led academic improvement in their schools or from the superintendents that supervise principals to define the characteristics that have been portrayed in turning a school around or increasing its effectiveness.
5. I would like to talk about the disparity in quality among programs, which is hurting the programs who are doing a good job as candidates are going into programs that are easier and faster. How do we assure quality in all programs, especially programs that churn out so many candidates with so few full-time faculty? Antidotal accounts show that programs are not doing what they say that they are doing and this is affecting the credibility of us all. I applaud ISBE and IBHE for taking the leadership to hold all programs accountable to high quality!
6. My suggestion is that we spend as little time as possible, in this meeting, focusing on past practices--or attempting to maintain the status quo. We need to focus on state policies that will guide the development of high quality programs that prepare high quality leaders.
7. We start with the premise that most of the "approved" plans are solid and most are rigorous. The assessment aspects have not created the confidence that most of these programs deserve. Our students are pleased and our accreditations are continuing. We must create confidence and it is usually information and communication that creates public/private confidence. Diploma mills hurt everyone and yesterdays approved program can become a diploma quite quickly. This an area req
8. How do the ISBE and IBHE ensure that the programs they approve are the programs being offered? For example, a program that is approved for the Chicago area is later being offered on-line all over the state. Looking at the NCATE standards, should there be a IBHE/ISBE requirement for a certain number of full-time faculty as opposed to having adjuncts deliver the entire program?

Respectfully submitted: Donna McCaw