

A Foundation for Change: A Gap Analysis of Illinois Leadership Preparation Programs

Submitted to the Illinois School Leader Task Force of the
Illinois Board of Higher Education and the Illinois State Board
of Education

By the Illinois Council of Professors of Educational
Administration (ICPEA) Special Task Force

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Charge of the ICPEA Special Task Force:

In August of 2006, the Commission on School Leader Preparation in Illinois Colleges and Universities published its report to the Illinois Board of Higher Education. In this report, “School Leader Preparation: A Blueprint for Change,” the Commission made 25 recommendations focused on the preparation of the school principal. At the legislative level, the Illinois House of Representatives and Senate passed joint resolution HJ0066, in August of 2007 which requires that the State Board of Education, the Board of Higher Education, and the Office of the Governor jointly appoint a state task force to “recommend a sequence of strategic steps, based on, but not limited to, the measures detailed in ‘Blueprint for Change’, to implement improvements in school leadership preparation in this state;...” (14-17).

The Illinois Council of Professors of Educational Administration (ICPEA) conducted the following gap analysis study to inform the Illinois School Leader Task Force. The study designed and implemented a gap analysis to determine the variations between Illinois school leader preparation programs and the needs of the field. The analysis was reached through the used of surveys, focus groups, and other data gathering techniques. The results of the research conducted during September, October, and early November yielded the recommendations to the Task Force that are contained in this report.

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Introduction

The importance of leadership by school principals cannot be overstated. A recent comprehensive review of research on school leadership concludes, “Of all factors that contribute to what students learn at school ... leadership is second only to classroom instruction” (Leithwood et. al., 2004). On June 25, 2007 the United States Supreme Court acknowledged the difficult yet vitally important role school principals serve (*Morse v. Frederick*, 2007).

Given the venerated role of school leadership it was not surprising that Arthur Levine’s (2005) provocative assessment of school leadership preparation programs fomented considerable attention at both national and state levels (Darling-Hammond et al. 2007). The Illinois Board of Higher Education (IBHE) formed the Commission on School Leader Preparation in Illinois Colleges and Universities. The Commission was charged with considering and evaluating Levine’s 2005 report, examining Illinois school principal preparation programs, and recommending improvements in the preparation process.

In August of 2006, the Commission on School Leader Preparation in Illinois Colleges and Universities published its report to the IBHE. This report set forth twenty-five recommendations focusing on school principal preparation (Illinois State Board of Education, 2006). At the legislative level, the Illinois House of Representatives and Senate passed a joint resolution requiring the Illinois State Board of Education (ISBE), the IBHE, and the Office of the Governor to jointly appoint a state task force to “recommend a sequence of strategic steps, based on, but not limited to, the measures detailed in ‘Blueprint for Change’ ” (HRO 066, 2007) to implement improvements in school leadership preparation in this State.

The ISBE and the IBHE invited the Illinois Council of Professors of Educational Administration (ICPEA) to conduct a gap analysis to inform the work of the ISBE/IBHE School

Leader Task Force. In acceptance, the ICPEA formed a task force to gather and analyze gap analysis data, and provide this white paper to the ISBE/IBHE School Leader Task Force.

Which Leadership Skills?

The ICPEA Special Task Force reviewed the literature concerning the skills and competencies needed for principal leadership. Using information from several sources including the work conducted by the Illinois State Action Educational Leadership Project (IL-SAELP) the Task Force focused on the research from the Mid-continent Research for Education and Learning (McREL) that substantiated the following list of seventeen skills/competencies. (Attachment A is the research developed by McREL from which the principal skills/competencies list was obtained.)

VISION	Establish a school vision with clear goals on improving student achievement and keeping those goals as the primary focus in the school
CULTURE	Foster and communicate a school culture of shared beliefs and ideals about schooling that promote a sense of community, cooperation, and guides school operations
OPERATIONS	Establish a set of standard operating procedures and routines to efficiently manage my school for a safe and orderly environment
DISCIPLINE	Develop and enforce discipline procedures that protect teachers from issues and influences that would detract from their teaching time or focus
DISTRIBUTED LEADERSHIP	Adopt a paradigm of distributed leadership by involving teachers in the design and implementation of important decisions and policies
ADAPTIVE LEADERSHIP	Adapt leadership behaviors to the needs of the current situation and feel comfortable with dissent in regards to my actions
SITUATIONAL LEADERSHIP	Become situationally aware of the details and undercurrents in the running of the school and use this information to address current and potential problems
PROFESSIONAL DEVELOPMENT	Provide professional development and other learning opportunities to faculty and staff so they learn the most current theories and practices. Make the discussion of these a regular aspect of the school's culture
MONITOR SCHOOL EFFECTIVENESS	Monitor the effectiveness of school practices and evaluate their impact on student achievement using multiple assessments and data methods
VISIBLE	Create opportunities to remain visible in the school and establish strong lines of communication with teachers and students
CELEBRATE	Recognize and celebrate school accomplishments using contingent rewards when appropriate and acknowledge failures affirming faculty, staff, and student success and encouraging them to make improvements in their teaching and learning
CHANGE AGENT	Serve as a change agent to actively challenge the status quo to improve student

	achievement, to inspire and lead new and challenging innovations, to optimize the talents of faculty and staff, and to optimize the benefits of innovative practices and technologies
ADVOCATE	Act as an advocate and spokesperson for the school to all stakeholders, including parents and community members
ALLOCATE	Allocate resources in a way that provides faculty with the materials and professional development necessary for successful practice
CURRICULUM	Acquire knowledge of curriculum, instruction, and assessment practices and use this knowledge when involved in the design of curriculum, instruction, and assessments
COMMUNICATION	Understand how to develop lines of communication with, and to advocate for equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.
PERSONAL	Recognize and be sensitive to the personal lives of faculty and staff

Data Collected

To conduct the gap analysis of Illinois principal preparation programs the ICPEA Special Task Force (Special Task Force) undertook the following data collection activities. A principal preparation survey (see Appendix C) was developed to collect data from Illinois school superintendents. This survey was designed with two goals: first, to obtain superintendent perceptions of “the degree of the quality of the skills of your most recently hired principal(s)” and second, gather superintendent estimates of the importance of principal preparation programs to teach the 17 listed skills/competencies on the survey. The survey was distributed to and completed by Illinois superintendents who attended the September 6, 2007 ISBE Superintendent’s Conference in Springfield, Illinois.

To amplify and extend survey data, members of the Special Task Force conducted Superintendent Focus Groups during meetings at Illinois Regional Offices of Education (e.g., Three Rivers, Rock Island, Peoria, Cornbelt, Mount Vernon, Charleston, and Monmouth). The questions asked of superintendents during these focus groups include:

- How well prepared are your principals?

- What performance strengths do you attribute to principal preparation programs?
- What areas of improvement in terms of preparation are needed for your principals?
- Who should best address any gaps between principal strengths and areas of improvement?
- What gets in the way of principals being instructional leaders?

Principals who attended the Illinois Principals' Fall Conference in Peoria, Illinois on October 14, 15, and 16, 2007 were administered a survey similar (see Appendix D) to the one given to the superintendents. The principal survey focused on two goals: first to rate the degree of the quality of the 17 skills/competencies listed that they received from their principal preparation program and second, to rate how the importance of principal preparation programs to teach the listed skills/competencies.

Focus groups were also conducted with principals during this conference. The questions used with principals during these focus groups included:

- How well prepared were you for your first principalship?
- What performance strengths did you attribute to your principal preparation programs?
- What areas of improvement in terms of preparation are needed for you as a principal?
- Who should best address any gaps between principal strengths and areas of improvement?
- What gets in the way of principals being instructional leaders?

In an attempt to triangulate the data gathered from superintendents and principals the Special Task Force requested both the Illinois Education Association (IEA) and the Illinois Federation of Teachers (IFT) to survey their membership (see Appendix E). There were two goals of the survey: first, to gather classroom teacher perceptions of the importance of list of skills/competencies needed to be a successful principal and second, indicate the degree to which their principal manifested these skills/competencies in their daily leadership practice. Both the IEA and the IFT eagerly and fully responded to this request by electronically administering a survey to their respective members.

The Special Task Force also collected program data from Illinois colleges and universities engaged in preparing school leaders. An electronic survey of the ICPEA membership was also conducted. This survey (see Appendix F) asked preparation program chairs/coordinators and faculty their perception of how important the “Blueprint for Change” recommendations were for all principal preparation programs to implement (or for the state to implement) as specified on each recommendation from the report. Respondents were asked to indicate responses on a nominal scale.

Finally, another survey was sent to chairs/coordinators of principal preparation programs to determine program information including internship program specifics, program admission requirements, and other program related data and information (see Appendices).

Statistical and Analytical Methodologies

Nominal scale and Likert scale responses to surveys were tabulated and then cleaned (incomplete and/or spoiled surveys were not included) to assure quality data and results. “The Statistical Package for the Social Sciences” (SPSS) was used to run simple statistics on the data which resulted in numerical means, frequency distributions, and standard deviation results.

An electronically administered survey asked respondents to indicate information about their principal preparation program. The results were placed into a table of responses from each program to view similarities and differences across all responses.

All focus group data was gathered and consolidated into a report by recording the frequency with which focus groups responded with similar or nearly similar items to the focus group questions. Interpretation had to be used to consolidate the data and every effort was used to keep similar responses of groups combined and to validate all responses.

Findings of the ICPEA Special Task Force

The ICPEA Special Task Force’s findings are presented below. Each recommendation of the “Blueprint for Change” report will be addressed with information from the Special Task Force study.

Goals and Recommendations of the Blueprint for Change Report

The three goals of the report– **recruit strategically, focus preparation programs, and improve statewide assessment and coordination** – centered on areas that were considered most crucial for the state of Illinois at that time. The recommendations focused primarily on school principal preparation on whom all other leadership in a well-organized school should depend.

Goal One: Recruit Strategically

Principal preparation programs often do not attract the best potential school leaders. Preparation programs consequently need to reshape recruitment efforts to attract the best potential leaders to improve student achievement, especially in schools that are hard to staff.

Recommendation One: Restructure Admission Criteria and Recruit High Quality Principals

Implementation 1.1: Initiate marketing plans that outline a strategy to advertise and promote preparation programs that attract a competent and diverse applicant pool.

ICPEA Findings:

Most responding institutions have already implemented this strategy; many have increased admission requirements and candidate screening mechanisms.

Item:	Chairs/Coordinators (N = 10):	Faculty (N = 37):	Scale:
Recommendation 1.1	3.80	4.24	1 = Not Important 3 = Neutral 5 = Important

*For specific program information see Appendix H.

Implementation 1.2: Adopt admission criteria based on the critical attributes known to improve student performance and which holistically examine each candidate’s qualifications and potential for leadership.

ICPEA Findings:

Most responding institutions have already implemented this strategy through increased admission requirements and candidate screening mechanisms.

Item:	Chairs/Coordinators (N = 10):	Faculty (N = 37):	Scale:
Recommendation 1.2	4.60	4.13	1 = Not Important 3 = Neutral 5 = Important

*For specific program information see Appendix H.

Implementation 1.3: Implement programs that create collaborations between preparation programs and primary feeder school districts, enabling them to grow their own leadership talent pool.

ICPEA Findings:

Many responding institutions have cohort partnerships with districts to help them “grow their leaders.” These partnerships have allowed for creative collaborations between preparation program faculty and the cohort institution such as co-teaching; use of district faculty to teach classes; and forms of technology for delivery of content.

Item:	Chairs/Coordinators (N = 10):	Faculty (N = 37):	Scale:
Recommendation 1.3	3.80	4.13	1 = Not Important 3 = Neutral 5 = Important

*For specific program information see Appendix J.

Implementation 1.4: Enlist faculty in educational administration and teacher education programs to identify students who demonstrate characteristics of effective leadership.

ICPEA Findings:

Many of the students that are now participating in leadership preparation programs have been encouraged by school leaders to seek administrative certification because of their promising leadership potential.

Item:	Chairs/Coordinators (N = 10):	Faculty (N = 37):	Scale:
Recommendation 1.4	Not in survey	Not in survey	1 = Not Important 3 = Neutral 5 = Important

Goal Two: Focus Preparation Programs

The report's response to criticisms and challenges relative to the quality, content, and focus of school leader preparation programs was that broad strategic change must occur. The report stated that preparation programs should focus on preparing leaders who can improve student achievement and overcome the myriad challenges facing schools today.

Recommendation Two: Improve Programs Using Rigorous Assessment Data

Implementation 2.1: Revamp the assessment system to determine if candidates **demonstrate** the knowledge and skills necessary to meet the needs of P-12 schools and to improve student learning; **identify** program improvements needed to consistently produce candidates who can effectively lead schools; and **use** findings to bolster the collaborations between school districts and higher education, and ultimately improve practices and programs in school leadership preparation.

ICPEA Findings:

13 of the 17 responding programs meet the requirements of NCATE which requires up to eight comprehensive assessments to determine whether or not candidates demonstrate the knowledge and skills necessary to meet the needs of P-12 schools and to improve student learning based on the ELCC standards and standard elements. These 27 standard elements provide assessment data for use to improve program curriculum, instruction, and assessment.

Item:	Chairs/Coordinators (N = 10):	Faculty (N = 37):	Scale:
Recommendation:			1 = Not Important
2.1a - demonstrate	4.60	4.72	3 = Neutral
2.1b - identify	5.00	4.89	5 = Important
2.1c - use	4.70	4.62	

*For specific program information see Appendix H.

Implementation 2.2: Require that principal preparation programs be approved by the state with the submission of **assessment** processes, **findings**, and **action plans** for making improvements mandatory.

ICPEA Findings:

All NCATE approved programs are also approved by the State during the same accreditation visit. The State accreditation team has complete access to all NCATE documents, assessments, assessment data, and ways in which the program uses data for program improvement as required by NCATE.

Item:	Chairs/Coordinators (N = 10):	Faculty (N = 37):	Scale:
Recommendation			1 = Not Important
2.2a - assessment	3.80	3.70	3 = Neutral
2.2b - findings	3.80	3.59	5 = Important
2.2c – action plans	3.80	3.38	

*For specific program information see Appendix H.

Implementation 2.3: Require all Illinois school leader preparation programs to participate in the Education Administration Graduate Assessment Advisory Group project developed by the Illinois Association of Deans of Public Colleges of Education.

ICPEA Findings:

All “public” preparation programs are participating in this study and look forward to having the data available for use in improving programs and program offerings.

Item:	Chairs/Coordinators (N = 10):	Faculty (N = 37):	Scale:
Recommendation			1 = Not Important
2.3	3.50	3.61	3 = Neutral
			5 = Important

Implementation 2.4: Provide to the state and public the data collected from each program’s assessment system.

ICPEA Findings:

Item:	Chairs/Coordinators (N = 10):	Faculty (N = 37):	Scale:
Recommendation			1 = Not Important
2.4a – state	4.20	3.91	3 = Neutral
2.4b – public	3.80	3.55	5 = Important

Implementation 2.5: Establish advisory groups at the college/university level to assist with program assessment, ensuring the programs are high quality, and to make certain the needs of schools are met.

ICPEA Findings:

Most responding preparation programs have advisory groups that help in the assessment of programs and provide input for improvement (as required by NCATE).

Item:	Chairs/Coordinators (N = 10):	Faculty (N = 37):	Scale:
Recommendation			1 = Not Important
2.5	4.70	4.48	3 = Neutral
			5 = Important

*For specific program information see Appendix J.

Implementation 2.6: Form a task force through the IBHE to assist colleges and universities in establishing clear and distinct guidelines in educational leadership between Ph.D. and Ed.D. programs.

ICPEA Findings:

There was no input to this recommendation.

Recommendation Three: Create Meaningful Clinical and Internship Experiences

Implementation 3.1: Require meaningful clinical and internship experiences that ideally extend **an entire year**. An internship should be a **degree requirement** in every program. Candidates should only be allowed to begin an internship after they are **qualified** by program faculty and have passed the certification exam. Students should be expected to **demonstrate** evidence of mastering ISLLC standards, as would be appropriate for an entry-level administrator.

ICPEA Findings:

All NCATE approved programs must meet the following internship standards: that must be substantial, that is provide each candidate experience in each of the NCATE standards and standard elements; experiences must be in multiple settings; experiences must be for at least one semester; experiences must have oversight by both a district mentor and college supervisor; and each candidate is to receive credit (a minimum of 3 credit hours) for the experience.

Item:	Chairs/Coordinators (N = 10):	Faculty (N = 37):	Scale:
Recommendation			1 = Not Important
3.1a – one year	3.70	4.13	3 = Neutral
3.1b - required	4.70	4.35	5 = Important
3.1c – qualify	3.00	3.37	
3.1d – demonstrate	4.80	4.62	

*For specific program information see Appendix K.

Implementation 3.2: Strengthen university-school partnerships to better utilize field experiences available through school leader preparation programs.

ICPEA Findings:

Preparation program experiences for program candidates are only as effective as the schools in which they are placed and the experiences in which they are allowed to participate. Due to the stress of NCLB on some principals, they are reticent to allow intern candidates to undertake important learning tasks because “their job is on the line, not the intern” (from focus group data).

Item:	Chairs/Coordinators (N = 10):	Faculty (N = 37):	Scale:
Recommendation 3.2	4.80	4.62	1 = Not Important 3 = Neutral 5 = Important

*For specific program information see Appendix K.

Implementation 3.3: Provide meaningful training for mentors at the university level.

ICPEA Findings:

According to respondents this is an important recommendation. The reality is that the “mentor” or “site supervisor” is a working individual donating his/her time voluntarily.

Item:	Chairs/Coordinators (N = 10):	Faculty (N = 37):	Scale:
Recommendation 3.3	4.10	4.35	1 = Not Important 3 = Neutral 5 = Important

*For specific program information see Appendix K.

Implementation 3.4: Employ clinical faculty at the university level to supervise interns and assess their performance relative to the goals of the preparation program.

ICPEA Findings:

For NCATE schools this is already being implemented because it is a requirement.

Item:	Chairs/Coordinators (N = 10):	Faculty (N = 37):	Scale:
Recommendation 3.4	3.40	4.08	1 = Not Important 3 = Neutral 5 = Important

*For specific program information see Appendix K.

Implementation 3.5: Find a variety of sources to fund internships, including but not limited to school district scholarships with post-certification employment agreements, university-funded scholarships and/or tuition waivers, scholarships funded by professional associations, or state-funded scholarships—particularly for leadership commitments to the lowest performing schools throughout the state.

ICPEA Findings:

All preparation programs are always looking for more funding and do many of recommendations listed!

Item:	Chairs/Coordinators (N = 10):	Faculty (N = 37):	Scale:
Recommendation 3.5	3.20	4.29	1 = Not Important 3 = Neutral 5 = Important

*For specific program information see Appendix K.

Implementation 3.6: **Design** key assessments for the internship using best practices that include explicit definitions of who will use the assessment information, what is to be assessed, methods of assessment, what constitutes acceptable evidence, and accuracy (Stiggins, 2005). **Show** evidence that assessment processes are rigorous enough to make sharp distinctions in candidate performance, including distinctions that lead to formal remediation and to counseling low-performing candidates out of the program.

ICPEA Findings:

All responding preparation programs who meet NCATE requirements must use up to eight comprehensive assessments to determine whether or not candidates demonstrate the knowledge and skills necessary to meet the needs of P-12 schools and to improve student learning based on the ELCC standards and standard elements. These 27 standard elements provide assessment data for use to continuously improve program curriculum, instruction, and assessment. NCATE requires that all assessments must be aligned to a scoring guide that informs candidates of how to demonstrate success on the ELCC standards and standard elements, and data tables must be designed to collect data on all candidates to demonstrate their proficiency on the standards and standard elements.

Item:	Chairs/Coordinators (N = 10):	Faculty (N = 37):	Scale:
Recommendation 3.6a – design	4.20	4.45	1 = Not Important 3 = Neutral 5 = Important
3.6b – show	4.10	2.64	

*For specific program information see Appendix H and K.

Implementation 3.7: Revise the ISLLC-based Illinois Standards for School Leaders so that field experience requirements and evaluations, as well as internship requirements, are consistent with Educational Leadership Constituent Council (ELCC) standards.

ICPEA Findings:

NCATE preparation programs would agree with the recommendation.

Item:	Chairs/Coordinators (N = 10):	Faculty (N = 37):	Scale:
Recommendation 3.7	3.40	4.67	1 = Not Important 3 = Neutral 5 = Important

*For specific program information, see Appendix H and K.

Goal Three: Improve Statewide Assessment and Coordination

The report indicated that statewide coordination and oversight of school leader preparation programs in Illinois must be improved. Specifically, three areas need to be addressed: the certification exam, the certification structure, and the accountability mechanisms used by the ISBE and the IBHE.

Recommendation Four: Establish a Rigorous Certification Exam

Implementation 4.1: Replace the current leader certification exams with the School Leaders Licensure Assessment and the School Superintendent Assessment, both developed by the Educational Testing Service.

ICPEA Findings:

Item:	Chairs/Coordinators (N = 10):	Faculty (N = 37):	Scale:
Recommendation 4.1	3.70	3.37	1 = Not Important 3 = Neutral 5 = Important

Recommendation Five: Revise the Certification and Endorsement Structure

Implementation 5.1: Reserve the Type 75 certificate for principals only.

ICPEA Findings:

While this recommendation would address principals, it raises issues for certification for deans, assistant and associate principals, athletic directors, department heads, etc.

Item:	Chairs/Coordinators (N = 10):	Faculty (N = 37):	Scale:
Recommendation 5.1	3.80	2.45	1 = Not Important 3 = Neutral 5 = Important

Implementation 5.2: Initiate an ISBE and Illinois State Teacher Certification Board joint review of certification requirements for school leadership positions other than the principalship, which currently requires a Type 75 certificate, to determine if these positions require the same

knowledge and skills as the principalship. If not, change the statutory language that leads districts to require Type 75 certification for these positions. Create other pathways to leadership that allow teacher evaluation to be conducted by leaders who are certified other than with the Type 75, but whose leadership credential can accrue to Type 75.

ICPEA Findings:

Item:	Chairs/Coordinators (N = 10):	Faculty (N = 37):	Scale:
Recommendation 5.2	3.80	3.37	1 = Not Important 3 = Neutral 5 = Important

Implementation 5.3: Develop through collaboration of colleges, universities, ISBE, and school districts, certificate programs that correspond to the new areas of endorsement.

ICPEA Findings:

Item:	Chairs/Coordinators (N = 10):	Faculty (N = 37):	Scale:
Recommendation 5.3	3.80	3.72	1 = Not Important 3 = Neutral 5 = Important

Recommendation Six: Coordinate a Rigorous Program Review and Approval Process

Implementation 6.1: Contract at the state level the services of an external third party (e.g., Southern Regional Education Board or the Institute for Educational Leadership) to review **all** preparation programs—public and private—to determine which programs should continue and which should close.

ICPEA Findings:

Item:	Chairs/Coordinators (N = 10):	Faculty (N = 37):	Scale:
Recommendation 6.1	2.60	2.38	1 = Not Important 3 = Neutral 5 = Important

Implementation 6.2: Coordinate and develop through the IBHE and the ISBE a stringent program review and approval process in which the two agencies work collaboratively to evaluate programs and exercise their joint authority to close those found to be low quality and ineffective.

ICPEA Findings:

Item:	Chairs/Coordinators (N = 10):	Faculty (N = 37):	Scale:
Recommendation 6.2	4.80	3.37	1 = Not Important 3 = Neutral 5 = Important

Implementation 6.3: Amend Illinois statutes to provide the IBHE with additional authority and/or review tools for recommending probationary status and closure of programs at public and private institutions.

ICPEA Findings:

Item:	Chairs/Coordinators (N = 10):	Faculty (N = 37):	Scale:
Recommendation 6.3	4.40	2.78	1 = Not Important 3 = Neutral 5 = Important

Implementation 6.4: Appoint a statewide representative to be an active participant in the Interstate Consortium on School Leadership, and to participate in the review of the ISLLC standards and the ELCC standards that is currently underway.

ICPEA Findings:

Item:	Chairs/Coordinators (N = 10):	Faculty (N = 37):	Scale:
Recommendation 6.4	4.30	4.13	1 = Not Important 3 = Neutral 5 = Important

Survey Findings

Surveys were administered to superintendents, principals, and teachers. Survey responses were tabulated and basic statistical analysis applied. The graph below (Table 1) represents survey respondents answers to the questions: “indicate the **degree** of the quality of the skills of your most recently hired principal (Superintendents); indicate the **degree** of the quality of the skills you received from your preparation program (Principals); and indicate the **degree** of the quality of the skills of your principal.” Respondents were asked to indicate their choice from the following scale: 1 = unprepared, 2 = little preparation, 3 = adequately prepared, 4 = very well prepared, 5 = outstanding preparation.

Attained Degree of Principal Preparation Skills/Competencies

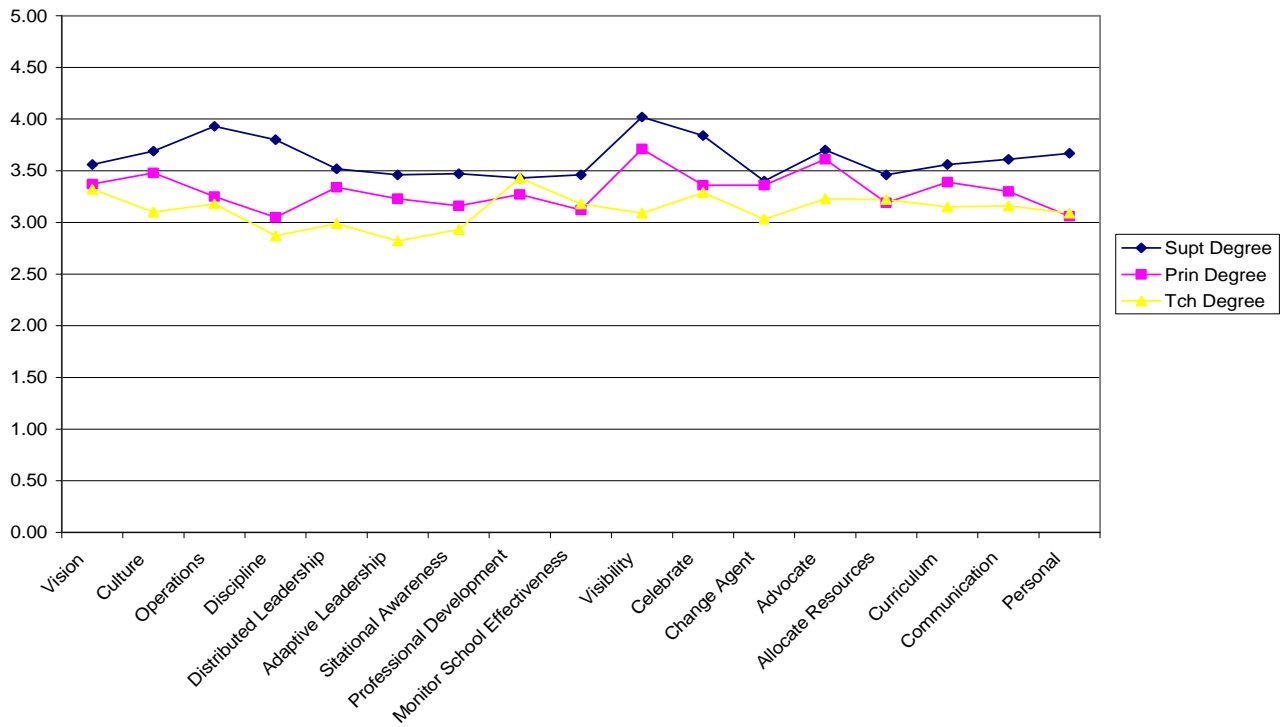


Table 1

Superintendents, principals and teachers were then surveyed on their perceptions of the importance of preparation programs to teach the 17 skills/competencies. Respondents were asked to: “estimate **how important** it is for principal preparation programs to teach the competency / skill listed.” Respondents were to indicate the importance that principal preparation programs teach the skill/competency by choosing one of the following: 1 = not important, 2 = fairly important, 3 = somewhat important, 4 = very important, 5 = absolutely important. The results of the survey are presented in the graph below (Table 2).

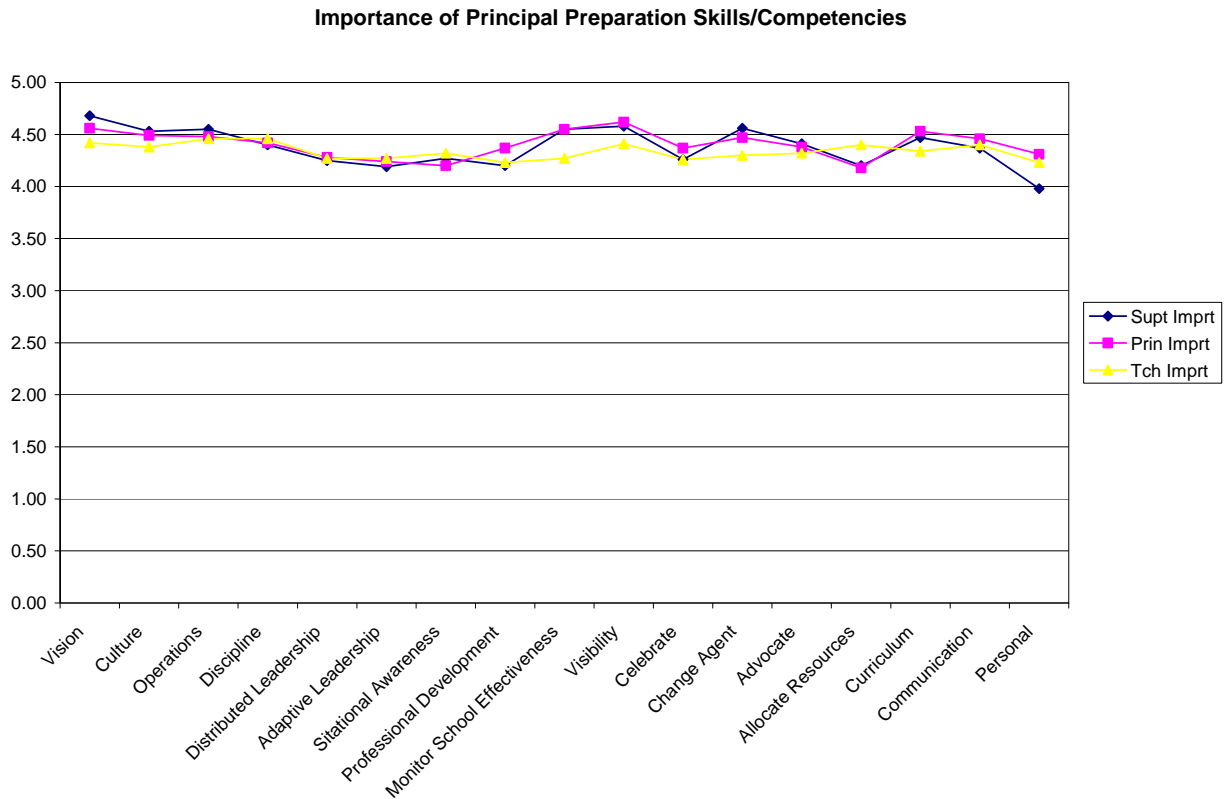


Table 2

The graph (Table 3) below represents a combination of the two graphs previously presented. It is a combination of degree of attainment of skills/competencies and the importance of the skills/competencies being taught by principal preparation programs. It presents a “gap” between the skills importance and the actual perceived attainment of the skills by current practicing principals. The gap appears to be less for superintendents, more for principals themselves, and greater for teachers.

Is the gap significant and worthy of further study and consideration? Superintendents tended to rate principals on the skills/competencies list higher than principals rated themselves, and teachers rated principals lower than the principals rated themselves. The closer to the

classroom the greater the gap between the importance of the skills/competencies of principals and the skills/competencies the principals demonstrated.

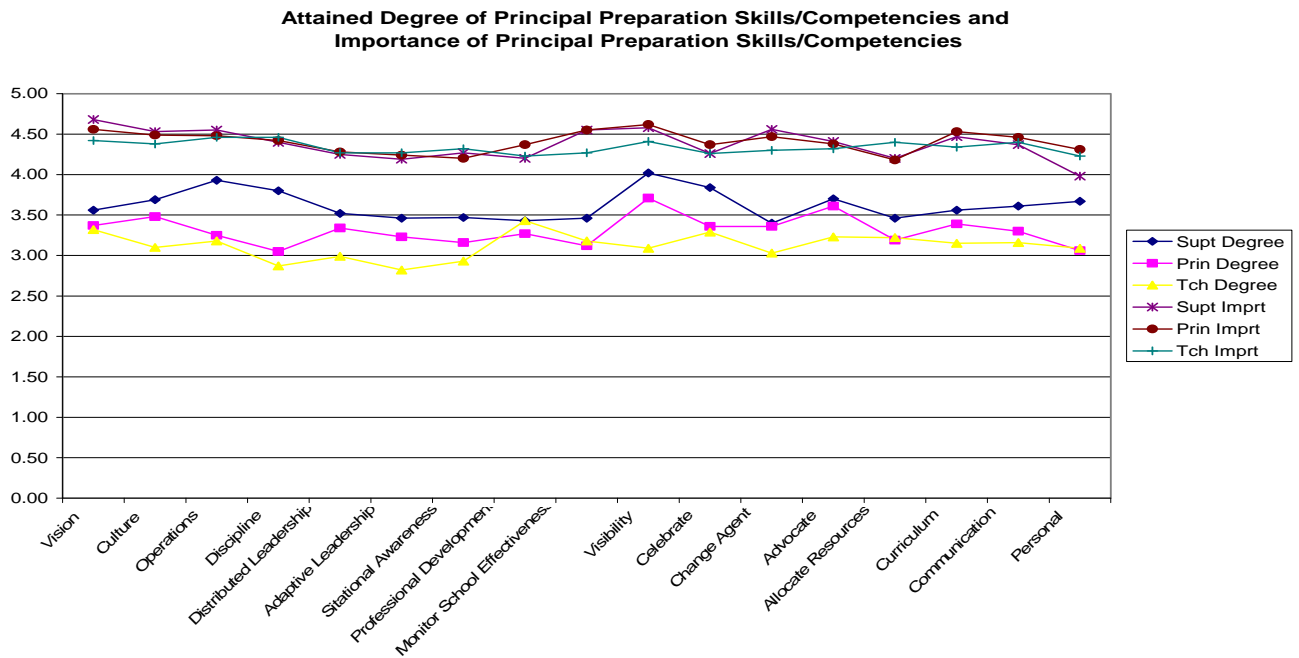


Table 3

As the graph indicates, 82% of responding superintendents found that the principals they had recently hired were prepared while 66% of principals felt they were prepared. Teachers rated principals being prepared on the majority of the skills/competency with a 55 % rating, and slightly less than a 3.0 rating on discipline, adaptive leadership, and situational awareness.

Focus Group Findings

Superintendent focus groups were conducted at regional meetings. These groups ranged in size from 10 to over 30 participants. The data chart below is a compilation of the responses given by superintendents to the five questions. The participants were placed in small groups and

asked to respond to the questions in writing; therefore, there is no correlation between the number of responses and respondents. The numbers in parentheses behind each statement indicates the number of times that type of response was written.

Focus Group Data – Superintendents

Question:	Responses:
1. How well prepared are your principals?	Very well; great job (5 responses); Well; good; happy with (10 responses); Poor; weak at best; (3 responses); <u>Need More:</u> Special Ed training (3); Best Practices (2) Politics of parents, boards, & community (2); role on the administrative team (2); management skills; listening skills; classroom instruction knowledge; curriculum development; public relations; budget preparation; conflict management
2. What performance strengths do you attribute to principal preparation programs?	Learning Standards (4); Leadership (4); Data based decision making (3); Prep by experienced K-12 faculty with practical knowledge (2); School law (2); Teacher evaluation (2); Curriculum (2); Public relations (1); Networking with other candidates (1); Finances; School climate; Screening of candidates; Technology / communications; School safety and security; School improvement; Student achievement; Theory to practice; Development of planning processes.
3. What areas of improvement are needed for your principals?	Teacher evaluation (5) People skills (4); Finance & budgets (4); Data analysis (3); Ability to facilitate/run meetings or groups (3); Internship [more experiences; as a one year practicing administrator not as a full time teacher (3); Time management skills (2); special education training (2); Curriculum development (2); School improvement planning (1); Test score analysis (1); Global view of the position (1); Discipline (1); Technology skills; less theory and more practice; contracts; weed out poor ones; delegation skills; law; hiring practices; dealing with difficult people; AYP understanding; instructional leadership; dealing with difficult parents; ethics and importance of the position.
4. Who should address gaps between principal strengths and weaknesses?	Joint responsibility; better articulation/collaboration/partnership between graduate cert. programs, ROE's IASA, IPA, and recertification programs (8); Superintendents (5); ISBE (2); Mentoring program (2); Universities(1); Universities and school districts (OJT); Individuals should address their own gaps; Teach individuals how and when to seek help/advice; Full service NCATE accredited universities; School boards; IPA
5. What gets in the way of principals being instructional leaders?	Putting out fires/too many hats/too many expectations/non instructional duties (6); time management (5); Discipline (3); Extra-curricular (3); Supervision of students (3); Special education (3); State mandates (2); Excessive paperwork (2); Parents / parent-teacher conflicts (1); Failure to earn staff and parent trust (1); Maintenance concerns / health life safety concerns (1); Lack of understanding of the demands of job (1); NCLB; Communications with staff; Lack of resources; Lack of follow through; Politics; Lack of ability to delegate; Superintendents; Insufficient number of administrators to do all the work

Several focus groups of principals were conducted at the state principal’s conference and at regional meetings. These groups ranged in size from 5 to over 10 participants. The data chart below is a compilation of the responses that the superintendents gave to the five questions. The respondents were placed in small groups and asked to respond to the questions in writing; therefore, there is no correlation between the number of responses and respondents. The numbers in parentheses behind each statement indicates the number of times that type of response was written.

Focus Group Data – Principals

Question:	Responses:
1. How well prepared are your principals?	Very well, great job (3); Well, good, happy with (9); Poor, weak (5)
2. What performance strengths do you attribute to principal preparation programs?	Prep by experienced K-12 faculty with practical knowledge (3); Public relations and communications (2); People skills; Organizational skills; Being a leader rather than a manager.
3. What areas of improvement are needed for your principals?	“Real life internships” (5); Data analysis (2); Ability to facilitate/run meetings or groups; Time management skills; Finance; Special education training; Curriculum development; Test score analysis; Dealing with difficult people.
4. Who should address gaps between principal strengths and weaknesses?	Form a committee of interested principals to help (3); Veteran Administrators (2); IPA
5. What gets in the way of principals being instructional leaders?	Putting out fires/too many hats/too many expectations/non instructional duties and day to day operations (7); Time management (3); Discipline; Extra-curricular; State mandates and excessive paperwork; Politics

Other Data

The ICPEA Special Task Force also gathered principal preparation program data from the programs themselves. This data is included in the Appendices of this report starting with Appendix H. Appendix H is a survey of principal preparation program chairs/coordinators. This report indicates each program’s institutional information including accreditation information,

number of candidates in the program served, faculty data, courses required for the Type 75 certificate, and admissions requirements.

Appendix I is a report of the “best practices” from those programs that reported information about the innovative and best aspects of their programs. Also included in this report are the current “barriers” these programs reported that inhibit their effectiveness in the preparation of principals.

Appendix J is a chart of each reporting preparation program’s involvement with advisory boards and/or partnerships. Due to the time restraints on conducting the research for these reports, additional information about the definitions of the partnerships and advisory boards were not able to be collected.

Appendix K is a report from the principal preparation program chairs/coordinators of information about internships. The report gives internship length, number of credit hours, full or part-time and other clinical experience requirements, when the internship is in the program, supervisor visits and information, communication tools used, selection of sites, compensation for mentors/site-supervisors, and internship assessment information. It is a comprehensive report of internship requirements and processes used by preparation programs.

Recommendations:

The ICPEA Special Task Force believes the following recommendations must be seen as a **systemic framework**. The recommendations are part of a total picture; not separate unrelated items. Successful implementation of these recommendations requires ongoing collaborative involvement of multiple constituent groups.

1. Principal preparation programs must have “PK-12 teaching and learning” as their central focus.
2. A rigorous state certification examination must be aligned to agreed-upon standards (i.e. ELCC) that will provide valid, useable data and information for program improvement.
3. Certification preparation programs provide “initial principalship skills and knowledge,” not experienced principals. There is a difference between the two. To address this difference ongoing professional development beyond the initial certification should be explored, developed, and funded.
4. Internship data shows that there is little program consistency across the state. If internships are to be vital in the preparation of candidates, consistency of knowledge, skills and experiences must be at a benchmark level. A benchmark (such as the NCATE standards) should be applied to all internship programs in the state.
5. Based on data from the surveys and focus groups, principal candidates need longer classroom teaching experiences before being admitted to our programs (recommendation of a minimum of 4 years of successful teaching experience or 4 years of school service personnel certification experience).
6. Partnerships should be an integral part of preparation programs. Funding and recognition of the regional diversities within the state that support these partnership experiences.
7. College and university standards for tenure and promotion must recognize the service, support, partnerships, and other work of principal preparation faculty.
8. Support the “Blueprint” recommendation that IBHE and ISBE coordinate and develop a stringent program review and approval process in which the two agencies work

collaboratively to evaluate programs and exercise joint authority to close those found to be low quality and ineffective.

9. Support greater curricular content consistency in principal preparation programs.

10. Preparation program faculty should possess successful experiences in PK-12 educational settings.

In summary, the challenge in restructuring Illinois principal preparation programs is to create 21st century programs which are adaptive to the needs of the new learners coming to our schools today and in the future. The Illinois Council of Professors of Educational Administration stands ready to assist in meeting this challenge.

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Appendix A:**BACKGROUND ON LEADERSHIP RESEARCH**

Since 1998, McREL has conducted a series of meta-analyses to determine which school, classroom, and leadership practices and student characteristics are empirically associated with increases in student achievement. McREL's most recent study involved a meta-analysis of more than 5,000 studies published over a 30-year period regarding the impact of principal leadership on student achievement (see Waters, Marzano, & McNulty, 2003). This meta-analysis was guided by the question, what can we learn from the research on leadership practices that are associated with increased levels of student achievement? Of the studies reviewed, only 70 met the following criteria for measures necessary to ensure comparability:

- Student achievement was considered the dependent variable as measured by a standardized, norm-referenced test or some other objective measure of student achievement.
- Teacher perceptions of leadership were considered the independent variable as measured by valid and reliable instrumentation.

Combined, these 70 studies involved 2,894 schools, approximately 1.1 million students, and more than 14,000 teachers. As a result of aggregating the results of these studies into a common metric, the overall sample size was increased and statistically significant findings emerged.

Relative to the leadership aspect of the Balanced Leadership Framework™, this meta-analysis resulted in two significant findings. First, principal leadership matters; the findings suggest that school leaders have a statistically significant effect on student achievement. This finding suggests an overall average effect size for leadership of .25 (expressed as a correlation), which translates into an average 10 percentile-point gain in student achievement on a norm-referenced test.

Second, 66 leadership practices were identified that correlate with increases in student achievement. These 66 practices have been organized around 21 leadership responsibilities. These leadership responsibilities and practices, and their respective average effect sizes, are reported in Exhibit 2.

Exhibit 2. Principal Leadership Responsibilities, Average *r*, and Associated Practices

Responsibilities	Avg. <i>r</i>	Practices Associated with Responsibilities
Affirmation	.25	Systematically and fairly recognizes and celebrates accomplishments of teachers and staff Systematically and fairly recognizes and celebrates accomplishments of students Systematically and fairly acknowledges failures and celebrates accomplishments of the school
Change agent	.30	Consciously challenges the status quo Is comfortable leading change initiatives with uncertain outcomes Systematically considers new and better ways of doing things
Communication	.23	Is easily accessible to teachers and staff Develops effective means for teachers and staff to communicate with one another Maintains open and effective lines of communication with teachers and staff
Contingent rewards	.15	Recognizes individuals who excel Uses performance vs. seniority as the primary criterion for reward and advancement Uses hard work and results as the basis for reward and recognition
Culture	.29	Promotes cooperation among teachers and staff Promotes a sense of well-being Promotes cohesion among teachers and staff Develops an understanding of purpose Develops a shared vision of what the school could be like
Curriculum, instruction, assessment	.16	Is involved with teachers in designing curricular activities and addressing instructional issues in their classrooms Is involved with teachers to address assessment issues
Discipline	.24	Protects instructional time from interruptions Protects/shelters teachers from distractions
Flexibility	.22	Is comfortable with major changes in how things are done Encourages people to express opinions that may be contrary to those held by individuals in positions of authority Adapts leadership style to needs of specific situations Can be directive or non-directive as the situation warrants
Focus	.24	Establishes high, concrete goals and the expectation that all students will meet them Establishes high, concrete goals for all curricula, instruction, and assessment Establishes high, concrete goals for the general functioning of the school Keeps everyone's attention focused on established goals
Ideals/beliefs	.25	Holds strong professional ideals and beliefs about schooling, teaching, and learning Shares ideals and beliefs about schooling, teaching, and learning with teachers, staff, and parents Demonstrates behaviors that are consistent with ideals and beliefs
Input	.30	Provides opportunities for input from teachers and staff on all important decisions Provides opportunities for teachers and staff to be involved in policy development Involves the school leadership team in decision making
Intellectual stimulation	.32	Stays informed about current research and theory regarding effective schooling Continually exposes teachers and staff to cutting-edge ideas about how to be effective Systematically engages teachers and staff in discussions about current research and theory Continually involves teachers and staff in reading articles and books about effective practices

Appendix B:

The following data is from the superintendent, principal, and teacher survey which asked each respondent to review the skill/competency and to rate their principal (or themselves as was the case of the principals) on each item as to the following scale: 1 = unprepared; 2 = little preparation; 3 = adequate; 4 = well prepared; 5 = outstanding preparation. The frequency distributions of the 1 & 2 scales were added together as were the 4 & 5 scales which yielded the following data.

Skill / Competency	Superintendent Perception (N = 157):	Principal Self Perception (103):	Teacher Perception (N = 803):
Vision	Unprep & Little = 12% Adequate = 37% Well & Outstan = 51%	Unprep & Little = 19% Adequate = 36% Well & Outstan = 42%	Unprep & Little = 27% Adequate = 25% Well & Outstan = 48%
Culture	Unprep & Little = 8% Adequate = 31% Well & Outstan = 61%	Unprep & Little = 19% Adequate = 31% Well & Outstan = 50%	Unprep & Little = 36% Adequate = 23% Well & Outstan = 41%
Operation	Unprep & Little = 7% Adequate = 21% Well & Outstan = 72%	Unprep & Little = 22 % Adequate = 38% Well & Outstan = 40%	Unprep & Little = 34% Adequate = 21% Well & Outstan = 45%
Discipline	Unprep & Little = 8% Adequate = 24% Well & Outstan = 68%	Unprep & Little = 28% Adequate = 38% Well & Outstan = 34%	Unprep & Little = 44% Adequate = 20% Well & Outstan = 36%
Distributed Leadership	Unprep & Little = 12% Adequate = 40% Well & Outstan = 48%	Unprep & Little = 22% Adequate = 32% Well & Outstan = 46%	Unprep & Little = 39% Adequate = 24% Well & Outstan = 37%
Adaptive Leadership	Unprep & Little = 18% Adequate = 30% Well & Outstan = 52%	Unprep & Little = 26% Adequate = 30% Well & Outstan = 44%	Unprep & Little = 45% Adequate = 21% Well & Outstan = 34%
Situational Awareness	Unprep & Little = 14% Adequate = 34% Well & Outstan = 52%	Unprep & Little = 27% Adequate = 33% Well & Outstan = 40%	Unprep & Little = 42% Adequate = 22% Well & Outstan = 36%
Professional Development	Unprep & Little = 16% Adequate = 36% Well & Outstan = 49%	Unprep & Little = 28% Adequate = 26% Well & Outstan = 46%	Unprep & Little = 25% Adequate = 25% Well & Outstan = 50%
Monitor	Unprep & Little = 18% Adequate = 33% Well & Outstan = 49%	Unprep & Little = 31% Adequate = 31% Well & Outstan = 38%	Unprep & Little = 32% Adequate = 25% Well & Outstan = 43%
Visibility	Unprep & Little = 5% Adequate = 18% Well & Outstan = 77%	Unprep & Little = 13% Adequate = 29% Well & Outstan = 58%	Unprep & Little = 37% Adequate = 20% Well & Outstan = 43%
Celebration	Unprep & Little = 5% Adequate = 27% Well & Outstan = 68%	Unprep & Little = 18% Adequate = 36% Well & Outstan = 46%	Unprep & Little = 29% Adequate = 26% Well & Outstan = 45%
Change	Unprep & Little = 18% Adequate = 34% Well & Outstan = 48%	Unprep & Little = 22% Adequate = 27% Well & Outstan = 51%	Unprep & Little = 37% Adequate = 24% Well & Outstan = 39%
Advocate	Unprep & Little = 10%	Unprep & Little = 11%	Unprep & Little = 31%

	Adequate = 28% Well & Outstan = 62%	Adequate = 36% Well & Outstan = 53%	Adequate = 24% Well & Outstan = 45%
Allocate	Unprep & Little = 16% Adequate = 34% Well & Outstan = 50%	Unprep & Little = 25% Adequate = 37% Well & Outstan = 38%	Unprep & Little = 31% Adequate = 25% Well & Outstan = 44%
Curriculum	Unprep & Little = 14% Adequate = 35% Well & Outstan = 51%	Unprep & Little = 22% Adequate = 30% Well & Outstan = 48%	Unprep & Little = 33% Adequate = 22% Well & Outstan = 45%
Communication	Unprep & Little = 11% Adequate = 34% Well & Outstan = 55%	Unprep & Little = 22% Adequate = 32% Well & Outstan = 46%	Unprep & Little = 34% Adequate = 23% Well & Outstan = 43%
Personal	Unprep & Little = 9% Adequate = 34% Well & Outstan = 57%	Unprep & Little = 34% Adequate = 26% Well & Outstan = 40%	Unprep & Little = 38% Adequate = 18% Well & Outstan = 44%

Principal Preparation Program Survey conducted by the Illinois Council of Professors of Educational Administration

Superintendent Survey Participant Demographics: Female/Male: _____ Number of Years served as a superintendent: _____
 Year of Certification as a superintendent: _____ Year started as a superintendent: _____ Size of District: _____

This is a two part survey.

1. Review the list of competencies / skills that Principal Preparation Programs are expected to teach to their candidates and indicate in the space provided by circling the number that best indicates the **degree** of the quality of the skills of your most recently hired principal(s). 1 = unprepared, 2 = little preparation, 3= adequately prepared, 4 = very well prepared, 5 = outstanding preparation.
2. In the second column provided, circle the number that best represents your estimation of **how important** it is for principal preparation programs to teach the competency / skill listed. 1 = not important, 2 = fairly important, 3= somewhat important, 4 = very important, 5 = absolutely important.

Competencies / Skills of a School Leader	To What Degree?	How Important?
Establish a school vision with clear goals on improving student achievement and keeping those goals as the primary focus in the school	1 2 3 4 5	1 2 3 4 5
Foster and communicate a school culture of shared beliefs and ideals about schooling that promotes a sense of community and cooperation and guides school operations	1 2 3 4 5	1 2 3 4 5
Establish a set of standard operating procedures and routines to efficiently manage my school for a safe and orderly environment	1 2 3 4 5	1 2 3 4 5
Develop and enforce discipline procedures that protect teachers from issues and influences that would detract from their teaching time or focus	1 2 3 4 5	1 2 3 4 5
Adopt a paradigm of distributed leadership by involving teachers in the design and implementation of important decisions and policies	1 2 3 4 5	1 2 3 4 5
Adapt leadership behaviors to the needs of the current situation and feel comfortable with dissent in regards to my actions	1 2 3 4 5	1 2 3 4 5
Become situationally aware of the details and undercurrents in the running of the school and use this information to address current and potential problems	1 2 3 4 5	1 2 3 4 5
Provide professional development and other learning opportunities to faculty and staff so they learn the most current theories and practices and make the discussion of these a regular aspect of the school's culture	1 2 3 4 5	1 2 3 4 5
Monitor the effectiveness of school practices and evaluate their impact on student achievement using multiple assessments and data methods	1 2 3 4 5	1 2 3 4 5
Create opportunities to remain visible in the school and establish strong lines of communication with teachers and students	1 2 3 4 5	1 2 3 4 5
Recognize and celebrate school accomplishments, using contingent rewards when appropriate, and acknowledge failures, affirming faculty, staff, and student success and encouraging them to make improvements in their	1 2 3 4 5	1 2 3 4 5

Competencies / Skills of a School Leader	To What Degree?	How Important?
teaching and learning		
Serve as a change agent to actively challenge the status quo to improve student achievement, to inspire and lead new and challenging innovations, to optimize the talents of faculty and staff, and to optimize the benefits of innovative practices and technologies	1 2 3 4 5	1 2 3 4 5
Act as an advocate and spokesperson for the school to all stakeholders, including parents and community members	1 2 3 4 5	1 2 3 4 5
Allocate resources in a way that provides faculty with the materials and professional development necessary for successful practice	1 2 3 4 5	1 2 3 4 5
Acquire knowledge of curriculum, instruction, and assessment practices and use this knowledge when involved in the design of curriculum, instruction, and assessments	1 2 3 4 5	1 2 3 4 5
Understand how to develop lines of communication with and to advocate for equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.	1 2 3 4 5	1 2 3 4 5
Recognize and be sensitive to the personal lives of faculty and staff	1 2 3 4 5	1 2 3 4 5
Additional competencies or skills not listed above:		
List any issues that you believe create barriers to the principal’s effectiveness as an instructional leader:		

Principal Preparation Program Survey conducted by the Illinois Council of Professors of Educational Administration

Principal Survey Participant Demographics: Female/Male: _____ Number of Years served as a principal: _____ Year of completion of Certification as a principal: _____ Year started as a principal: _____ Building type (Circle the type): Elem Middle High
 Size of Building: _____ Size of District: _____

This is a two part survey.

1. Review the list of competencies / skills that Principal Preparation Programs are expected to teach to their principal candidates and indicate in the space provided by circling the number that best indicates the **degree** of the quality of the skills you received from your preparation program. 1 = unprepared, 2 = little preparation, 3= adequately prepared, 4 = very well prepared, 5 = outstanding preparation.
2. In the second column provided, circle the number that best represents your estimation of **how important** it is for principal preparation programs to teach the competency / skill listed. 1 = not important, 2 = fairly important, 3= somewhat important, 4 = very important, 5 = absolutely important.

Competencies / Skills of a School Leader	To What Degree?	How Important?
Establish a school vision with clear goals on improving student achievement and keeping those goals as the primary focus in the school	1 2 3 4 5	1 2 3 4 5
Foster and communicate a school culture of shared beliefs and ideals about schooling that promotes a sense of community and cooperation and guides school operations	1 2 3 4 5	1 2 3 4 5
Establish a set of standard operating procedures and routines to efficiently manage my school for a safe and orderly environment	1 2 3 4 5	1 2 3 4 5
Develop and enforce discipline procedures that protect teachers from issues and influences that would detract from their teaching time or focus	1 2 3 4 5	1 2 3 4 5
Adopt a paradigm of distributed leadership by involving teachers in the design and implementation of important decisions and policies	1 2 3 4 5	1 2 3 4 5
Adapt leadership behaviors to the needs of the current situation and feel comfortable with dissent in regards to my actions	1 2 3 4 5	1 2 3 4 5
Become situationally aware of the details and undercurrents in the running of the school and use this information to address current and potential problems	1 2 3 4 5	1 2 3 4 5
Provide professional development and other learning opportunities to faculty and staff so they learn the most current theories and practices and make the discussion of these a regular aspect of the school's culture	1 2 3 4 5	1 2 3 4 5
Monitor the effectiveness of school practices and evaluate their impact on student achievement using multiple assessments and data methods	1 2 3 4 5	1 2 3 4 5

Competencies / Skills of a School Leader	To What Degree?	How Important?
Create opportunities to remain visible in the school and establish strong lines of communication with teachers and students	1 2 3 4 5	1 2 3 4 5
Recognize and celebrate school accomplishments, using contingent rewards when appropriate, and acknowledge failures, affirming faculty, staff, and student success and encouraging them to make improvements in their teaching and learning	1 2 3 4 5	1 2 3 4 5
Serve as a change agent to actively challenge the status quo to improve student achievement, to inspire and lead new and challenging innovations, to optimize the talents of faculty and staff, and to optimize the benefits of innovative practices and technologies	1 2 3 4 5	1 2 3 4 5
Act as an advocate and spokesperson for the school to all stakeholders, including parents and community members	1 2 3 4 5	1 2 3 4 5
Allocate resources in a way that provides faculty with the materials and professional development necessary for successful practice	1 2 3 4 5	1 2 3 4 5
Acquire knowledge of curriculum, instruction, and assessment practices and use this knowledge when involved in the design of curriculum, instruction, and assessments	1 2 3 4 5	1 2 3 4 5
Understand how to develop lines of communication with and to advocate for equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.	1 2 3 4 5	1 2 3 4 5
Recognize and be sensitive to the personal lives of faculty and staff	1 2 3 4 5	1 2 3 4 5
Additional competencies or skills not listed above:		
List any issues that you believe create barriers to the principal’s effectiveness as an instructional leader:		

Principal Preparation Program Survey conducted by the Illinois Council of Professors of Educational Administration

Teacher Survey Participant Demographics: Female/Male: _____ Number of years served with your principal: _____ Building type
 (Circle the type): Elem Middle High Size of your Building: _____ Size of your District: _____

This is a two part survey.

1. Review the list of competencies/skills that Principal Preparation Programs are expected to teach to their principal candidates and indicate in the space provided by circling the number that best indicates the **degree** of the quality of the skills of your principal. 1 = unprepared, 2 = little preparation, 3= adequately prepared, 4 = very well prepared, 5 = outstanding preparation.
2. In the second column provided, circle the number that best represents your estimation of **how important** it is for principal preparation programs to teach the competency/skill listed. 1 = not important, 2 = fairly important, 3= somewhat important, 4 = very important, 5 = absolutely important.

Competencies / Skills of a School Leader	To What Degree?	How Important?
Establish a school vision with clear goals on improving student achievement and keeping those goals as the primary focus in the school	1 2 3 4 5	1 2 3 4 5
Foster and communicate a school culture of shared beliefs and ideals about schooling that promotes a sense of community and cooperation and guides school operations	1 2 3 4 5	1 2 3 4 5
Establish a set of standard operating procedures and routines to efficiently manage my school for a safe and orderly environment	1 2 3 4 5	1 2 3 4 5
Develop and enforce discipline procedures that protect teachers from issues and influences that would detract from their teaching time or focus	1 2 3 4 5	1 2 3 4 5
Adopt a paradigm of distributed leadership by involving teachers in the design and implementation of important decisions and policies	1 2 3 4 5	1 2 3 4 5
Adapt leadership behaviors to the needs of the current situation and feel comfortable with dissent in regards to my actions	1 2 3 4 5	1 2 3 4 5
Become situationally aware of the details and undercurrents in the running of the school and use this information to address current and potential problems	1 2 3 4 5	1 2 3 4 5
Provide professional development and other learning opportunities to faculty and staff so they learn the most current theories and practices and make the discussion of these a regular aspect of the school's culture	1 2 3 4 5	1 2 3 4 5
Monitor the effectiveness of school practices and evaluate their impact on student achievement using multiple assessments and data methods	1 2 3 4 5	1 2 3 4 5
Create opportunities to remain visible in the school and establish strong lines of communication with teachers	1 2 3 4 5	1 2 3 4 5

Competencies / Skills of a School Leader	To What Degree?	How Important?
and students		
Recognize and celebrate school accomplishments, using contingent rewards when appropriate, and acknowledge failures, affirming faculty, staff, and student success and encouraging them to make improvements in their teaching and learning	1 2 3 4 5	1 2 3 4 5
Serve as a change agent to actively challenge the status quo to improve student achievement, to inspire and lead new and challenging innovations, to optimize the talents of faculty and staff, and to optimize the benefits of innovative practices and technologies	1 2 3 4 5	1 2 3 4 5
Act as an advocate and spokesperson for the school to all stakeholders, including parents and community members	1 2 3 4 5	1 2 3 4 5
Allocate resources in a way that provides faculty with the materials and professional development necessary for successful practice	1 2 3 4 5	1 2 3 4 5
Acquire knowledge of curriculum, instruction, and assessment practices and use this knowledge when involved in the design of curriculum, instruction, and assessments	1 2 3 4 5	1 2 3 4 5
Understand how to develop lines of communication with and to advocate for equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.	1 2 3 4 5	1 2 3 4 5
Recognize and be sensitive to the personal lives of faculty and staff	1 2 3 4 5	1 2 3 4 5
Additional competencies or skills not listed above:		
List any issues that you believe create barriers to the principal’s effectiveness as an instructional leader:		

A Survey of Principal Preparation Program FACULTY:
conducted by the Illinois Council of Professors of Educational Administration

Preparation Program Faculty Information: PUBLIC___ PRIVATE___ Ed Admin Faculty: YES NO Adjunct: YES NO Area of the state you predominately serve: Rural___ Suburban___ Urban___

This is a survey concerning principal preparation program development with recommendations for improvement of principal preparation programs

In the column circle the number that best represents your estimation of **how important the recommendation is for ALL** principal preparation programs to implement (or for the state to implement) as specified on each item.

1 = not important, 3= neutral, 5 = important

Recommended strategies for Colleges and Universities to improve School Leadership Preparation Programs	Response Column
Initiate marketing plans that outline a strategy to advertise and promote preparation programs that attract a competent and diverse applicant pool.	For all programs 1 3 5
Adopt admission criteria based on the critical attributes known to improve student performance, and which holistically examine each candidate's qualifications and potential for leadership.	For all programs 1 3 5
Implement programs that create collaborations between preparation programs and primary feeder school districts, enabling them to grow their own leadership talent pool.	For all programs 1 3 5
Enlist faculty in educational administration and teacher education programs to identify students who demonstrate characteristics of effective leadership.	For all programs 1 3 5
Revamp the assessment system: <ul style="list-style-type: none"> a. to determine if candidates demonstrate the knowledge and skills necessary to meet the needs of P-12 schools and to improve student learning; b. identify program improvements needed to consistently produce candidates who can effectively lead schools; c. use findings to bolster the collaborations between school districts and higher education, and ultimately improve practices and programs in school leadership preparation. 	For all programs 1 3 5 1 3 5 1 3 5
Require that principal preparation programs be approved by the state with the submission of: <ul style="list-style-type: none"> a. assessment processes, 	For all programs

<p align="center">Recommended strategies for Colleges and Universities to improve School Leadership Preparation Programs</p>	<p align="center">Response Column</p>
<p>b. findings, c. action plans for making improvements mandatory.</p>	<p align="center">1 3 5 1 3 5 1 3 5</p>
<p>Require all Illinois school leader preparation programs to participate in the Education Administration Graduate Assessment Advisory Group project developed by the Illinois Association of Deans of Public Colleges of Education.</p>	<p align="center">For all programs 1 3 5</p>
<p>Provide to the a. state b. public the data collected from each program’s assessment system.</p>	<p align="center">For all programs 1 3 5 1 3 5</p>
<p>Establish advisory groups at the college and university level to assist with program assessment that ensures the programs are high quality, and to make certain that needs of schools are met.</p>	<p align="center">For all programs 1 3 5</p>
<p>Require meaningful clinical and internship experiences that: a. ideally extend an entire year b. should be a degree requirement in every program c. Candidates should only be allowed to begin an internship after they are qualified by program faculty and have passed the certification exam d. Students should be expected to demonstrate evidence of mastering ISLLC standards, as would be appropriate for an entry-level administrator.</p>	<p align="center">For all programs 1 3 5 1 3 5 1 3 5 1 3 5</p>
<p>Strengthen university-school partnerships to better utilize field experiences available through school leader preparation programs.</p>	<p align="center">For all programs 1 3 5</p>
<p>Provide meaningful training for mentors at the university level.</p>	<p align="center">For all programs 1 3 5</p>
<p>Employ clinical faculty at the university level to supervise interns and assess their performance in the field relative to the goals of the preparation program.</p>	<p align="center">For all programs 1 3 5</p>
<p>Find a variety of sources to fund internships, including but not limited to school district scholarships with post-certification employment agreements, university-funded scholarships and/or tuition waivers, scholarships funded by professional associations, or state-funded scholarships—particularly for leadership commitments to the lowest performing schools throughout the state.</p>	<p align="center">For all programs 1 3 5</p>
<p>Recommend: a. Design key assessments for the internship using best practices that include explicit definitions of who will use the assessment information, what is to be assessed, methods of assessment, what constitutes acceptable evidence, and accuracy (Stiggins, 2005).</p>	<p align="center">For all programs 1 3 5</p>

Recommended strategies for Colleges and Universities to improve School Leadership Preparation Programs	Response Column
b. Show evidence that assessment processes are rigorous enough to make sharp distinctions in candidate performance, including distinctions that lead to formal remediation and to counseling low-performing candidates out of the program.	1 3 5
Additional comments or recommendations:	

Recommended strategies for the STATE to improve School Leadership Preparation Programs	Response Column
Form a task force through the IBHE to assist colleges and universities in establishing clear and distinct guidelines between Ph.D. and Ed.D. programs in educational leadership.	How Important State should do 1 3 5
Revise the ISLLC-based Illinois Standards for School Leaders so that field experience requirements and evaluations, as well as internship requirements, are consistent with Educational Leadership Constituent Council (ELCC) standards.	How Important State should do 1 3 5
Replace the current leader certification exams with the School Leaders Licensure Assessment and the School Superintendent Assessment, both developed by the Educational Testing Service.	How Important State should do 1 3 5
Reserve the Type 75 certificate for principals only.	How Important State should do 1 3 5
Initiate an ISBE and Illinois State Teacher Certification Board joint review of certification requirements for school leadership positions other than the principalship, which currently requires a Type 75 certificate, to determine if these positions require the same knowledge and skills as the principalship. If not, change the statutory language that leads districts to require Type 75 certification for these positions. Create other pathways to leadership that allow teacher evaluation to be conducted by leaders who are certified other than with the Type 75, but whose leadership credential can accrue to Type 75.	How Important State should do 1 3 5
Develop through collaboration of colleges, universities, ISBE, and school districts, certificate programs that	How Important

<p>correspond to the new areas of endorsement.</p>	<p>State should do 1 3 5</p>
<p>Contract at the state level the services of an external third party (e.g., Southern Regional Education Board or the Institute for Educational Leadership) to review all preparation programs—public and private—to determine which programs should continue and which should close.</p>	<p>How Important State should do 1 3 5</p>
<p>Coordinate and develop through the IBHE and the ISBE a stringent program review and approval process in which the two agencies work collaboratively to evaluate programs and exercise their joint authority to close those found to be low quality and ineffective.</p>	<p>How Important State should do 1 3 5</p>
<p>Amend Illinois statutes to provide the IBHE with additional authority and/or review tools for recommending probationary status and closure of programs at public and private institutions.</p>	<p>How Important State should do 1 3 5</p>
<p>Appoint a statewide representative to be an active participant in the Interstate Consortium on School Leadership, and to participate in the review of the ISLLC standards and the ELCC standards that is currently underway.</p>	<p>How Important State should do 1 3 5</p>
<p>Additional comments or recommendations:</p>	

A Survey of Principal Preparation Program CHAIRS/COORDINATORS:
conducted by the Illinois Council of Professors of Educational Administration

Preparation Program Chair/Coordinator Information: PUBLIC__ PRIVATE__ Ed Admin Faculty: YES NO Adjunct:
 YES NO Area of the state you predominately serve: Rural____ Suburban____ Urban____

Recommendations for Improvement of Principal Preparation Programs from the “Blueprint for Change Report”

In the column circle the number that best represents your estimation of **how important the recommendation is for ALL** principal preparation programs to implement (or for the state to implement) as specified on each item.

1 = not important, 3= neutral, 5 = important

Recommended strategies for Colleges and Universities to improve School Leadership Preparation Programs	Response Column
Initiate marketing plans that outline a strategy to advertise and promote preparation programs that attract a competent and diverse applicant pool.	For all programs 1 3 5
Adopt admission criteria based on the critical attributes known to improve student performance, and which holistically examine each candidate’s qualifications and potential for leadership.	For all programs 1 3 5
Implement programs that create collaborations between preparation programs and primary feeder school districts, enabling them to grow their own leadership talent pool.	For all programs 1 3 5
Enlist faculty in educational administration and teacher education programs to identify students who demonstrate characteristics of effective leadership.	For all programs 1 3 5
Revamp the assessment system: <ul style="list-style-type: none"> a. to determine if candidates demonstrate the knowledge and skills necessary to meet the needs of P-12 schools and to improve student learning; b. identify program improvements needed to consistently produce candidates who can effectively lead schools; c. use findings to bolster the collaborations between school districts and higher education, and ultimately improve practices and programs in school leadership preparation. 	For all programs 1 3 5 1 3 5 1 3 5
Require that principal preparation programs be approved by the state with the submission of: <ul style="list-style-type: none"> a. assessment processes, b. findings, 	For all programs 1 3 5

Recommended strategies for Colleges and Universities to improve School Leadership Preparation Programs	Response Column
c. action plans for making improvements mandatory.	1 3 5 1 3 5
Require all Illinois school leader preparation programs to participate in the Education Administration Graduate Assessment Advisory Group project developed by the Illinois Association of Deans of Public Colleges of Education.	For all programs 1 3 5
Provide to the a. state b. public the data collected from each program's assessment system.	For all programs 1 3 5 1 3 5
Establish advisory groups at the college and university level to assist with program assessment that ensures the programs are high quality, and to make certain that needs of schools are met.	For all programs 1 3 5
Require meaningful clinical and internship experiences that: a. ideally extend an entire year b. should be a degree requirement in every program c. Candidates should only be allowed to begin an internship after they are qualified by program faculty and have passed the certification exam d. Students should be expected to demonstrate evidence of mastering ISLLC standards, as would be appropriate for an entry-level administrator.	For all programs 1 3 5 1 3 5 1 3 5 1 3 5
Strengthen university-school partnerships to better utilize field experiences available through school leader preparation programs.	For all programs 1 3 5
Provide meaningful training for mentors at the university level.	For all programs 1 3 5
Employ clinical faculty at the university level to supervise interns and assess their performance in the field relative to the goals of the preparation program.	For all programs 1 3 5
Find a variety of sources to fund internships, including but not limited to school district scholarships with post-certification employment agreements, university-funded scholarships and/or tuition waivers, scholarships funded by professional associations, or state-funded scholarships—particularly for leadership commitments to the lowest performing schools throughout the state.	For all programs 1 3 5
Recommend: a. Design key assessments for the internship using best practices that include explicit definitions of who will use the assessment information, what is to be assessed, methods of assessment, what constitutes acceptable evidence, and accuracy (Stiggins, 2005).	For all programs 1 3 5

Recommended strategies for Colleges and Universities to improve School Leadership Preparation Programs	Response Column
b. Show evidence that assessment processes are rigorous enough to make sharp distinctions in candidate performance, including distinctions that lead to formal remediation and to counseling low-performing candidates out of the program.	1 3 5
Additional comments or recommendations:	

Recommended strategies for the STATE to improve School Leadership Preparation Programs	Response Column
Form a task force through the IBHE to assist colleges and universities in establishing clear and distinct guidelines between Ph.D. and Ed.D. programs in educational leadership.	How Important State should do 1 3 5
Revise the ISLLC-based Illinois Standards for School Leaders so that field experience requirements and evaluations, as well as internship requirements, are consistent with Educational Leadership Constituent Council (ELCC) standards.	How Important State should do 1 3 5
Replace the current leader certification exams with the School Leaders Licensure Assessment and the School Superintendent Assessment, both developed by the Educational Testing Service.	How Important State should do 1 3 5
Reserve the Type 75 certificate for principals only.	How Important State should do 1 3 5
Initiate an ISBE and Illinois State Teacher Certification Board joint review of certification requirements for school leadership positions other than the principalship, which currently requires a Type 75 certificate, to determine if these positions require the same knowledge and skills as the principalship. If not, change the statutory language that leads districts to require Type 75 certification for these positions. Create other pathways to leadership that allow teacher evaluation to be conducted by leaders who are certified other than with the Type 75, but whose leadership credential can accrue to Type 75.	How Important State should do 1 3 5
Develop through collaboration of colleges, universities, ISBE, and school districts, certificate programs that	How Important

<p>correspond to the new areas of endorsement.</p>	<p>State should do 1 3 5</p>
<p>Contract at the state level the services of an external third party (e.g., Southern Regional Education Board or the Institute for Educational Leadership) to review all preparation programs—public and private—to determine which programs should continue and which should close.</p>	<p>How Important State should do 1 3 5</p>
<p>Coordinate and develop through the IBHE and the ISBE a stringent program review and approval process in which the two agencies work collaboratively to evaluate programs and exercise their joint authority to close those found to be low quality and ineffective.</p>	<p>How Important State should do 1 3 5</p>
<p>Amend Illinois statutes to provide the IBHE with additional authority and/or review tools for recommending probationary status and closure of programs at public and private institutions.</p>	<p>How Important State should do 1 3 5</p>
<p>Appoint a statewide representative to be an active participant in the Interstate Consortium on School Leadership, and to participate in the review of the ISLLC standards and the ELCC standards that is currently underway.</p>	<p>How Important State should do 1 3 5</p>
<p>Additional comments or recommendations:</p>	

Principal Preparation Program Institutional Information

Institution	Accreditation	# Students Completing Master's/Type 75 Cert 06-07 F/Sp/Su	Require Cert Exam	Full-time tenure-track faculty	Full-time non-tenure track	Adjuncts	Others:
Bradley University	NCATE IBHE/ISBE October 2007	4 Fall 10 Sp 07 0 Su 07	No, but in the process	2-All exp. Starting Salary: \$50,000	0	0	
Concordia	NCATE IBHE/ISBE March 2002	214/11 Su 06 120/18 Fall06 159/15 Sp 07 200/35 Su 07	No	16-15 exp. \$53,000	1-exp.	142-All exp.	
Eastern Illinois University	NCATE IBHE/ISBE Fall 2001	46 – Fall 06 109 – Sp 07 82 – Su 07	No	5-All exp. \$50,000	1-exp.	2-All exp.	
Governor's State	NCATE 2002	52-Fall 06 68-Sp 07 126-Su 07	Yes	6 \$63,000	5	22	
Illinois State University	NCATE IBHE/ISBE 2004	8- Fall06 11- Sp 07 30 – Sum 07	Yes	20 \$57,000	2	4 *different definition of adjunct	1-advisor 2 emeritus faculty teaching
				66% experienced			
Loyola University Chicago	NCATE IBHE/ISBE 2003	17 – Fall 06 25 – Sp 07 12 – Sum 07	Yes	3 \$55,000	1	12	
				100% experienced			
McKendree University	NCATE IBHE/ISBE	0-Fall 06 12-Sp 07 2-SU 07	No	8 \$40,000	12	34	

North Central	IBHE/ISBE Sp 2005	10-Fall 06 36-Sp 07 15-Sum 07	Yes	0 \$38,000	2	4	2 half time – looking to add another full
Northern Illinois University	NCATE IBHE/ISBE 2003	24-Fall 06 69-Sp 07 14-Su 07	No	8-6 exp \$52,000	0	12	
Roosevelt University	NCATE IBHE/ISBE 2001	24 – Sp 07	No	6 \$55,000	0	10	
				50% experienced			
University of St. Francis	Seeking NCATE	19-Fall 06 2-Sp 07 71-Sum 07	Yes	2 \$42,500	0	35	
				98% experienced			
St. Xavier	NCATE	26-Fall 06 48-Sp 07	?	2-exp \$52,000	0	2-4- exp.	
Southern IL University Carbondale	NCATE IBHE/ISBE 2001	2-Fall 2006 8-Sp 07 15-Sum 07	No	7-1 exp \$5,500.month	1 -exp	2-exp	
Southern IL University Edwardsville	NCATE Recent visit-waiting on recognition	48-Fall 06 23-Sp 07 3-Sum 07	Yes	4-All exp. \$50,000- 9months	0	2-All exp.	
UI Chicago	IBHE/ISBE April 2007	Numbers low because in doctoral program	No	6-50% exp \$62,000	5-50% exp.	1-50% exp.	3 part-time coaches who were high- performing principals
UI Springfield	IBHE/ISBE Nov 2005	15-Fall 06 27-Sp 07 12-Sum 07	No	6 \$43,000	5	2	
				6/11 have experience			

UI Urbana/Cha mpaign	IBHE/ISBE	4-Fall 06 9-Sp 07 20-Sum 07	No	6 \$55,000	2	1	
Western Illinois University	NCATE 2000	5-Fall 06 36-Sp 07 8-SU 07	No	9-All exp. \$55,000	0	3-All exp.	1 75% Non- tenure track instructor

Courses Required for Type 75 Certification

Institution	# of Hours	Principalship	Law	Supervision of Instruction	Curriculum	Finance	Instructional Leadership	School Community Relations	Research	Internship Clinical Experiences	Others:
Bradley University	36	X	X	X		X	X	X	X	X	<ul style="list-style-type: none"> • Human & Resource Mgmt. • Leadership Perspective • Special Education Law • Interpersonal Leadership • Legal & Social Change
Concordia	30		X	X		X & Business Mgmt.	X		X	X	<ul style="list-style-type: none"> • School Organization & Human Resources • Ethics of School Leadership
Eastern Illinois University	36-37	X	X	X	X			X	X	X	<ul style="list-style-type: none"> • Social Foundations • Psy Foundations • Intro to Org & Admin • Personnel • Mgmt. & Analysis of Data
Governor's State	Not Reported										
Illinois State University		X	X	X	X		X	X	X	Professional Practice	<ul style="list-style-type: none"> • Admin. Ed. Technology • Ed & Public Relations • Evaluating Student Performance • Human & Fiscal Resources • Professional Ethics • Administering Educational Programs for Students w/Disabilities • Org. Development • Administrator Seminar
Loyola University Chicago	33	X	X		X	X			X		<ul style="list-style-type: none"> • Philosophy of Ed • School Administration • School Supervision

											<ul style="list-style-type: none"> • Human Resources in ED • Admin. on Sp Ed & Pupil Services
McKendree	39	X	X	X	X	X & Facilities		X	X	X	<ul style="list-style-type: none"> • Tech. Applications for School Administrators • Action Research & Statistics • Professional Educator Seminar • Contemporary Issues in Ed • Leadership Theory • Portfolio Assessment – Principal
North Central	30	X	X		X			X	X	X-Field Experiences	<ul style="list-style-type: none"> • Leadership for Innovation & Change • Institutional & Political Environment of Schools • School Operations & Mgmt. • Program Assessment • Schools as Learning Communities • Master’s Project or Portfolio
Northern Illinois University	34	X	X	X	X	X				X-2	<ul style="list-style-type: none"> • Educational Org & Administration • Policy Analysis for School Administrators • Psy Foundations • Foundations
Roosevelt University			X			X-& Budget	X	X		X-2	<ul style="list-style-type: none"> • Theory & Practice in Educational Leadership • Leadership in Human Resources Development
University of St. Francis	33		X		X	X	X	X	X	X-2	<ul style="list-style-type: none"> • Supervisory Behavior • Education Org & Admin • Diversity Issues in ED
Saint Xavier			X	X	X	X-Resource Mgmt. &			X	<ul style="list-style-type: none"> • Internship in Ed Admin • Internship in 	<ul style="list-style-type: none"> • Social Context of Schools • Educational

						Collective Barg.				Supervision	Movements	
											<ul style="list-style-type: none"> • Admin. & Instructional Issues for Teaching Diverse Populations • Administrative Performance Portfolio • Org. Theory & Admin. Leadership 	
Southern IL Univ. Carbondale		<ul style="list-style-type: none"> • Elem Principalship • Secondary Principalship • Middle School Principalship 	X			X		X		X	<ul style="list-style-type: none"> • Intro to Ed. Admin • Intro to School Theory • Curriculum & Technology • Ed & Social Forces 	
Southern IL Univ. Edwardsville		X	X			X				X	<ul style="list-style-type: none"> • Adv. Psy. • Analysis of Ed Issues • Org & Admin of Schools • Communications & Human Relations • Educational Planning & Evaluation • Program Development • Applied Administrative Processes 	
UI Chicago	88	X	X					X		X	X	<ul style="list-style-type: none"> • Educational Evaluation • Leadership for Literacy Instruction • Philosophical Foundations of Ed. Inquiry • Cognition & Instruction • City Schools • Org. Leadership & Change in Ed • Ed Policy • Seminar in Admin. Practice • Org. & Mgmt. in Ed • Methods of Institutional and Practitioner Research • Educational Administration

											<ul style="list-style-type: none"> Theory • PS 598-16 hrs.
UI Springfield	32	X	X	X	X	X			X	X-2	<ul style="list-style-type: none"> • Organizational Dynamics
UI Urbana/Champaign	40	X	X	X		X				X-Clinical	<ul style="list-style-type: none"> • Intro to Ed Admin • Political & Cultural Context of Ed • School Improvement
Western Illinois University	40+		X	X	X	X	X	X	X	X	<ul style="list-style-type: none"> • Leadership Development & Self Assessment • School Improvement & Org. Dev. • Educational Planning • Admin. Applications of Ed. Technology • Mgmt. of School Personnel • Leadership for Students w/ Special Needs

Appendix J.

Admission Requirements
Master's/Type 75 Certification

Institution	Degree Required	Work Experience	Minimum GPA	Resume	References – From whom? How many?	Personal Statement	GRE – Minimum Score	Writing Sample	Teacher Certification or School Service Personnel Certification	Interview	Other: Please Explain
Bradley University	B.A.	None	3.0	No	3-1 from current supervisor	Yes	960 & 3.5 writing	Yes	No	Yes	
Concordia	B.A./M.S.	2 years	2.85	N/A	2-must be able to commend on academic proficiency, personal character and competence in the profession. Prefer 1 from former instructor.	Yes	N/A	N/A	Yes – Teaching Certificate	N/A	All post-secondary transcripts from regionally accredited schools
Eastern Illinois University	B.A./M.S.	None	2.75 Fall 08- 3.0	No	No Fall 08 –yes, supervisor	No Fall 08-yes	No	No Fall 08-yes	Yes	No	Fall 08 – Ventures Leadership Profiler
Governor's State	BA	2 yrs	3.0	No	2	No	No	Yes	Yes	Advisor	
Illinois State University	B.A. or B.S.	2 years full time teaching, 4 preferred	3.0, 3.5 preferred	Yes	2, one from principal+ one other professional	Yes	Target-900 for combined verbal and quantitative sections , and	Part of essay	Yes, and Standard certificate preferred	no	

							4.5 for the writing section					
Loyola University Chicago	Yes	3 years	3.0	Yes	3 from school leaders who can speak to the candidate's leadership abilities	Yes	3.0	Yes	Yes			
McKendree University		2 years	3.0	Yes	3	Yes	N/A	Yes	Yes	No	N/A	
North Central	Yes	Yes	No	No	No	Yes	No	No	No	Yes		
Northern Illinois University	BA/BS	4 years	3.0	No	2-Current Type 75 Holders	Yes	V-400 Q-400 A-3.5	No	Yes	No	Previous Academics/ Professional Progression	
Roosevelt University	B.A.	2ft years	2.7	No	2 superiors or colleagues	Yes	Not required	Yes	Yes	No		
University of St. Francis	BS	1 year	2.75	No	2-at least one supervisor	Yes	No	No	Yes	No	Orientation	
St. Xavier	BA or BS from Accredited Institution	2yrs of successful teaching prior to certification	3.0	Not required (just app)	3 letters	50 word essay on application	Not required	No	Valid Teaching Certificate	Associate Dean of Graduate Studies		
Southern IL University Carbondale	Yes	No	3.0	Yes	Yes (3)	Yes	Yes (none)	Yes	Yes	No		
Southern IL University	Bachelors	Teaching	2.5	No	No	Yes	No	Yes	Yes	No		
UI Chicago Ed.D. Program	M.Ed. or Equivalent	Min. 3 yrs. Teaching	3.0	Yes	3 from academics & practitioners	Yes	Yes-no min.	Yes	Yes	2-hour interview; presentation and Q & A	Interview requires preparation of 30 minute PPT analysis of a failing school plus on demand	
UI Springfield	Bachelor's	No	No	3.0	No	No	No	No	Yes	No		

Special Task Force Report

UI Urbana/ Champaign	BS/BSE	2 yr min	3.0	Yes	3-those with direct knowledge of experience	Yes	N/A	Yes	Yes	No	
Western Illinois University	BS or MS	No	2.75 overall or 3.0 last 2 yrs of undergrad	No	3-At least one from his/her supervisor	No	No	Yes	Yes	Yes	A minimum score of 16 on the Principal Perceiver

Best Practices from Program

Institution	
Bradley University	<ul style="list-style-type: none"> • Bradley students and faculty enjoy the benefits of being a small program. While we do not have official cohorts, most students go through the program with the same group of people. Faculty get to know students well and we work hard to provide every student with the right amount of encouragement, coaching and nudging to develop their school leadership potential. • Social justice is another strong focus in the Bradley program. Students write a social change agent paper early in the program where they describe how they intend to be agents of change for oppressed students and their families. This paper is revisited during the internship and is frequently used in the portfolio and final presentation. Graduates come back after they get their first job to talk with faculty about how to really “do” this social change agent thing because of course, it’s much more complicated than it seems when reading a story from a required book about a school leader who solved that problem already.
Concordia	<ul style="list-style-type: none"> • No response
Eastern Illinois University	<ul style="list-style-type: none"> • Practicum (internship) requirements including experiences in diverse settings and at different levels • Clinical experiences in every course • Faculty – all experienced, successful school leaders • Use of Ventures Profiler in admissions • Cohort model: Partnerships with ROEs and school districts to bring program to underserved areas of Illinois • On-going professional development provided to graduates: New Leaders Assistance Service (mentoring/induction program for new building-level administrators), EIU Roundtables, Clinical Strand for schools not making AYP, new teacher mentoring • Ongoing faculty/school partnerships for research, grants, school improvement, etc.
Governor’s State	<ul style="list-style-type: none"> • No response
Illinois State University	<ul style="list-style-type: none"> • Team attitude and spirit of faculty working together to assure all the standards are met. The discussions and collaborations across faculty and courses help to create a set of courses that are continually threaded together into a seamless program. • Faculty – most experienced, successful school leaders • Practicum (internship) requirements including experiences in diverse settings and at different levels • Regular assessment of candidate performance throughout the program • NCATE program requirements

	<ul style="list-style-type: none"> • Theory to practice format in all classes
McKendree University	<ul style="list-style-type: none"> • No response
North Central	<ul style="list-style-type: none"> • The use of a variety of formative assessments, extensive field work that allow students to connect theory to practice, and well designed instructional practices in the classroom are the cornerstones of this program. Faculty model pedagogy and androgogy in teaching adult learners that allow the student to return to his/her school and provide new and meaningful best practices to their own learning environment. The faculty communicates with each other constantly about their own effectiveness and insights in teaching and assessing learning. The faculty meets monthly to share lessons and insights of best practices in order to better themselves in the classroom. Finally, adjuncts are considered an important extension of the faculty and are invited to participate in numerous events and trainings during the year. They are monitored and expected to also provide a high level of performance and best practices in the classroom.
Northern Illinois University	<ul style="list-style-type: none"> • The university supervisor-student-site supervisor relationship promotes the selection of meaningful educational experiences for our interns. It also builds the university-school relationship, which supports the endeavors of the university and the K-12 institutions.
Roosevelt University	<ul style="list-style-type: none"> • Both course and site instructors link all practicum activities to the standards as well as to the field. We use ongoing reflection imbedded into coursework. Many instructors are current school leaders and professors in the program are former school leaders. We use technology throughout the program particularly having students create a digital leader portfolio that showcases work throughout the program, helps students learn the leadership standards, and increases their use of technology as future school leaders.
St. Francis	<ul style="list-style-type: none"> • Best practices are modeled by the instructors through practical and experiential assignments. Empirical research and embedded administrative projects are required by all candidates in the program. Courses include individual, paired, small and large group activities, discussions and projects. Each semester we offer workshops in instructional strategies “that work” for our adjuncts and full time faculty. • Best practices for our candidates as future administrators are fully addressed in our Instructional Leadership and Supervisory Behavior courses.
St. Xavier	<ul style="list-style-type: none"> • EDUG 527: Administrative Performance Portfolio is a course designed to introduce the major themes in the administrative program and the development of a “Personal Mission Statement.” This statement becomes the foundation for reflection as the student progresses through the program. • The program contains three courses (EDUG 505; EDUG 509; EDUG 547) that require future administrators to use multiple disciplines (e.g. history, anthropology, sociology, philosophy) as explanatory sources to solve what is often perceived a merely a “management” problem. • The alignment of themes in the program with each course in the program.

	<ul style="list-style-type: none"> • The requirement in each course of “mini-research” projects which relate a theory in administration, supervision, law, finance, curriculum, instruction to the real world of schooling. • Course outcomes require candidates to apply theories and practices in administration and instruction to problems and outcomes which occur in the real world of schooling.
Southern IL University Carbondale	<ul style="list-style-type: none"> • Focus on diverse experiences – not just staying at one (students’ own) school.
Southern IL University Edwardsville	<ul style="list-style-type: none"> • Focus on ELCC standards • Close contact with students and site supervisors • Emphasis on field experience
UI Chicago	<ul style="list-style-type: none"> • Commitment to the simultaneous transformation of K-12 schools and higher education. • A highly selective admissions process. • A three-strand doctoral program structure. The program allows students to choose among concentrations leading to the Illinois Type 75 General Administrative Certification (preparation for the school principalship); the Illinois Superintendent Endorsement, or, for those already holding the Type 75, advanced leadership development tailored to school building or system level positions. • Academically rigorous program. • Coursework co-designed and co-taught by UIC academic faculty together with transformative principals and system-level instructional officers who have themselves transformed urban schools. • Three years of site-based coaching and mentoring aimed at producing candidates who have proved their ability as change agents in schools. • Regular assessment of candidate performance throughout the program. • Thesis research focuses on genuine problems of leadership practice.
UI Springfield	<ul style="list-style-type: none"> • The Clinical Experiences provide a great segue into best practices based on course assessments/projects/papers which involve real-time school data, activities, policies, and practices. Each course and course assessments have been carefully mapped and linked to standards. Improvements have been made in course content based on department data collection over 5 years.
UI Urbana/Champaign	<ul style="list-style-type: none"> • A year-long internship of not less than 160 hours. • The link and partnership between our Level I/Research University with department clinical practitioners provides both the theoretical and practical grounding in educational administration. • We use a cohort model, with students required to complete their coursework in the predetermined sequence; this ensures that content knowledge is scaffolded. • Our program focuses on social justice and equity.

Western Illinois University	<ul style="list-style-type: none"> • Introduce theory and then students apply that theory in school settings • School based activities are incorporated into most classes • Comprehensive internship program of 300 hours with a focus on practical applications related to the ISLLC/ELCC standards • Incorporation of current literature and information from the web • Development of a course-long, comprehensive, local Marketing Plan in School/Community Relations
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Barriers that Inhibit your Program’s Effectiveness in the Preparation of Principals

Institution	
Bradley University	<ul style="list-style-type: none"> • Because applicants to the Bradley program are not required to have a minimum number of years of teaching experience, we sometimes have students in the program without necessary experience to base program requirements. This greatly impedes their development. Often these students typically require significantly more attention to reach levels of knowledge and skills in school leadership that are far below those of most Bradley graduates. • Both schools and university programs could benefit from more meaningful collaborations to strengthen school leadership. For their part, most local districts are up to their ears in alligators dealing with the requirements of No Child Left Behind. University culture also does not lend itself to collaborations with school districts. • The current state certification test provides Bradley with no feedback for program improvement.
Concordia	<ul style="list-style-type: none"> • No response
Eastern Illinois University	<ul style="list-style-type: none"> • Recognition that a university preparation program only provides the foundational training needed by a school leader. In order to grow strong instructional leaders, the state needs to examine the support provided to new principals. Mentoring is now in place, but this is only for one year. How does the state ensure ongoing leadership development for new principals? • State certification test does not assess what new building-level administrators need to know and be able to do. Most graduates will enter the administrative workforce as a dean, assistant principal, or principal of a small school where the majority of their work will focus on management issues such as discipline. • The feedback we receive from the state certification exam is not useful. We would like to see it aligned to the standards so that it can assist with program improvement. • State certification: A PK-12 certification is not appropriate. Certification should be by building level to allow for the preparation of leaders, based on the needs of these levels. Should also increase number of years of required teaching/service personnel experiences. • Would like to be able to offer stipend for site supervisors (principals) overseeing a practicum (internship)

	experience. I think we could ask them to do more if we had this.
Governor's State	<ul style="list-style-type: none"> • No response
Illinois State University	<ul style="list-style-type: none"> • Time to do the right thing is precious. It is a matter of following through and being sure faculty meet frequently to discuss issues and improve the program. • I would say the lack of consistent expectations (and enforcement) by the ISBE. Our students note the discrepancy in time commitment and expectations across programs. An NCATE expectation vs. enforcement by ISBE does not seem to be in sync.
McKendree University	<ul style="list-style-type: none"> • No response
North Central	<ul style="list-style-type: none"> • One of the greatest barriers is that students are limited to conducting field work at their own schools. This provides a limited perspective and understanding of other culturally diverse learning communities. • Presently, one of the challenges we face at NCC is our own cultural barriers toward the leadership program. Although this is a program of high performance and success, the campus does not recognize its contributions. The college has denied frequent attempts to add a tenure track to the program. Presently, it is one of two programs in the state that does not have any tenured faculty in the program. • The final barrier the program faces is to develop greater school partnerships with superintendents and principals to be active participants in the preparation of future school leaders. This is a gap that will continue to seriously limit the development of school leaders until there are educational relationships that reciprocally share in this tremendous responsibility to prepare and transition the next generation of school leaders.
Northern Illinois University	<ul style="list-style-type: none"> • There is an inability to fully understand if principals that are graduates of other program are more or less effective in mentoring students in our program. Also, considerable time is needed in order to make curricular changes, which can be considered a barrier.
Roosevelt University	<ul style="list-style-type: none"> • Barriers that inhibit effectiveness of future leaders come in the form of making coursework relevant to various leadership positions in the field – special education, and supervisors of various programs – gifted education, programs for ELL learners. Additionally, it is our responsibility to keep up with data-based decision making as well as current laws relating to schools so we can teach our students new and timely information. Also, Chicago Public Schools is a large, urban district that has its own local policies related to finance and budget, special education, etc. This can be a challenge to keep up with those policies and make coursework relevant for future leaders in CPS.
St. Francis	<ul style="list-style-type: none"> • Our rural area cohorts do not have the exposure and access to the observing and shadowing experiences of other larger and diverse districts. There is a lack of diversity in the experiences that they bring to class.
St. Xavier	<ul style="list-style-type: none"> • Full-time work commitments make it difficult for candidates to focus on course work and to participate in a quality internship experience.

	<ul style="list-style-type: none"> • The difficulty in controlling site supervisors for the internship experience. • The difficulty in finding schools that possess exemplar models of leadership and effective instructional programs. • The amount of information necessary to run a school and the academic requirements to the program. • The difficulty in teaching “tacit” understandings to novice administrators.
Southern IL University Carbondale	<ul style="list-style-type: none"> • Need additional faculty.
Southern IL University Edwardsville	<ul style="list-style-type: none"> • Most students who participate in the internship are full-time teachers who must complete their internship experience while meeting the demands of the classroom.
UI Chicago	<ul style="list-style-type: none"> • No response
UI Springfield	<ul style="list-style-type: none"> • No response
UI Urbana/Champaign	<p>The main barrier that inhibits our program (and other programs) is that most students must complete our year-long internship while holding down a full-time teaching position. This limits the experiences that our students are exposed to and the administrative responsibilities they can assume.</p>
Western Illinois University	<ul style="list-style-type: none"> • Ideally, we would probably like to offer our program to students in a cohort model but since we teach on weekends, it would be very difficult to lock 25 students into a schedule that all could meet. An ongoing problem for the internship is the quality of mentors in the schools. The quality of the internship experience is heavily dependent upon the relationship between the intern and mentor and not all mentors are equally qualified. Since all of our students complete most of their internship in their own school, their mentor by default is the building principal, assistant principal, etc. Most of the site supervisors are great but occasionally, some mentors are less than stellar. We try to compensate by getting them into other buildings, especially during the summer or into schools that have a year round calendar. • One big problem that we cannot address as a program is that the state of Illinois certifies principals on a K-12 basis and a student with a background in teaching high school and no training in reading, etc., can assume a principalship at an elementary school. I firmly believe that students should be required to have experience teaching (at least five years) at the grade level they want to be an administrator. I also think that a minimum of two years teaching experience for the Type 75 is too little at both levels - principal and superintendent. I think the current requirement gives some students the sometimes false impression that all they need is two years to be successful.

Advisory Boards & Partnerships

Institution	Advisory Board	Partnerships
Bradley University	Yes	No
Concordia	Yes	No
Eastern Illinois University	Yes	ROEs and School Districts
Governor's State		
Illinois State University	In Progress	Yes
McKendree University		
North Central		
Northern Illinois University	Yes	Yes
Roosevelt University		
University of St. Francis	Yes – 1x/yr	Yes
St. Xavier	Yes	No
Southern IL University Carbondale	Yes-annually	No
Southern IL University Edwardsville	Yes	No
UI Chicago	Yes	CPS
UI Springfield		
UI Urbana/Champaign	Not this year. Attend ROE superintendent meetings.	Not formal – but work closely with Champaign, Urbana, & Chicago
Western Illinois University	Yes- 2x/year	Yes-

Internship Information
***As reported by chairs/program coordinators**

Institution	Stand Alone Internship	Length	# Credit Hours	Clock Hours	Full-time or Part-time	Clinical experiences in other courses	When is the internship completed?	More than one site required
Bradley University	Yes	1 semester	4	200	PT	Yes- 50 hrs	End of Program	No
Concordia	Yes	<ul style="list-style-type: none"> • 16 weeks during Fall & Spring semesters • 12 weeks during summer • 2 semesters 	3 for each	120 clock hours for each	PT	No	<ul style="list-style-type: none"> • 1st – not until completion of 1st semester of program • 2nd – 21 hours 	Yes
Eastern Illinois University	Yes	6 months	4	200	PT	Yes: 5-10 hours in every course	End of program	Yes – multiple levels & diversity
Governor’s State	Yes	2 semesters	3 per semester	90	FT	No	End of program	No
Illinois State University	Yes	9 months 2 semesters	3 per semester	270- 135/semester	PT	No	Midway and at end	Yes – one semester out of their building. If site is not diverse, shadow at diverse site for one day
Loyola University Chicago	Yes	1 semester	3	100	Part-time	Yes-They are required assignments in the courses which require the students to complete activities in the school districts in which they work.	Final Class	No
McKendree University	Yes	6 months 1 semester	4	240	PT	Yes – 80	Last	No
North Central	Yes	1 term 10-20	3	100	PT	Yes – 10	Before the	No-Most students

		weeks				hours/course = 100 additional	capstone	are full time teachers and must complete their internships at their school. Efforts are being piloted to have students spend time in a school for one of their required field projects on diversity.
Northern Illinois University	Yes	8 months 2 semesters	4	200	PT	Yes- varies by course	4 th & 5 th semester after completing a minimum of 15 hours	Multiple levels of primary and secondary schools; diverse school settings
Roosevelt University	Yes	2 semesters	3/semester	200 – 100/semester	PT	Yes – 15/course	Last 2 semesters	No
St. Francis	Yes	2 semesters	3/internship	300-150/internship	PT	10 hrs/course in 7 courses	Toward end of program	Yes - They shadow principals and/or other administrators at other sites
St. Xavier	Yes	2 6-month 2 semesters	X 2	100	PT	No	Enroll concurrently with courses in Administration (EDUG 535) and Supervision (EDUG 536)	No
Southern IL University Carbondale	Yes	2 semesters	Each 3 credits	180	PT	No	Last class	Yes- a district that is of different racial or SES composition than current district
Southern IL University Edwardsville	Yes	1 semester	3	150	PT	Yes – 20 hours/course	Last course	Yes - Students are required to spend 30 of their 120 hours in a site that serves a different demographic group than their primary site.

UI Chicago Ed.D Program	Yes	9.5 months	8-each semester's internship earns one graduate course credit (4 hrs), is closely supervised with weekly coaching visits, and requires written work as well	40 hrs/week Sept.- mid June	FT – Year 1 In years 2 and 3 of the program, interns obtain full-time administrative positions in which coaching and supervision continue while coursework continues as well	The majority of other coursework is integrated into students' field work. That is, an assumption of nearly all coursework beginning with the internship is that students can use their internships and subsequent professional positions as the data-foundation for the coursework	For our first five years, they took it for the first two semesters. For 2008-09, we will introduce a January admissions semester for all new students so they will have an academic-only semester before the internships begin	No
UI Springfield	Yes	10 months 2 semesters	4	240 hours	PT	Yes – By assessment in each course	Minimum of 20 hrs. and core courses in Finance, Principalship, Law, Supervision, and/or Curriculum	No-many have two sites
UI Urbana/Champaign	Yes	2 semesters	4	160	PT	Yes –Varies by course- clinical experiences are related to course activities/assignments designed to transfer classroom theory to practice	It's a two-year cohort model. Students take the internship in their second year.	No
Western Illinois University	Yes	2 semesters	4	300 minimum	PT	No response	Currently when they have a minimum of 23 semester hours completed including EDL 517, School Law, EDL 560 Supervision of Instruction, and EDL 538, Principalship	Yes - They are required to gain experience in a setting different from their own - urban vs. rural, Elementary vs. High School, Diverse settings vs. non-diverse settings

Institution	Univ. Supervisor	# of Visits	Class Meetings	Communication Tools	Who selects site	Site sup. Compensation	Site sup qualifications	Site sup. training	Communication with
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					supervisors?				site supervisors
Bradley University	FT faculty	2	Yes-monthly reflective	<ul style="list-style-type: none"> • Phone, letter • Email • Blackboard/Web CT • Other 	Student	Stipend	<ul style="list-style-type: none"> • Type 75 • Practicing Administrator • Years of Experience 	No	<ul style="list-style-type: none"> • Email • Site visits
Concordia	FT faculty & adjuncts	3	No	<ul style="list-style-type: none"> • Phone • Letter • Email • Blackboard/Web CT • Other 	Student	None	<ul style="list-style-type: none"> • Type 75 • Practicing Principal • Practicing Administrator 	No	<ul style="list-style-type: none"> • Phone • Letter • Email • Site visits
Eastern Illinois University	FT faculty	1-2	<ul style="list-style-type: none"> • Yes – beginning orientation • By university supervisor 	<ul style="list-style-type: none"> • Phone • Email • Other 	Student	None	<ul style="list-style-type: none"> • Type 75 • Practicing Administrator • Years of Experience 	Yes	<ul style="list-style-type: none"> • Site visits • Letters • Email • Phone
Governor’s State	FT faculty & adjuncts	2	<ul style="list-style-type: none"> • Yes-orientation • Meeting with univ. supervisor 	<ul style="list-style-type: none"> • Phone • Email 	Other	None	<ul style="list-style-type: none"> • Type 75 certification • Practicing administrator 	No	<ul style="list-style-type: none"> • Phone • Email • Site visits
Illinois State University	Other – continuously employed part-time faculty member	2-3	<ul style="list-style-type: none"> • Yes – start and in middle • Orientation, reflective seminars, meeting with univ. sup. 	<ul style="list-style-type: none"> • Phone • Email • Blackboard/WebCT 	<ul style="list-style-type: none"> • Student • Other: combination of student and supervisor advice 	Tuition Waiver	<ul style="list-style-type: none"> • Type 75 certification • Practicing principal • Practicing administrator 	Yes – provide mentor’s manual and univ. sup. reviews with admin.	<ul style="list-style-type: none"> • Phone • Email • Site visits
Loyola University Chicago	FT Faculty Adjunct	2	<ul style="list-style-type: none"> • 1-Orientation • 4-Reflective seminars • 2 – univ. sup. 	<ul style="list-style-type: none"> • Phone • Email 	Student	No	<ul style="list-style-type: none"> • Practicing Admin • 3 yrs. Exp. 	No	<ul style="list-style-type: none"> • Site visits
McKendree University	FT Faculty & Adjuncts teaching other courses	3	<ul style="list-style-type: none"> • Yes • Orientation-1 • Reflective seminars-3 • Mtg. with university supervisor-3 	<ul style="list-style-type: none"> • Phone • Letter • Email 	Student	None	<ul style="list-style-type: none"> • Type 75 Certification • Practicing principal • Yrs. experience 	No	<ul style="list-style-type: none"> • Phone • Letter • Email • Site visits
North Central	Adjuncts who teach other	None	<ul style="list-style-type: none"> • 4 seminars – orientation, reflective, mtg. with 	<ul style="list-style-type: none"> • Phone • Letter • Email • Blackboard/WebCT 	Application	Stipend	<ul style="list-style-type: none"> • Type 75 certification • Years of admin. Experience` 	Yes –This person is a member of the faculty	<ul style="list-style-type: none"> • Phone • Letter • Email • Site visits

	courses		univ. sup., others					and meets with leadership faculty monthly to discuss issues related to the program.	
Northern Illinois University	<ul style="list-style-type: none"> • FT Faculty • Adjuncts only supervise internship 	2	Yes – prior as a mandatory meeting	<ul style="list-style-type: none"> • Phone • Letter • Email • Blackboard/WebCT • Other – in person 	<ul style="list-style-type: none"> • Application • Student selects • Graduates of program (some) • Faculty contacts 	None	<ul style="list-style-type: none"> • Type 75 certification • Practicing administrator 	No	<ul style="list-style-type: none"> • Letter • Site visits
Roosevelt University	<ul style="list-style-type: none"> • FT Faculty • Adjuncts only supervise internship 	2-3	<ul style="list-style-type: none"> • Yes-6 • Orientation • Reflective seminars • Mtg with univ. sup. 	<ul style="list-style-type: none"> • Phone • Email • Other: in class and through Taskstream 	Student	Tuition waiver	<ul style="list-style-type: none"> • Type 75 certification • Practicing administrator 	Orientation from the university site supervisor, handbook and manual	<ul style="list-style-type: none"> • Phone • Letter • Email • Site visits
St. Francis	<ul style="list-style-type: none"> • FT faculty • Adjunct who teach other courses • Adjunct only supervises internships 	At least once and more often if needed	Yes-orientation, reflective seminars, mtg. with univ. sup <ul style="list-style-type: none"> • 3 seminars • 2 individual conferences 	<ul style="list-style-type: none"> • Phone • Email • Other: individual meetings 	<ul style="list-style-type: none"> • Student selects • Other: sometimes arranged by univ. sup. 	None	<ul style="list-style-type: none"> • Type 75 certification • Practicing principal • Practicing administrator 	No	<ul style="list-style-type: none"> • Phone • Site visits
St. Xavier	Full time faculty who teach other courses	1	No	Blackboard/Web CT	Student Selects	None	Type 75 certification	No	<ul style="list-style-type: none"> • Phone • Letter
Southern IL University Carbondale	Full time faculty who teachers other courses	1 per semester	Yes-once per semester <ul style="list-style-type: none"> • Orientation • Reflective seminars • Mtgs. With sup. 	<ul style="list-style-type: none"> • Phone • Email 	Student Selects	None	<ul style="list-style-type: none"> • Type 75 certification • Practicing principal • Practicing administrator 	No	Site visits
Southern IL University Edwardsville	<ul style="list-style-type: none"> • Full-time faculty who teach other courses • Adjunct faculty who teach other courses 	1	Yes: 3-4 times <ul style="list-style-type: none"> • Orientation • Reflective seminars • Mtg. with univ. sup. • Assessment, certification presentations 	<ul style="list-style-type: none"> • Phone • Letter • Email 	Student selects	Tuition waiver	Practicing administrator	No – receive a handbook	<ul style="list-style-type: none"> • Phone • Letter • Email • Site visits

<p>UI Chicago Ed. D. Program</p>	<p>Full-time and adjunct faculty only supervise internships</p>	<p>3/month for 9.5 months of 1st year</p>	<p>Yes • reflective seminars • Coursework on Friday night</p>	<p>• Phone • Email • Face to face: visits</p>	<p>• Application • Recruited from ranks of high-performing and experienced principals; CPS supplies one such list, and we seek out other site principals as well</p>	<p>Stipend</p>	<p>• Type 75 certification • Practicing principal • 3 Years of administrative experience</p>	<p>Yes - CPS provides initial training in a blended coaching model, and we continue training through weekly one-on-one meetings and monthly group meetings with coaches</p>	<p>• Site visits • Email • Phone</p>
<p>UI Springfield</p>	<p>Full-time faculty teach other courses</p>	<p>2</p>	<p>Yes -2 • Orientation • Mtg. w/supervisor</p>	<p>• Phone • Email • Blackboard/Web CT</p>	<p>• Student selects • Program approved supervisors</p>	<p>None Certificate</p>	<p>• Type 75 Certification • Practicing Principal</p>	<p>No</p>	<p>• Phone • Site visits</p>
<p>UI Urbana/ Champaign</p>	<p>Full-time faculty teach other courses</p>	<p>Minimum of 3 times over 2 semesters</p>	<p>Yes – 4/semester • Orientation • Reflective seminars • Mtg. w/ univ. sup.</p>	<p>• Phone • Letter • Email</p>	<p>• Student selects • Student initially selects, our faculty supervisors have final approval</p>	<p>Tuition Waiver</p>	<p>• Type 75 Certification • Practicing principal</p>	<p>No – do meet with them to discuss expectations in detail</p>	<p>• Email • Phone • Letter • Site visits</p>
<p>Western Illinois University</p>	<p>• Full-time faculty teach other courses • Adjunct teach other courses • Adjunct only supervise internships</p>	<p>Minimum of twice</p>	<p>Yes – 5 over two semesters • Reflective seminars • Faculty develop seminars for students around different topics such as resume writing/apply ing for principal positions, technology, beginning principals to talk to students about the</p>	<p>• Phone • Email • Blackboard/WebCT</p>	<p>Student selects - in that most do the majority of their internship in their district. We do require them to gain experience in another district</p>	<p>None</p>	<p>• Type 75 certification • Practicing administrator</p>	<p>Yes - We have developed a handbook for site supervisors, plus the university supervisors go over roles and responsibilities with the site supervisor.</p>	<p>• Phone • Email • Site visits</p>

			transition and how well prepared they were, etc						
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Internship Assessment

Institution	Grade or P/F	Types of Assessments	Who evaluates?	Any self-evaluation instruments	Do you evaluate knowledge, skills, dispositions?	Requirements
Bradley University	Grade	<ul style="list-style-type: none"> • Reflective papers • Activity write-ups • Project write-ups • Logs • Design of projects 	University Supervisor & Site Supervisor	Yes	K,S,D	<p>The internship (ELH 686) is considered the culminating course in the Bradley EDA program. Students complete 250 clinical hours (50 of which are completed prior to enrolling in ELH 686) during the internship. A combination of an individualized proposal, accomplishment of goals for each of two projects, satisfactory completion of assigned activities, reflective papers and active participation in seminar activities are used to assess learning. Each assessment features a different type of performance. There are three major components to the internship experience.</p> <ul style="list-style-type: none"> • Students are required to complete assigned activities aligned with each of the six ELCC standards. The activities are designed to provide students with experiences in real world settings under the guidance of their mentor. • The second component of the internship is individualized and requires students to demonstrate leadership in the accomplishment of two projects. • The third component of the internship experience is the development of problem solving expertise which is addressed during the four on-campus seminars.
Concordia	Grade	<ul style="list-style-type: none"> • Portfolio • Reflective papers • Logs 	University supervisor & site supervisor	Yes	D	No information provided
Eastern Illinois University	Grade	<ul style="list-style-type: none"> • Project write-ups/reflections • Activity write-ups/reflections • Logs 	University Supervisor & Site Supervisor	Yes – standards	K,S,D	<p>EDA 5890 is considered the culminating course in the program. Students complete clinical experiences in all their courses prior to the internship. The internship consists of 6 major projects (equity audit, teacher observation, culminating action research school improvement project, discipline, special education, shadowing – different level and diversity), 21 activities (aligned to standards), and 200 hours. See: http://www.eiu.edu/~edadmin/practicum.html</p>
Governor’s State	Grade	<ul style="list-style-type: none"> • Portfolio • Project write-ups • Logs 	University Supervisor & Site Supervisor	Yes-program evaluation	K,S,D	No information provided

Illinois State University	Grade	<ul style="list-style-type: none"> • Portfolio • Reflective papers • Activity write-ups • Logs • Other: mentor completes assessment 	University Supervisor & Site Supervisor	Yes – standards before each practicum	K,S,D	See http://www.coe.ilstu.edu/eafdept/standards/498598booklet.pdf
Loyola University Chicago	Grade	<ul style="list-style-type: none"> • Reflective papers • Activity write-ups • Project write-ups • Logs 	Univ. Sup & Site Sup	No	K, S, D	<ul style="list-style-type: none"> • Completion of Demographic Form (linked to NCATE Certification) • Completion of 100 hours of administrative activities as described in handbook/syllabus.* • Attendance at 4 monthly meetings held on campus. • Completion of weekly time and activity logs • Communication with university supervisor in the form of weekly on-line journal. <p>*Choice project</p> <ul style="list-style-type: none"> • 1 major activity • 2 minor activities <p>in each of the four (4) areas from the Practicum Activities list</p> <ul style="list-style-type: none"> • Instructional Leadership • Development/Supervision of Curriculum • Organization/Coordination of Academic Programs • Leadership/School Management <p>For a total of twelve (12) activities</p> <p>Required project</p> <ul style="list-style-type: none"> • Type 75/Masters Candidates – <ul style="list-style-type: none"> ○ Spring semester -Develop a model for closing the school year (checking out teachers, etc.); ○ Fall semester – Participate in opening the school year. <p>Reflective analysis – Paper in which the student describes, analyzes and synthesizes the Practicum experience, reflecting on his/her learning, personal and professional outcomes and benefits, and understandings of the application of leadership theories. The candidate should also reflect upon learning related to each of the six school leader and/or school principal ISLLC standards for Type 75 candidates.</p>
McKendree University	Grade	<ul style="list-style-type: none"> • Portfolio • Reflective papers • Logs 	University Supervisor & Site Supervisor	Yes-reflections	K,S,D	No response
North Central	Grade	<ul style="list-style-type: none"> • Portfolio • Exam • Reflective papers • Activity write-ups • Project write-ups • Logs 	<ul style="list-style-type: none"> • Each course instructor/profess or assessed the student • The capstone instructor assesses the final portfolio however; this has been assessed in each course as the 	No response	K,S,D	Three projects (from different standards) of impact to the school are required; 25-30 hours per project and a field supervisor—principal, assist principal, or chair; 25 hours of shadowing to include authentic administrative tasks; maintain a log of hours and field work; 4 seminars; provide a written reflective summary of each of the projects and artifacts illustrated by the project accomplishments; provide evidence of impact on student achievement ; interact with field mentor and provide final project response from this person.

			student progresses through the program using the leadership standards aligned to the course.			
Northern Illinois University	Pass/Fail	<ul style="list-style-type: none"> • Portfolio • Reflective papers • Activity write-ups • Logs 	Site supervisor mentors student and verifies that projects and activities as approved in the internship application are completed. University supervisor mentors, reviews, provides feedback and assigns final grade based on final portfolio review	No	K-reflections S-supervisors D-supervisors	Students write reflection papers on their impressions and observations of leadership. They are required to participate in activities that exemplify the ELCC/state standards and provide artifacts of these activities. They also write reflective papers describing how these activities exemplify the standards and what they learned from the experiences. Finally, all students are required to conduct at least one major project in which they use data to drive school decision-making on professional development, curriculum, instruction, discipline, or some other aspect of schooling.
Roosevelt University	Grade	<ul style="list-style-type: none"> • Portfolio • Reflective papers • Activity write-ups • Project write-ups • Logs 	Site supervisor completes a checklist and university supervisor grades the student	Yes	K-artifacts and reflections S- above plus site supervisor ratings D-above plus site supervisor ratings	Students enter into contract with the site supervisor and university supervisor based on the ELCC standards to decide their internship activities. They identify objectives, activities, and artifacts based on the standards – artifacts are uploaded into the digital portfolio. They write about the experiences, reflect on their process and decision-making, and share reflections and dialogue with colleagues
St. Francis	Grade	<ul style="list-style-type: none"> • Portfolio • Reflective papers • Project write-ups • Logs • Evaluations based on demonstrated competency in 6 standards 	University supervisor & site supervisor	Yes- Candidates evaluate their demonstrated competency in the 6 standards in a short essay. Their self evaluations are included in the assessment by the university supervisor	K,S,D	<p><u>Guidelines for Internship:</u></p> <ol style="list-style-type: none"> 1. Candidates will earn 3 semester credit hours in the Internship. The candidate will be required to participate in three seminars. The focus of the seminars will be or candidates to discuss and share their internship experiences with a group of “critical friends” (ELCC 7.6a) 2. The candidate must complete at least 70 hours of a major administrative project and the remaining hours of minor administrative projects for a total of 150 clinical hours. The projects must be completed by the end of the 15-week semester. However, some of the projects may be completed prior to the start of the 15-week semester with the permission of the university supervisor and the cooperating administrator. 3. The candidate will secure the approval of the building administrator (or designee with a Type 75 Certificate acting in an administrative role) to serve as the cooperating administrator and discuss the selection of projects for approval. Candidates are required to complete administrative projects at more than one level of schooling: elementary, middle, and secondary (ELCC 7.4a). 4. The candidate chooses administrative projects that are designed to accommodate their individual needs. These are to be discussed with the cooperating administrator and the

						<p>university supervisor (ELCC 7.3b).</p> <p>5. As one of the minor projects, the candidate will be required to spend at least one day shadowing a building administrator (or designee with a Type 75 certificate acting in an administrative role). The candidate will document all observations in a log and write a reflection.</p>
St. Xavier	Grade	<ul style="list-style-type: none"> • Portfolio • Reflective papers • Project write-ups • Logs 	University supervisor & site supervisor	No	K-portfolio D-supervisors	Not provided
Southern IL University Carbondale	Grade	<ul style="list-style-type: none"> • Portfolio • Reflective papers • Activity write-ups • Project write-ups • Logs 	University supervisor & site supervisor	Yes - Open-ended responses for student to evaluate on strengths/weaknesses of experience	K-questionnaire of supervisor and student	<ul style="list-style-type: none"> • Semester Project • Activity Logs • Significant Incident Reports • Reflections
Southern IL University Edwardsville	Grade	<ul style="list-style-type: none"> • Portfolio • Exam • Reflective papers • Logs 	University supervisor & site supervisor	No	K,S,D – through portfolio, univ. sup, and site sup.	Not provided
UI Chicago Ed.D.	Grade	<ul style="list-style-type: none"> • Reflective papers • Students have to produce multiple drafts of strategic plans, district-mandated self-assessments for those seeking CPS principalship eligibility, and multiple power-point presentations that are evaluated by peers, and by faculty teams, including university supervisors 	<ul style="list-style-type: none"> • University supervisor • Site supervisor • Also evaluated by academic faculty in consultation with university supervisors 	Yes	<p>K,S,D</p> <ul style="list-style-type: none"> • All of these are evaluated through coursework as well as through direct observation in intensive, site-based coaching visits • Each course in three years of coursework has its evaluation points; together they contribute to an exit portfolio that is again evaluated with a detailed rubric that is CPS standards-based • As part of our instrumentation, we have 29 measures of knowledge, skills, and dispositions that are used to assess our candidates 	Not provided

<p>UI Springfield</p>	<p>Grade</p>	<ul style="list-style-type: none"> • Portfolio • Reflective papers • Project write-ups • Logs 	<p>University supervisor & site supervisor</p>	<p>Yes - a self assessment is given at the beginning of the program, during clinicals, and at the end of the program</p>	<p>K,S,D Common assessments in each course and by linking clinical activities to standards in all three areas</p>	<p>Not provided</p>
<p>UI Urbana/Champaign</p>	<p>Pass/Fail</p>	<ul style="list-style-type: none"> • Portfolio • Reflective papers • Activity write-ups • Project write-ups • Logs 	<p>University supervisor & site supervisor</p>	<p>No</p>	<ul style="list-style-type: none"> • K- Field journal entries and one-on-one conferences on site and in the classroom • S- Discussions with site supervisors, observations, quizzes and journal entries • D- Observation and discussions with interns and site supervisors 	<p>The major focus of the course work is the preparation of a candidate portfolio that accurately records the year-long clinical experience. The portfolio is comprised of an Admin Activities Log that documents the intern’s activities, a Field Journal that records and reflects upon selected experiences, and a Site Project Report that documents a major project undertaken at the educational site. The portfolio also contains documents and artifacts that authenticate and support the journal and the project report. Preparation for meaningful admin activities and effective journal writing are the focal points of course activity during the first semester. The site project is undertaken during the second semester. Additionally, all interns meet as a group eight times during the year. The purpose of these meeting is to review the specific requirements of the internship and discuss pertinent fundamentals of district leadership and the day-to-day practice of district administration. These class meetings also provide interns with opportunities to share and critique their on-site experiences.</p>
<p>Western Illinois University</p>	<p>Grade</p>	<ul style="list-style-type: none"> • Portfolio • Reflective papers • Activity write-ups • Activity write-ups • Logs 	<p>University supervisor</p>	<p>Yes- The student and the site supervisor both independently complete an assessment of the intern</p>	<ul style="list-style-type: none"> • K- Built into our assessment program - we use tests, projects, etc • S-Built into our assessment program – mostly revolves around projects that students complete for classes • D - For each class, instructors are to report on students who do not demonstrate the required dispositions and the students are discussed at graduate committee meetings. If the problem persists, a meeting is set up by the chair 	<p>The internship is designed as a practical capstone experience to allow the student to demonstrate the wide range of skills appropriate for a superintendent. Each intern should be assigned the responsibilities consistent with that of a superintendent. The tasks should be central and important rather than peripheral and menial.</p> <p><u>THE PROCESS:</u></p> <ul style="list-style-type: none"> • Student writes tentative proposal utilizing the outcomes specific to EDL 655. (Prior to official proposal approval, 25 hours may be accumulated) • University supervisor confers with the local supervisor to examine the proposal- checking for validity and alignment to the goals/outcomes. • University supervisor approves the proposal and directs the student to proceed • Student keeps a “log” of activities that includes the number of hours involved in each activity and submits a copy of the “log” to the university supervisor on a quarterly basis or after approximately 75 hours of activity. • Student provides the university supervisor with a quarterly (or after 75 hours) “reflection paper” outlining the student’s reactions to activities and alignment of activities to the outcomes. (Reflection is a key element of this process – honest personal reflection represents a significant part of the experience.) • Student writes a final “reflection paper” utilizing the logs and

					<p>and/or the students advisor to address the problem</p>	<p>previous reflection papers to demonstrate how each goal was specifically met.</p> <ul style="list-style-type: none"> • At the conclusion of the internship a portfolio will be submitted as an exhibit and evidence of the student’s accomplishments. This report contains the proposal, all progress reports and reflections and artifacts that are directly related to the outcomes from the syllabus. One type of artifact may address several outcomes. • Complete the attached Intern Self Assessment form. • University supervisor arranges a final meeting with the local supervisor to examine the final paper to determine whether all goals have been met. • University supervisor, local supervisor, and student sign the final course evaluation form • University supervisor, in consultation with the local supervisor, assigns for the internship.
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