

# Illinois State Board of Education/Illinois Board of Higher Education

## *School Leader Task Force Discussion Points*

### Overview:

As the Illinois School Leader Task Force works to develop a statewide action agenda, members of the task force were asked at the November 27<sup>th</sup> meeting to develop position papers relevant to the views of the representative organizations and agencies. This paper, rather than stating a definitive agency-supported position, lays out guiding principles and discussion points that the ISBE and IBHE wish to pursue as the work of the task force progresses.

### Primary Issues: Quality.....Capacity.....Resources

#### Guiding Principles in Developing an Action Agenda

- Set the bar high for *Quality*
- Action agenda must be *Systemic*

#### Overarching Questions

1. What is in the *best interest of our students*?
2. What are we *willing* to do?
3. What *can* we do?

#### Discussion Points

1. Review and Revise **Certification** (the whole structure—teacher and administration)—certification drives change
  - ISBE will be conducting a survey on the different leadership positions now addressed under the auspices of a Type 75 certificate.
    - How might endorsements be designed/modified to more effectively develop individuals who wish to become principals or other school leaders?
    - Can a single certificate/license with varying endorsements address the leadership needs of Illinois schools?
    - Do institutions of higher education (IHE) have the capacity to modify current education administration programs to address differentiated endorsements?
    - What are the requirements to earn a principal certificate?
2. Review and Revise School Leader **Standards**—look closer at ISLLC
  - How can we develop school leader standards that focus on teaching and learning and are based on desired outcomes?
  - How do we incorporate revised standards into preparation programs to develop highly effective principals?
  - How do we accurately assess the skills, knowledge, dispositions and effectiveness of principal candidates and practicing principals (new state test, more consistent multiple assessments)?
3. Revise state **Program Approval and Review** to be more Effective
  - State agencies are bound by existing statutes.
    - What changes are needed to provide more stringent review of preparation programs?

- How might ISBE and IBHE work more closely together administrate high quality program approval and review?
  - Approval of redesigned programs
    - Should preparation programs be required to resubmit programs for approval under new standards? If so, what will this look like?
    - Who will review programs (Cert. Board, external consultant, other)?
    - Should we limit the number of programs that operate in Illinois (400 principals needed—4000 produced)?
    - Should we limit the number of individuals entering programs?
4. **Internship**—an essential component
- How can we focus our resources to support high quality internships across the state (quality vs. quantity)? What protocol should be used to determine allocation of funds?
  - How do we enlist the most effective districts to work with interns?
  - Should internships be one full year? Six months? Full time?
5. **Data Collection**
- How can the State effectively track success of graduates?
  - How should this information be used?
6. **Meeting the needs of schools** through collaboration
- How will/should collaboration affect various components of the preparation (i.e. admissions, clinicals, faculty)?
  - Are there programs, other than education administration, that might better serve the needs of districts (interdisciplinary, teacher leadership, other leadership programs)?
7. **Data Presentations at SLTF**
- Effective use in guiding the task force discussion
    - What data pieces are valuable and pertinent in guiding substantive discussion?
    - Is additional information needed? If so, what?