

Illinois School Leader Task Force
January 22, 2008
Illinois Principals' Association Building
Springfield, Illinois
Minutes

Task Force members present: Steve Tozer, University of Illinois at Chicago; Jo Anderson, Illinois Education Association; Sue Carrescia, representing Judith Hackett, Illinois Alliance of Administrators of Special Education; Judy Erwin, Illinois Board of Higher Education; Jessica Handy, Senate education staff representing Senator Diana Demuzio; Alicia Haller, Chicago Public Schools; Brad Hutchison, Olympia CUSD #16; Diane Jackman, Eastern Illinois University; Michael Johnson, Illinois Association of School Boards; Marc Kiehna, Monroe and Randolph Counties; Jason Leahy, Illinois Principals' Association; Carlene Lutz, Illinois Federation of Teachers; Debbie Meisner-Bertauski, Illinois Board of Higher Education; Peggy Mueller, The Chicago Community Trust; Patrick Murphy, Illinois State Board of Education; Toni Porter, Illinois Network of Child Care Resource & Referral; David Prasse, Loyola University Chicago; Diane Rutledge, Large Unit School Districts; Linda Tomlinson, Illinois State Board of Education; Rich Volz, Illinois Association of School Administrators

Task Force members on conference call: Linda Shay, CPS Office of Principal Preparation and Development; Faye Terrell-Perkins, Chicago Principal and Administrators Association; Gail Ward, CPS Office of Principal Preparation and Development

Task Force members not present: Brent Clark, Illinois Association of School Administrators; Deborah Curtis, ISU College of Education; Deanna Demuzio, State Senator; April Ervin, New Leaders for New Schools Chicago; Ed Geppert, Illinois Federation of Teachers; Judith Hackett, Northwest Suburban Special Education Organization; Janet Knupp, The Chicago Public Education Fund; Jeff Mays, Illinois Business Roundtable; John Murphy, Illinois Council of Professors and Education Administration; Kristin Richards, Office of the Governor, and Michael Smith, House of Representatives

Guest present: Jan Costello, Frontline Pubic Strategies

Staff members present: Lisa Hood, Illinois State University; Erika Hunt, Illinois State University; Michele Seelbach, Illinois Board of Higher Education; and Dennis Williams, Illinois State Board of Education

Staff member not present: Norm Durflinger, Illinois State University and Tony Marotta, Illinois State University

10:05 a.m. - 10:20 a.m. Introductions and Welcome

- Steve Tozer called the meeting to order
 - Welcomed the participants and introduced our guest and representatives of Task Force members

- Reinforced the importance of the SLTF draft action plan steps being significant enough to leverage change in leadership preparation in Illinois and yield support from the legislature
- Discussed the possibility of a follow-up meeting to complete the Task Force charge
- Provided a timeline of February 7, 2008 to bring closure to our Task Force work with completed action plan forwarded to the state legislators by February 15, 2008

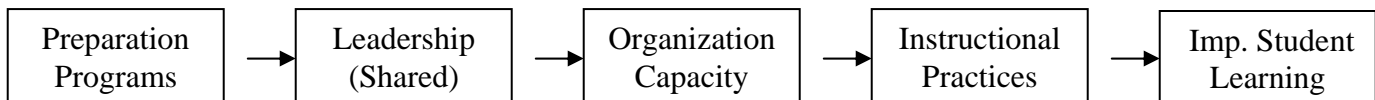
10:20 a.m. - 11:00 a.m. New Information

- Dennis Williams provided an overview of the Educational Leadership Assessment in Illinois
 - Assessment was first administered in July of 2004
 - Assessment is aligned to the Illinois Content-Area Standards for Educators as well as NCATE Advanced Leadership Guidelines
 - Assessment consists of 125 questions measuring 4 areas: understanding the learning environment and facilitating a vision of learning; communication, collaboration, and creating a positive school culture; human development, curriculum planning and assessment; and resource management and school governance.
 - Scores range from 100-300 with a passing score of 240 or higher
 - Aggregate examinee performance for June 2006 to June 2007 indicated that 94% of examinees passed the assessment upon their first attempt.
 - Recommended that a review of the state and national standards be performed if a change was recommended in the assessment system for Illinois. This review would need to be completed by, a committee of principals, teachers and education faculty. If the standards are revised, then these new standards would guide the new test framework.
 - Research and development of a new assessment for Illinois would take a minimum of 18 months.

- Steve Tozer provided an overview of the UIC Ed.D. Program on Urban Education Leadership
 - Doctoral program is designed for cohorts of students who want to transform low-performing urban schools into effective learning environments
 - Features of the doctoral program include: commitment to transformation of K-12 schools along with higher education; a highly selective admissions process; a 3-strand doctoral program structure; an academically rigorous program; coursework designed and taught by academic faculty along with transformative principals and system level instructional officers; 3 years of site based coaching and mentoring; regular assessments of candidate performance; and thesis research based on real school leadership problems.
 - UIC developed a theory of change for improving student learning which is based on the principal being the most effective leader of school change by

developing strong trusting relationships; inspiring a culture of high aspirations and expectations; involving key individuals in leadership roles, creating conditions that are sustainable for common action, and building professional communities to facilitate student and adult learning.

- UIC developed a database for collecting and analyzing student achievement data for all schools in which their graduate principals work. This database includes student achievement metrics, student outcomes, academic progress, student connection, school characteristics, and state assessment measures.
- Please refer to the attached program description for further descriptions the integration of coursework, fieldwork and the network as well as course requirements, student rubric, and examples of charts depicting data collection.
- Following the presentation, Judy Erwin suggested that what is being done at UIC should be done statewide. She complimented UIC for having transparent, integrated and meaningful data and their emphasis on improving student achievement. She indicated that there is not currently good data available in the state for post secondary enrollment.
- Sue Carrescia stated that this is the first year that transition data is being collected a year in advance on special education students. But, it is only being collected in a few selected districts.
- Jo Anderson questioned whether the state could provide an identifier for principals in state data collection system. Linda Tomlinson indicated that would be helpful and a good suggestion. This would allow data aggregation by principal on multiple factors of school performance, and allow preparation programs to track the performance of their graduates.
- Jason Leahy inquired as to the level of competencies principals have upon graduating from the UIC Ed.D. program. Steve Tozer shared the 10 indicators for school capacity for student learning, the CPS school principal competencies, and the rubric used for evidence of competencies with their students. Steve Tozer further indicated that the student achievement in the schools served by their graduates is a further indicator of their success.
- Steve Tozer continued the discussion by stating that the SLTF draft takes us into a new order of policy and practice for the state of Illinois. The SLTF is in the position to set a higher bar than currently exists and set up assessments to monitor student progress and student achievement. Steve then framed a logic model for the members to consider as the SLTF draft was discussed. The logic model for improving student learning consisted of the following components:



- Before breaking for lunch, Lisa Hood shared information from a document she had e-mailed SLTF members earlier in the week, titled, *State Initiatives to Improve Educational Leader Preparation Programs*. She indicated that Iowa,

Louisiana, New York, Alabama, and Georgia have recently made changes in their educational administration program approval requirements. Some of the changes included aligning programs and assessments to state and national standards, collaboration with local districts, job-embedded experiences, and re-design of assessments and principal preparation programs. Connecticut has recently made changes in their licensure examination, and North Carolina and Mississippi have developed fellowship/sabbatical programs to support teachers as they work toward completing the requirements for principal certification. Please reference document for further information.

12:00 p.m. - 12:30 p.m. Lunch

12:30 p.m. - 3:00 p.m. Discussion of the Draft

- Steve Tozer opened the discussion by reviewing the logic model for improving student learning. He suggested as the recommendations in the SLTF draft were reviewed, that the members question if the recommendations are the right levers for change and to determine which ones were the most promising.
- Judy Erwin thanked all of the SLTF members for the diligent work that has been put forth in the last 4 months and reinforced how important the work is for Illinois. She stated that the legislators are busy though February 13th and to consider scheduling an additional SLTF meeting if needed. She suggested that the members do not need to flush out every detail as to how each recommendation will be accomplished, but should provide a skeleton of the recommendations. However, she did suggest that timelines be included in the recommendations. She further suggested that focus be put on areas the state has control over.
- Linda Tomlinson reinforced the need to have reasonable timelines that will push movement and change forward.
- Erika Hunt stated that SAELP is in the first year of three year funding and that their Wallace funds can continue to be used to subsidize the work of the SLTF.
- Diane Jackman recommended getting feedback from colleagues on the draft recommendations.
- Michael Johnson suggested that the needs of small schools and small districts be kept in mind regarding their ability to make change.
- Peggy Mueller inquired about a budget for the recommendations.
- Judy Erwin stated that details and implementation of the recommendations will get costed out. Costs will be different across the state and that there should be shared responsibility for costs across districts, higher education/preparation programs, and the state. She further stated that the state has the leverage to change the certification process and to back up from there.
- Jason Leahy suggested that the SLTF members should order and prioritize the draft recommendations.
- Steve Tozer then presented the draft recommendations in order for the SLTF members to indicate agreement, changes, or recommendations. Following is a summary of the discussion:
 - I A. Indicate in the explanation the percentage of students in the state that are impacted by the hiring of 400 principals.

- I B. Remove the word, *significantly*, from line 3 under B. May potentially want to add Illinois standards to compliment ISLLC standards in the explanation.
- I C. Insert, *in partnership with the Board of Higher Education*, in line 1 of C in place of the word *and*. Consensus was reached on numbers 1 and 2 in the explanation. There was some discussion on whether or not to open this up to alternative providers. Consensus was not reached. Some said only if the alternative providers were held under the same standards as higher education programs. Consensus was not reached on # 3 in the explanation and will require further discussion in regards to a full-time internship requirement and the effects on small, rural school districts. A suggestion was made to define the number of years that data collection should be maintained for #4 in the explanation.
- II A. Consensus was reached on II A.
- II B. Remove the word *rigorous* from line 2 of II B. Remainder of section will be revised once consensus is reached on the internship/residency issue.
- II C. Add *ed* to the word implement in line 2.
- Remove II D from draft.
- Steve Tozer requested written feedback pertaining to the draft recommendations in section III of the draft recommendations.
- Another draft of the recommendations will be circulated that reflects this discussion prior to the January 30th meeting.

3:00 p.m. – 3:30

Overall Strategy – From a Consensus Document to a State Strategy

- Jan Costelo from Frontline Publication Strategies provided an overview of communication strategies to inform a large audience of the work and recommendations of the SLTF. Some of her strategies included developing key messages around the importance of school leadership in improving student achievement, utilizing editorial boards, submitting op-ed pieces to newspapers, developing communication packets for legislators, holding a conference in the blue room at the state house, and developing talking points for presentations.
- Steve Tozer consulted the SLTF members regarding the need for an additional meeting. It was the consensus of the group to meet from 9:30 a.m. – 1:00 p.m. at the Founder’s Suite in the Bone Student Center at ISU in Normal, Illinois. Steve Tozer adjourned the meeting at 3:30 p.m.