

| | Issues | Ideas |
|-------------------------------------|---|---|
| Private or Parochial Schools | <p>Public Dollars Vs. Private Schools</p> <p>Charter schools operate on a different system What about the students who want to be principals in parochial/private schools where principal endorsement is required?</p> | <p>General Admin?</p> |
| Candidate Selection | <p>Selection Criteria are critical & necessary but local contact is an important factor</p> <p>CPS has its own set of criteria that can be overwhelming for the student.</p> <p>Concerns about the gatekeeper function</p> <p>Limited resources will force us to be selective</p> <p>How do we measure individual ability to be successful?</p> <p>What makes a good leader? How do we make sure this is incorporated from admission standards to program outcomes?</p> <p>Where do dispositions fit in to programs of selection of candidates?</p> <p>Candidate selection may be more of a political issue in the future if good partnerships are not established.</p> <p>"Indicators of Excellence" who decides whom is a good mentor for principal residents?</p> <p>Admission standards</p> <p>How do you assess competency?</p> <p>The ethics of limiting access of teachers to principalship programs</p> | <p>It would be helpful to share all the models of internships</p> <p>All admissions to a program must have a standard (4 yr) certificate before admission to the program There should be "common" program assessments for every program across the state</p> <p>Can we limit choice?</p> <p>Consider tiered system for principals</p> |
| Alternative Endorsement | <p>Alternative endorsements</p> | |

Program Development

Need to see models of learning (after a principal preparation program)

Is the preparation of suburban principals the same as urban?

How does NCATCL interface w/this new model?

How do principal standards development fit w/existing standards?

Fragmented policies & legislation

What are the standards? Who is on the review team? Who will make decisions as to who will be approved?

Let's not create the "elite principal" or elite program - or preselect the good candidates

We don't train people - we grow people

Pragmatic concerns about making sure there is a governing agency that insists on consistency.

How do we know if any of these ideas will impact student learning?

How do we reinterject the concept of "touch" and "care" into educator prep?

People "shop around" for an easier program for admin cert.

On-line courses - should degrees be done exclusively on-line? How does this affect internships?

Let the school districts decide who has a good program, they'll hire the best ones

We live in a market-driven society. The school district constitutes a market.

Don't discount the importance of managerial prep in conjunction with instructional leadership.

Don't try to pattern all programs on UIC. The best of us are doing a good job. .

All standards must apply to all programs (hi ed/alt cert/for profit)

Need to get all university faculty to "buy in" to a focus on P-12 student learning within their program.

Move beyond anecdotal comments influencing our decisions. Decisions need to be based on real data.

**Type 75 Vs. Admin
Roles vs.
Endorsements**

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| Example state's revisions? | Examples of exemplary revisions to principal prep program, i.e., partnerships, strong state support, etc. |
| Finding out what we don't know about our prep programs | The purpose of pre- and post-visits |
| Prep programs must be based on data! | Create a program that can generate valuable student-centered data. |
| Program development | Continue the joint work of ISBE & IHBE! Joint program development! |
| How do you assure quality? | "Common" core curriculum across the state in every program |
| How do you assure quality? | Clearly define what principal competencies are! |
| Development of program evaluations to meet state standards- yearly & 5 year plans. | Establish and Share rubric |
| What roles to culture and climate play in leadership development programs? | |
| Paths to administrative Type 75 certification (district require Type 75s for many non-principal jobs) | |
| School leaders other than the principal may still benefit from principal training & development | |
| All who finished Type 75 don't end up in Admin roles - what does the data say? | |
| Can the teacher leader endorsement be a piece of the Type 75 principal endorsement? | |
| How will school districts treat the teacher leader endorsement? | |
| What is the intent of Type 75? Is it too broad? (A.P., dept chair, etc.) | Must have clear standards that all institutions must adhere to. Maintain quality. |
| So many administrative positions require principalship preparation, e.g., dept. chairs, athletic directors, curriculum directors. | Don't limit the number of principal candidates. Many principals were dept. chairs, AD's, etc. Do more accurate interpretation of data before jumping to the conclusion that we have too many principal candidates |

Need a parallel path for career teachers so they have options besides EDA & Counseling.

What about the teacher leadership endorsement - how can they connect with principals...moving schools forward?

Re-certify the exam to correspond to the state standards/ELCC standards in order to get feedback on our programs

The state certification test/exam

Recognize that k-12 teachers was access* to a master's program and continue to provide it. (*Leadership programs have great access for k-12 teachers)

Principal certification is "post" masters...beyond the master's degree. (clearly defined by state rules & regs)

Should passing type 75 Test be the measure of program?

Where will funding be addressed as another requisite of this systemic change?

With 2400 intern/candidates how can the state finance it? How can the districts afford the time and expense? How can universities find placement? Huge investment and commitment Financial issues - cost for EDA programs & the change to other graduate program - no money is available in current budgets to do this at the institutional level.

This is a change in funding direction - needs commitment

Funding

Funding of prep programs?

Rural schools cannot afford to give up or let teachers participate.

Funding

Internships - resources available to support private & public schools

Internships

Many districts can't afford paid internships.

No timelines for implantation of the internship. Change is good if it's reasonable, but let's make incremental change, don't blow up the whole system.

Don't fall into the same trap as the development of ILS on the move from IGAP to ISAT. Listen to the educators!

What do to about the internship - rural areas can not give up a teacher for a year and then lose them to another district

Must have cross-districts - professional learning communities

How to get school districts involved in the collaborative process in principal preparation programs?

Partnerships

There need to be flexibility in the definition of partnerships - need to allow for an evolution of ideas.

K-12 Partners

Every program should have k-12 partners that they serve (formal, written agreements)

K-12 Partners

K-12 needs to deterring other leadership opportunities for teachers other than being a school admin.

General Issues

Chicago area has too much competition!

Don't ignore the reality that low socio-economic status is directly correlated with poor test scores. Research is clear - the most effective variable in standout learning is the teacher, the principal has to know how to work with & motivate teachers

The Gallup Poll/PDK survey of the public's attitude indicate a need for a blend of performance & standardized tests. Don't place all the emphasis on test scores only.

No specific data supporting the premise that current Ed Grad programs aren't effective.

Faculty wanting to remain in ivory tower * do research in some institutions - teacher ed not valued

What should happen next?

In-depth examination of current programs to determining the amount of change required.

NCLB & legislator's affect on ed? (i.e., accountability)

Educators don't control the education agenda any more

Supply/demand problems - over-supply

So what...will it get me to what I really want?
Will we need to market that something "new" is better in terms of more rigorous standards?

The principalship

We must re-define what the principalship is! The current job is beyond the work of one good individual!

Issue of accelerated programs (1 wk, 4 wk, 8 wk)

Is this model miseducative?

What are the next steps for people to get involved in?

Role of the Principal

K-12 and higher ed on opposite ends of expectation spectrum

Successes of K-12 & higher ed have historically not been the same.

More research needed on the role of ed leadership faculty - practitioner vs. researcher

Where are the teacher unions in this discussion?

Federal grants, commitment from SD & State & union, without funding the state should not require a set number of hours for all programs - likely done as we do now - summers & outside of school hours - critical issue

Tier system - if alternative routes to cert they need to have some standards & learner outcomes

Need task force to deal with these issues - with stakeholder involvement and representation from all principal preparation programs and reps from K-12 schools.

Must have incentives/strong directions from state (perhaps those on "watch list" could be encouraged to participate)

General Ideas

Certification officer training

New dean or dept. head training needed

Internships should work both ways. Put an aspiring teacher in admin role & put a university professor in school teaching role.

Creative staffing of the internships

Rethink the "continuous" model of education & learning.

Spend some time figuring out what "indicators" identify good strong principalship candidates.

Continuous growth with accompanying mentoring.

Study the screening & interview process.

Get "teacher voices" into this process.

School climate and school culture are key.

Can IASA help in placing candidates?

Internship rotation - more candidates to already identified exemplary programs, so they can see different ways of implementing curriculum.

Demand continuous improvement, don't try to find the magic answer by redoing the principal prep programs

If the state pays for the sub, there should be no discussion

Control cost from ROE selection process

You have to commit to staying in the district or county for a certain amount of time

Tier the leadership programs - deans/asst principals and those who actually desire to be a principal.

Counseling programs do a better job of checkpoints along the way to move people out as needed.

Use data to project need for administrators, then build capacity