AGENDA

1. Roll Call

2. Board Member Participation by Other Means

3. Public Participation

4. Minutes of the May Education Policy Planning Committee Meeting (pp. 2-3)

5. Distinguished Principal Leadership Institute (Jason Leahy, IPA) (pp. 4-23)

6. Contracts and Grants over $1 million
   *a. FY08 21st Century Community Learning Center Grants (Myron Mason) (Plenary pp. 101-102)
   *b. Illinois Interactive Report Card Contract (Connie Wise) (Plenary pp. 81-82)
   *c. Student Information System (SIS) contract renewal (Plenary pp. 83-94) (Connie Wise, Terry Chamberlain)
   *d. Harrisburg Project Contract (Jodi Fleck) (Plenary pp. 95-96)
   *e. Illinois Statewide Technical Assistance Center (ISTAC) Grant (Jodi Fleck) (Plenary pp. 109-110)
   *f. FY08 Illinois Virtual High School (IVHS) (Technology for Success) (Plenary pp. 97-98) (Dana Kinley)
   *g. FY08 Learning Technology Centers Grants (Technology for Success) (Dana Kinley) (Plenary pp. 103-106)
   *h. FY08 Enhancing Education Through Technology Grants (Dana Kinley) (Plenary pp. 107-108)
   *i. Reading First Wireless Generation (Dana Kinley) (Plenary pp. 99-100)

7. Pre-K Report to the General Assembly (Connie Wise) (Plenary pp. 145-197)

Lunch break, then reconvene Education Policy Planning Committee meeting.

8. Illinois College and Work Readiness Partnership – Phase 2: Longitudinal Data System (p. 24)
   (Chris Koch, Ginger Reynolds) (Download Presentation)
   Others Attending: Jon Furr, Holland & Knight
   Sally Askman, Gates Foundation

9. Burnham Plan discussion (pp. 25-32) (Download Complete Plan)
   Others Attending: Max McGee, Superintendent of Wilmette S.D. 39, former State Superintendent
   Dave Bonnette, Retired Superintendent of River Forest S.D. 90
   Jo Anderson, Executive Director, IEA
   Mitch Roth, General Counsel, IEA
   Mary Ellen Guest, A+ Illinois

10. Committee Agenda Planning

11. Adjourn

* Items listed with an asterisk (*) will be discussed in committee and Board action may be taken in the plenary session.
The Education Policy Planning Committee meeting convened at 1:00 p.m.

1. **ROLL CALL:** Dr. David Fields requested a roll call. See above.

2. **BOARD MEMBER PARTICIPATION BY OTHER MEANS:** There was no participation from Board members by any other means.

3. **PUBLIC PARTICIPATION:** Dr. Penny Billman of Northern Illinois University was in attendance to discuss an evaluation of the Surveys of Enacted Curriculum at the high school level.

   Jack Wuest of the Alternative Schools Network was in attendance to discuss the success his group is having with the re-enrollment of student dropouts.

4. **MINUTES OF THE FEBRUARY 26 SPECIAL EPPC MEETING WITH H.S. COALITION:** The Committee approved the minutes of the February 26 Special EPPC meeting with the High School Coalition.

5. **MINUTES OF THE APRIL 2007 EPPC MEETING:** The Committee approved the minutes from the April 2007 EPPC Meeting.

6. **GRANTS AND CONTRACTS OVER $1 MILLION:**

   a) **21st Century Community Learning Center Continuation Grants over $1 million (Myron Mason):** Myron Mason was in attendance to obtain the Committee’s approval for the FY 08 21st Century Community Learning Center Continuation Grants.

   The Committee approved this item for a full Board vote at the plenary session.

   b) **Beginning Teacher Mentoring Grants (Linda Jamali):** Linda Jamali was in attendance to obtain the Committee’s approval for the renewal of an intergovernmental agreement to secure a state university to oversee the Beginning Teacher Mentoring program.

   The Committee approved this item for a full Board vote at the plenary session.
c) New Principal Mentoring Contract (Linda Jamali): Linda Jamali was in attendance to obtain the Committee’s approval for the issuance of an RFSP to secure a contract to manage the New Principal Mentoring Program.

The Committee approved this item for a full Board vote at the plenary session.

d) WIDA Memorandum of Understanding (Becky McCabe): Becky McCabe was in attendance to obtain the Committee’s approval for the continuation of the existing Memorandum of Understanding with WIDA.

The Board will vote on this issue at the June plenary session.

e) University of Illinois Memorandum of Understanding (Becky McCabe): Becky McCabe was in attendance to obtain the Committee’s approval for the issuance of a Memorandum of Understanding establishing an intergovernmental agreement with the University of Illinois to provide ongoing evaluative services to the Agency’s Student Assessment system.

The Board will vote on this issue at the June plenary session.

7. ISAT Math Definitions (Becky McCabe): Becky McCabe was in attendance to present to the Committee the proposed mathematics definitions for the ISAT test. The Board will vote on these at the June plenary session.

8. COMMITTEE AGENDA PLANNING/ADDITIONAL ITEMS:

- NIU Contract for Interactive Report Card (Contract exceeding $1 million)
- Illinois New Teacher Center Intergovernmental Agreement
- Pre-K Report
- Introductory Information on School Safety Issues

9. ADJOURNMENT: Andrea Brown moved to adjourn the EPPC meeting and Chris Ward seconded the motion. The EPPC meeting adjourned at 2:30 p.m.
June 6, 2007

Education Policy Planning Committee
Illinois State Board of Education
100 N. 1st Street
Springfield, IL 62777

Dear Committee Member,

Thank you for the opportunity to meet with you on June 20 to discuss the development of the Illinois Distinguished Principal Leadership Institute (IDPLI), formerly known as the Master Principal Program. The purpose of this correspondence and attachments are to provide you with relevant information about the Leadership Institute. In addition to this letter, you will find the following:

- Visual Overview of the IDPLI Structure
- IDPLI Mission and Beliefs
- iDPLI Talking Points
- IDPLI Delivery System
- IDPLI Curriculum Framework
- IDPLI Learning Experiences and Support Structures
- IDPLI Assessment System

Please note that much of this material is still under development as the Illinois Principals Association works to complete the project by the end of July. We are excited at the opportunities this program will present to principals and children throughout Illinois and look forward to its implementation next year. Do not hesitate to contact me at 217-525-1383 or jason@ilprincipals.org if you have any questions about the material provided.

Yours for better schools,

Jason E. Leahy
Executive Director

The mission of the Illinois Principals Association is to advocate for the advancement of learning through effective educational leadership.
Illinois Distinguished Principal Leadership Institute

Tier 1 (Year 1)
Leadership Strands

Site Visit 1-Day
Portfolio

Tier 1 (Year 2)
Leadership Strands

Site Visit 1-Day
Portfolio

Tier 2 (Year 3)
Leadership Performance Areas for Continuous Improvement

Tier 3 (Year 4)
Build Leadership Capacity of Illinois Principals

Tier 4 (Year 5)
Expand Leadership Knowledge within Education Field

Leadership Performance Strands

| Living the Mission, Vision and Beliefs | Leading and Managing Change | Developing Deep Knowledge about Teaching & Learning | Building and Maintaining Collaborative Relationships | Building and Sustaining Accountability Systems |

School Performance
Scale of Efforts
3-Day Site Visit

Student Performance
Academic and Other Results

Principal Performance
Principal Portfolio

Education Policy Planning Committee Packet - Page 5
Mission

*Improve student performance by expanding the leadership knowledge, skills and attitudes of principals.*

Beliefs

1. We believe all adults are accountable for improving individual student and adult learning.
2. We believe in continuous learning for students and adults.
3. We believe actions must be consistent with an articulated vision of quality teaching, learning and leading.
4. We believe rigorous and relevant curriculum and instruction must be guided by research, evidence and effective practices.
5. We believe building capacity of all stakeholders is needed to take efforts to scale: depth, spread, sustainability and ownership.
6. We believe to change others you must change yourself.
7. We believe all adults must model ethical behavior.
8. We believe in modeling a collaborative work culture that embraces diversity of perspectives, people, ideas and experiences.
Illinois Distinguished Principal Leadership Institute

TALKING POINTS

• Principals will extend their knowledge, skills and experience in five leadership performance areas:
  1. Creating and living the mission, vision and beliefs
  2. Leading and managing change
  3. Developing deep knowledge about teaching and learning
  4. Building and maintaining collaborative relationships
  5. Building and sustaining accountability systems

• Principals will learn how to examine if the change efforts to increase student and adult learning at the school have been taken to scale – depth, breadth, sustainability and ownership.

• Principals will learn to communicate and engage multiple community sectors to support student learning.

• Principals will examine leadership through a variety of lenses and experiences (e.g. public and private sector conversations, readings and site visits).

• Principals will become skilled at using Interactive Illinois Report Card (IIRC) to analyze data with goal of changing teaching to improve student achievement.

• Principals will engage in action research with school staff to determine effective teaching practices that can be used throughout the school and district to reach students who are falling through the cracks.

• Principals will learn tools to lead and manage schoolwide changes the increase student and adult learning. Principals will be able to train others in the use of these tools.

• Principals will create their own a professional development plan to lead and manage job embedded professional development as they apply their learning directly to student and adult learning issues in their school.
Illinois Principals Association

Illinois Distinguished Principal Leadership Institute

Proposed Delivery System

### Design Phase

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### Implementation Phase: Tier 1

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**PORTFOLIO SUBMISSION AND ASSESSMENT**

**EXTERNAL ONSITE OBSERVATION**
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Illinois Principals Association
Illinois Distinguished Principal Leadership Institute

Proposed Delivery System

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Illinois Principals Association

Illinois Distinguished Principal Leadership Institute

Curriculum Framework

1. Performance Area: Creating and Living the Mission, Vision, and Beliefs

1.1 Learning Culture
   1.1a Shared mission, vision, and beliefs
   1.1b Learning environment for students
   1.1c Learning environment for adults

1.2 Leadership Culture
   1.2a Set strategic directions
   1.2b Use data for decisions
   1.2c Align policies and procedures
   1.2d Accountable for results
   1.2e Adhere to code of ethics

1.3 Collaborative Culture
   1.3a Interactive communication and shared language
   1.3b Collaborative architectures
   1.3c Diverse people, ideas, perspectives, and experiences
   1.3d Open access to information

2. Performance Area: Leading and Managing Change

2.1 System Change
   2.1a Strategic results-based framework
   2.1b Integrated system for systematic improvement
   2.1c Change process and tools
   2.1d Political, social, economic, and legal context
   2.1e Efforts at scale: depth, spread, sustainability, and ownership

2.2 Building Leadership Capacity
   2.2a Leadership philosophy
   2.2b Assessment of adult leadership skills

3. Performance Area: Developing Deep Knowledge about Teaching and Learning

3.1 Effective Teaching and Learning
   3.1a Vision of quality teaching and learning
   3.1b Best practices
   3.1c Interventions
   3.1d Learning tools

3.2 Academic Rigor and Relevance
   3.2a Standards
   3.2b Curriculum
   3.2c Assessment
   3.2d Student relevance
4. Performance Area: Building and Maintaining Collaborative Relationships

4.1 Collaborative Leadership
   4.1a Working relationships among students and adults
   4.1b Collaborative architectures supporting learning and work
   4.1c Multiple shareholder feedback and interactive communication system

4.2 Community Resources and Action to Support Student Learning
   4.2a Community leadership
   4.2b Community engagement of multiple sectors
   4.2c Community economic and political support

5. Performance Area: Building and Sustaining Accountability Systems

5.1 Student Performance
   5.1a Disaggregated data
   5.1b Achievement gap targets and data
   5.1c Instructional strategies
   5.1d Performance monitoring systems
   5.1e Public reporting

5.2 Adult Performance
   5.2a Alignment of standards, curriculum, professional development, and assessments
   5.2b Instructional capacity building determined by student learning data
   5.2c Teaching practices result in students achieving standards
   5.2d Reflective practice and continuous learning

5.3 Distribution and Allocation of Resources
   5.3a Alignment of human resources to support student learning needs
   5.3b Alignment of financial resources to support student learning needs
   5.3c Alignment of time management to support student learning needs

SOURCE: Arkansas Leadership Academy, Master School Principal Program, University of Arkansas, Fayetteville, Arkansas, Curriculum Framework, Revised 10/29/06.
Illinois Principals Association

Illinois Distinguished Principal Leadership Institute

Learning Experiences and Support Structures

**Learning Experiences (Face-to-Face)**

- Pre-session Work Assignments
- Development of Knowledge and Skills in Five Performance Areas
  1. Analysis and observation of quality practices
  2. Analysis and sensemaking of evidence
  3. Readings
  4. Reflective practices
  5. Inquiry practices
  6. Case studies
  7. Mini-teach sessions
  8. Dialogue with peers (local, state and national)
  9. Dialogue with technical specialists (local, state and national)
  10. Study groups
  11. Site visits
  12. Exploration of resources (print & electronic)

- Assessment of Progress
  1. Self-assessments
  2. 360° feedback
  3. Rubrics
  4. Portfolios
  5. External onsite observations

**Learning Experiences and Communication (Electronic)**

- ListServ
- Webinars
- Podcasts
- E-Knowledge Portal
  * Audio Journal

**People Support System**

- Professional Learning Community (PLC)
- Performance Coach
- Technical Specialists
# ILLINOIS DISTINGUISHED PRINCIPAL LEADERSHIP INSTITUTE

## POTENTIAL ASSESSMENT SYSTEM

### TIER 1 AND TIER 2

**Tier 1: Year 1**

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<tr>
<th>1/08 Application Due</th>
<th>3/08 Orientation (One Day)</th>
<th>6/08 First Face to Face</th>
<th>10/08 Second Face to Face</th>
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<th>4/09 Fourth Face to Face and Portfolio Due</th>
<th>5/09 Onsite Observation (One Day)</th>
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<td>• Application</td>
<td>• 360º Survey</td>
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<td>• External Onsite Observation Focused on Teaching and Learning</td>
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**Tier 1: Year 2**

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<th>5/10 Onsite Observation (One Day)</th>
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<tr>
<td>• PBL Case Study with Staff</td>
<td>• PD Video</td>
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<td>• PBL with Staff on Own School Portfolio (360º Survey, PLC Survey, PD Video)</td>
<td>• External Onsite Observation Focused on Five Performance Areas with an emphasis on Teaching and Learning</td>
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**Tier 2: Designation as an Illinois Distinguished Principal**

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<th>9/11 Portfolio Due</th>
<th>10-12/11 Onsite Observation (Three Days)</th>
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<td>• Portfolio including evidence (360º Survey, PLC Survey, PD Video)</td>
<td>• External Onsite Observation focused on Dimensions of Scale</td>
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The summative, rigorous assessment system is built upon a set of core beliefs and a set of research-based conceptual frameworks and indicators.

We believe the rigorous, performance-based assessment process must examine…

- Three factors to determine if efforts are effective at scale:
  1. Student Performance
  2. Principal Performance
  3. School Performance

- A minimum of three consecutive years of data measuring a principal’s efforts to lead and manage change in a school in order to accurately assess if there is continuous improvement in student performance.

- Extent of improved student performance for all subpopulations.

- A principal’s skill to analyze data, describe implications and implement changes in practices that improve student performance.

- Student academic achievement and other data about teacher and student performance (e.g. attendance, mobility, turnover).

- A principal’s skill to involve and develop the capacity of shareholders (internal and external) to support student and school continuous improvement efforts.

- Ways the assessment process is a learning experience for all candidates.
The rigorous assessment process is an approach to examine evidence from three primary sources:

1. **Student Performance**: An analysis of student academic achievement data (schoolwide and subgroup population performance on state-mandated criterion-referenced and norm-referenced tests) and other performance data (e.g., attendance, suspensions, expulsions).

2. **Principal Performance**: An analysis of a portfolio created by the principal that provides evidence of his/her leadership skills in five performance strands:
   - Living the Mission, Vision and Beliefs
   - Leading and Managing Change
   - Developing Deep Knowledge about Teaching and Learning
   - Building and Maintaining Collaborative Relationships
   - Building and Sustaining Accountability Systems

3. **School Performance**: A site visit to gather evidence of scale through internal/external stakeholder engagement and experiences and to validate the principal’s self-assessment on five leadership performance strands.

The type of data examined, scoring process and scorers are different when examining the quality of Student Performance, Principal Performance and School Performance.

To be designated an Illinois Distinguished Principal Leader the applicant must achieve the standard for each of the Student, Principal, and School Performance sections of the application. If an applicant is not designated as an Illinois Distinguished Principal Leader he/she may submit another application in the future. There is no limit to the number of times a person can submit an application. Each application submitted is scored in its entirety for meeting the requirements of the three-pronged assessment process. No partial applications will be accepted. There is no appeals process.
ILLINOIS DISTINGUISHED PRINCIPAL LEADERSHIP INSTITUTE

DESIGNATION SYSTEM
REQUESTED STUDENT AND ADULT DATA

1. Student Achievement Data
   • Illinois Standards Achievement Test (ISAT)
     o Reading Results (G3-8)
     o Mathematics Results (G3-8)
     o Science (G4 and 7)
     o Writing (G5 and 8)
   • Prairie State Achievement Examination (PSAE)
     o Reading Results (G11)
     o Mathematics Results (G11)
     o Science (G11)
     o Writing (G11)
     o ACT (G11)
   • Illinois Measure of Annual Growth in English
     o Reading Results (G3-8, 11)
     o Mathematics Results (G3-8, 11)
   • Illinois Alternate Assessment
     o Reading Results (G3-8, 11)
     o Mathematics Results (G3-8, 11)
     o Science (G4, 7 and 11)
     o Writing (G5, 8 and 11)
   • Grade 2 Assessment
     o Reading Results
     o Mathematics Results
   • Other
     o Reading Results
     o Mathematics Results

2. Other Performance Data
   • Attendance
   • Retention
   • Suspension
   • Expulsion
   • Dropout Rate (Grades 9-12)
   • Graduation Rate (Freshmen graduating within four years)
   • Gifted and Talented
   • Advanced Placement (Number of courses offered and percent of students scoring 3 or higher on AP tests)
   • International Baccalaureate
   • Teacher Attendance
Teacher Turnover

2. Other Performance Data Continued
   - Teacher Experience in Years
   - Teacher Educational Degrees
   - Other data offered by the principal
     - Formative achievement data (school and/or district)
     - Summative achievement data (end of course exams)
     - Involvement in extended learning opportunities
     - High school graduates’ post-secondary/employment rates
Scoring Rubric for Student, Principal and School Performance Sections

The Student, Principal and School Performance sections will all be scored using a 5-point Likert Scale.

1 = Below Basic (no evidence)  
2 = Basic (minimal evidence)  
3 = Proficient (periodic evidence)  
4 = Advanced (frequent evidence)  
5 = Distinguished (extensive evidence)

Student Performance

The scoring rubric will be applied to the student performance data and the principal responses to three questions for making meaning of the data. Principals will be asked to respond to the following questions for each data template that is submitted in the Student Performance section.

1. Where do the data indicate success in improving student achievement by subpopulations?
2. Where do the data indicate limited improvement in student achievement by subpopulations? What actions have you taken or will you be taking to address the limited improvement?
3. Where do the data indicate there has been no improvement or a decrease in student achievement by subpopulations? What actions have you taken or will you be taking to address the lack of improvement?

Principal Performance

This section of the application requires the principal to provide a portfolio with evidence of his/her leadership skills in five performance strands and evidence that effective practices are operating at scale in the school. The portfolio is scored using the rubrics developed for each performance area.

Section A of the portfolio is a narrative describing the systemic context of the journey of the principal, school and community in supporting the improvement of student performance. Section B of the portfolio provides evidence of effective
leadership and practices in the five performance strands of the Master Principal Institute:

1. Living the Mission, Vision and Beliefs
2. Leading and Managing Change
3. Developing Deep Knowledge about Teaching and Learning
4. Building and Maintaining Collaborative Relationships
5. Building and Sustaining Accountability Systems

Section A: Context of Journey

From a systems perspective, a five to seven page narrative describing the journey to improve student performance at the school is written. The story includes the challenges and/or successes the principal experienced when implementing system change:

- To improve student results for all subpopulations of students
- To continuously improve the leadership capacity of the principal and others
- To move effective practices to scale within the school and/or community

Section B: Five Leadership Performance Strands

For each of the five leadership performance strands, principals are asked to share evidence about their efforts to improve student learning through building the leadership capacity of themselves and others to bring effective practices to scale within the school.

Responses to the prompts and questions within the five performance strands should address the content and expectations of the various levels of the rubric for a specific performance area. Responses to prompts are to include specific evidence in the context of the past one to three years. Each response to a prompt or question may vary in length but should not exceed two pages.

School Performance

The scoring rubric for the School Performance section is based upon quality indicators, which measure the five leadership performance areas and the degree to which school efforts have been taken to scale: breadth, spread, sustainability and ownership. These indicators have been drawn from high-performing organizations with expertise in administrator certification/licensure, systems change, organizational development and continuous improvement.
Each site visit team member will have demonstrated knowledge, skills and experience in one or more areas in each of the following three groups.

1. Gathering and Making Meaning of Data
   - Assessment
   - Evaluation
   - Auditing
   - Data Analysis
   - Portfolio Analysis
   - Behavioral Observation

2. Implementing Illinois Statewide Program and Practices
   - Conducting or training classroom walk through model
   - Developing or managing a licensure or certification system
   - Developing or implementing principal mentoring programs

3. Applying Professional Practices
   - Teaching performance
   - Leadership performance
   - Improved achievement of diverse students (special education, African American males, low-income, diverse cultures)
   - Capacity building (individuals, groups, organization)
   - System change (individuals, groups, organization)
   - Collaborative relationships

Site visit team members will be assigned to candidates if they meet the conditions listed below.

1. Non-existent or limited professional supervisory or evaluation relationship with the candidate.
   - Has not supervised any candidate in the past five years and is not currently supervising the candidate.
   - Does not now or has not within the past five years provided information for a school or district evaluation of the candidate.

2. Non-existent or limited professional interaction with the candidate.
   - Has not worked within the candidate’s school or district in the last five years and is not currently working in the school or district.
   - Does not work in an organization that has provided direct services to the candidate, candidate’s school or district in the past five years.
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education

Agenda Topic: Illinois College and Workforce Readiness Partnership
Phase II: Longitudinal Data System

Materials: PowerPoint to be presented during plenary session

Purpose of Agenda Item
The purpose of this agenda item is for a presentation of the status of Phase II of the Memorandum of Understanding for the Illinois College and Work Readiness Partnership.

Members will be receiving materials under separate cover directly from Holland & Knight.
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education

Agenda Topic: Burnham Plan for a World-Class Education:
Reforming School Quality and Accountability

Materials: Burnham Plan Summary
Burnham Plan Cost Estimate
Burnham Plan Language
(Download Complete Plan)

Purpose of Agenda Item
Authors of the Burnham Plan will be present at this meeting to discuss the Burnham Plan for a World-Class Education. Expected to be present for this discussion are the following authors:

Max McGee, Superintendent of Wilmette S.D. 39, former State Superintendent
Dave Bonnette, Retired Superintendent of River Forest S.D. 90
Jo Anderson, Executive Director, IEA
Mitch Roth, General Counsel, IEA
Mary Ellen Guest, A+ Illinois
"Make no little plans. They have no magic to stir men’s blood...Make big plans; aim high in hope and work."

Daniel Burnham

The Burnham Plan for a World-Class Education:

Reforming School Quality and Accountability in Illinois
Part 1: ACCOUNTABILITY REFORMS

GROWTH MODEL ASSESSMENTS

- Creates a growth model assessment system to measure each student’s learning over a year’s time. Use growth model assessments as part of a system of significant financial incentives for schools that demonstrate improvement over a three-year period.

INFORMATION SYSTEMS – SCHOOL CLIMATE

- Creates a system for measuring and tracking (1) stakeholder (teacher and parent) satisfaction and, (2) school climate—the extent that a school environment is safe and supports excellent teaching, learning, and growth.
- Creates a system for measuring and tracking the impact of individual teachers and principals on student learning and school climate.

BETTER SCHOOLS FINANCIAL ACCOUNTABILITY ACT

- Establishes a comprehensive system for collecting and publishing educational and financial data in a transparent report that tracks change over time and enables comparisons among similar schools and districts.

EVALUATION SYSTEMS

Removal or Dismissal of Teachers

- Reorganizes existing law for readability and organization.
- Streamlines the tenured teacher dismissal process.

Teacher Evaluations

- Establishes a teacher evaluation system that identifies and remedies poor professional practice in an effective, efficient, and transparent way.

STRUCTURES

P-20 Leadership Council

- Creates a P-20 Leadership Council to assure coordination, collaboration, and accountability among elementary, secondary, and unit school districts, community colleges and four-year higher education institutions.

LSC Authority

- Limits the ability of Chicago Public School Local School Councils to retain poor performing principals in failing schools.

ROE Authority

- Creates a set of standards, indicators and an evaluation system for the Regional Offices of Education.
Part 2: EDUCATION REFORMS

TARGETED EDUCATIONAL PROGRAMS

Science, Technology, Engineering and Mathematics Education Center Grant Program ("STEM")

- Creates a statewide network of STEM innovation centers across Illinois to ignite and nurture student interest and motivation in these fields, and encourage students to pursue advanced study and STEM careers.

Illinois Digital Learning Technology Grant Program

- Provides funds to school districts and charter schools to use in integrating information technology and scientific equipment as tools to measurably improve teaching and learning in grades nine through twelve.

Education Venture Pool

- Establishes and adequately funds an "Education Venture Pool" to provide school districts with demonstrated academic and financial need access to quality, integrated support systems in areas such as: (1) on-site coaching and training for staff; (2) training, expertise and coaching to ensure all struggling K-12 readers have instruction necessary for literacy; (3) proven programs, practices and services (e.g. Project Seed, Literacy First, reduced class sizes, smaller schools) on a matching, sliding scale basis; (4) extended learning time through after-school and summer school programs; (5) programs to engage parents in the education of their own children; and (6) class sizes of 15 students or less in grades K-3.

HIGH QUALITY EDUCATORS, ADMINISTRATORS AND BOARD MEMBERS

Board Member Professional Development Program

- Requires newly elected board members to successfully complete professional development leadership training covering topics in: (1) education and labor law; (2) financial oversight and accountability; (3) fiduciary responsibilities of a school board member; (4) ethics; (5) open meetings laws; (6) public and student records laws; (7) powers, duties and responsibilities of school officials; (8) standards-based education; and (9) growth-model assessment, change theory and data-driven decision-making.

Staff Professional Development Program

- Requires schools to establish a staff professional development committee and plan that addresses improving student achievement, meeting needs of diverse and at-risk populations, improving staff collaboration and developing mentoring and peer coaching programs for teachers and principals new to the school or district, among other things.

Teacher Mentoring, Peer Assistance and Review Program

- Creates the Illinois New Teacher Induction and Mentoring Program to ensure that all districts provide rigorous, in-depth assistance and support to beginning teachers.

Principal Mentoring, Leadership, and Professional Development Program

- Adequately funds initiatives to support an aligned continuum of leadership development though continuous professional development of school leaders, with a priority on leaders working in hard to staff.
Principal Evaluation

- Requires all principals to be evaluated annually. Evaluations shall result in remedial action being taken when deemed necessary.

Alternative Certification

- Provides alternative routes to teacher certification to encourage recruitment of quality future teachers with diverse professional backgrounds.

Transition to Teaching Program

- Encourages and assists mid-career professionals who want to become teachers in hard-to-staff schools.

Enhanced Teacher Compensation Program

- Creates a system of incentives towards improving student learning, recruiting and retaining highly qualified teachers, encouraging highly qualified teachers to undertake challenging assignments, and supporting teachers’ roles in improving students’ educational achievement.

Salary Incentive Program for Hard-to-Staff Schools

- Provides categorical funding for monetary incentives and bonuses to teachers and administrators employed by school districts designated as hard-to-staff by the Illinois State Board of Education ("ISBE").

Higher Education Preparation Programs

- Establishes a system to track the effectiveness of education preparation programs.

SCHOOL CHOICE

Increase Cap on Charter Schools

- Expands the current limit on the number of charter schools.

Independent Charter School Authorization Board

- Provides for future creation of an independent Charter School Authorization and Accountability Authority.

Enrollment of Students from Adjacent or Other Districts

- Offer incentives for voluntary inter-district school choice.

BEST PRACTICES

Best Practices Clearinghouse

- Establishes an online clearinghouse of information relating to best practices of campuses and school districts regarding instruction, public school finance, resource allocation and business practice.

Educational Improvement Plans

- Requires schools to develop an educational improvement plan which must include measures for improving school district, school building, teacher and individual student performance.
Part 3: SCHOOL FUNDING AND FINANCIAL REFORM

STATE FUNDING SYSTEM

Revenue Sources

- Identify stable, predictable and sustainable revenue sources and continuing appropriations to guarantee a system of adequate state funding.

Funding of Adequate Foundation Level

- Fully fund the per-pupil amount recommended by the state’s Education Funding Advisory Board, set at $6,405 for 2006 and projected at $6,974 for 2008 (adjusted for inflation using the Employment Cost Index).

Mandate Restriction

- Appropriations for categorical funding will fully fund existing and future mandates. The ability of the legislature to establish new educational programs, initiatives or mandates will be restricted unless all current programs and mandates are fully funded.

Construction Matching Grant Program

- The construction matching grant program administered by ISBE/Capital Development Board will be fully funded on an annual basis for those districts who qualify in accordance with established rules.

FINANCIAL ACCOUNTABILITY

Resource Management Service

- Develops a financial/operational accountability and reporting system that will: (a) measure and compare operational efficiency and correlate to academic performance; (b) provide for early identification of school districts with pending financial and facility problems (e.g. health life safety projects, structural deficits, etc.); and include a fully funded, standardized and annual third party financial forecast/analysis for all school districts (e.g. Standard and Poors).

Chief School Business Official

- Requires all school districts to employ or collaboratively share a highly qualified financial/operational leader who holds the Chief School Business Official endorsement from ISBE.

Special Education Reimbursement

- Increases the reimbursement for required special educational personnel to at least 33% of the average teacher salary in Illinois.

STUDENT SAFETY AND FACILITY MAINTENANCE

- Allows locally elected school boards, upon the certification of an architect and subsequent approval by the Regional Superintendent and ISBE, the authority to issue non-referendum bonds that is sufficient to ensure that all students will attend a school that meets the Health/Life Safety and Fire Prevention and Safety codes in Illinois.
The Burnham Plan for a World-Class Education: Reforming School Quality and Accountability in Illinois

PRINCIPAL AUTHORS

James Houlihan

James Houlihan was elected Assessor for Cook County in 1997, after serving three terms in the Illinois General Assembly. He also worked as an aide to Chicago Mayor Harold Washington and a tax reformer with the Fair Equity Tax Commission.

Assessor Houlihan has worked towards both short-term and long-term property tax reform solutions. A life-long resident of Cook County, Houlihan is a graduate of St. Mary of the Lake Seminary and currently resides on Chicago's north side with his wife Anne Tighe. They have two sons, Mike and Dan.

Max McGee

After completing a three year term as State Superintendent, Glenn “Max” McGee is currently Superintendent of Wilmette School District 39. He is also Chairman of the Golden Apple Foundation, a member of the Board of Directors of the Great Books Foundation, and a member of both the Governor’s Educational Excellence Task Force and the Task Force for Education Accountability.

Dr. McGee is an avid writer and a regular speaker on leadership at conferences throughout Illinois. His first book, coauthored with Jim Burgett and Jim Rosborg, What Every Superintendent and Principal Needs to Know: School Leadership for the Real World, is in its second printing and their second book, The Perfect School, will be published this summer.

Dr. McGee’s recent research on high achieving, high poverty schools that have closed the achievement gap has garnered state and national attention for identifying how schools and communities can help all students succeed. In 2004 the Journal for the Education of Students Placed at Risk published this study on Illinois’ Golden Spike schools. Currently, he is engaged in an action research project aimed at closing the gap between boys and girls in reading and writing.

Jo Anderson

Jo Anderson serves as Executive Director of the Illinois Education Association, which represents 120,000 education employees statewide, including elementary and secondary teachers, higher education faculty and staff, educational support professionals, retired educators and college students preparing to become teachers. IEA is a state affiliate of the 2.7 million-member National Education Association.

Anderson is a longtime advocate for public education employees and recognized leader for school improvement in Illinois.
David Bonnette

David Bonnette has been an educator for 45 years, with 33 years experience as a superintendent. He spent 20 years in Michigan and 13 years as superintendent of Riverside District 96. David currently serves as an Interim Superintendent in River Forest District 90, and just completed two years as an assistant professor at Northeastern Illinois University, teaching courses in School Finance and Community Relations and serving as the coordinator for the graduate program in School Leadership.

David holds Ph.D. from the University of Michigan and is Mott Foundation Fellow.

William O’Connor

During his career, William O’Connor has worked in the area of law and government at the local, state, national and international levels. He recently joined Career Education Corporation (NASDAQ:CECO) as Vice President and Associate General Counsel for Regulatory Law. In this role, O’Connor works on education compliance and accreditation issues at the federal and state level.

Prior to joining CEC, O’Connor served as the chief of staff and chief legal counsel for the Office of the Minority Leader in the Illinois House of Representatives. O’Connor also served as a Republican member of the Illinois House of Representatives representing the 43rd legislative district.

O’Connor resides in Riverside, Illinois. He is married to Jane McCahill and they have three children, Will, Kathleen, and Emily.

Michael Jacoby

Dr. Jacoby has served as an educator for 27 years and is now serving as the Executive Director of Illinois Association of School Business Officials (IASBO).

He has been an adjunct professor for Northern Illinois University for the past 14 years. As a school business official, Dr. Jacoby received 17 annual awards for Excellence in Financial Reporting from both the Association of School Business Officials International and the Government Finance Officers Association (GFOA). He also serves as Chairman of the ASBO International Editorial Board for School Business Affairs and is the Executive Publisher of The Journal of School Business Management.

Other contributors include:

- MarySue Barrett, president of the Metropolitan Planning Council;
- Mary Ellen Guest, campaign manager of A+ Illinois;
- Ralph Martire and Chrissy Mancini, executive director and director of policy for the Center for Tax and Budget Accountability;
- Edward Schock, Mayor of Elgin and education chairman of the Metropolitan Mayors Caucus;
- Ron Messina, executive director, Property Tax Appeals Board