

Superintendent Preparation Program Proposal Requirements



JANUARY 30, 2015

Overview: Superintendent Preparation



- Administrative Code (Rules)
- Program Proposal Format
- Scoring Guide
 - General Program Requirements
 - Internship Requirements
 - Assessment of the Internship
 - Coursework Requirements
 - Candidate Selection

Administrative Code



- Part 33: Programs for the Preparation of Superintendents in Illinois
- <https://www.isbe.net/Documents/33ARK.pdf>
- Each section is addressed in the Superintendent Preparation Program Proposal Scoring Guide
- Important Dates:
 - All programs must meet requirements by September 1, 2019
 - Programs may begin admitting candidates to new programs September 1, 2016

Developing a Superintendent Preparation Program



- Program Format: <https://www.isbe.net/Pages/Educator-Licensure-Colleges-and-Universities.aspx>
(under Illinois Program Approval)
- Document Structure
 - Cover Page- name and address of institution, name of unit, name of program, name and contact information for preparer, date of submission
 - Table of Contents
 - Abstract of Program (1-2 pages)
 - Program Components
 - ✦ Introduction (rationale for development, degrees, projected number of candidates)
 - ✦ Program Description and Assessment Overview (rubrics, matrices, assessments, course descriptions, and syllabi)

Developing a Superintendent Preparation Program



- **Additional Requirements**

- Page numbers
- Succinct responses for each component
- Narrative: 25-30 Pages
- Arial or Times New Roman 10-12 point font
- Section titles and headings should match those on the scoring guide
- Reference addenda by page number and title
- Follow the scoring guide

Developing a Superintendent Preparation Program



- **Submission Requirements**
 - Submit 10 hard copies to ISBE
 - Submit an electronic copy to Jennifer Gross (jgross@isbe.net) and Henri Fonville (hfonvill@isbe.net)
- **Submission Timeline Targets**
 - Submit programs by the first of the month for review within 30 days by review panel
 - Program will be reviewed at the next available SEPLB meeting (if program wishes to proceed)
 - Timelines are as time and volume permit

Program Review and Approval Process



- Section 33.70 and Section 25.145
- Applications can be submitted by colleges & universities and non-profits
- Review Process
 - IBHE approval
 - Superintendent Review Panel
 - As a result of the review, programs can:
 - ✦ Submit application for SEPLB Review
 - ✦ Withdraw request for approval by notifying the State Superintendent no later than 15 days of the review panel's recommendation

Superintendent Preparation Review Panel



- ISBE has contacted organizations for nominations to be part of the review panel
- Panel will recommend to the SEPLB that the superintendent preparation program be **approved** or **denied approval**
 - **Recommendation for Approval:** Applicant will receive a copy of the recommendation and notification of SEPLB meeting
 - **Recommendation for Denied Approval:** Applicant will receive a copy of the recommendation, reasons for the recommended denial, and notification of upcoming SEPLB meeting

SEPLB Review



- Scores full application and supporting materials
- Uses same scoring guide as the review panel
- Utilizes recommendations from the review panel
- Approves or rejects applicants and submits recommendation to the State Board of Education

Scoring Guide



- The scoring guide is available at <https://www.isbe.net/Pages/Educator-Licensure-Colleges-and-Universities.aspx> under the Illinois Program Approval area. The scoring guide is located within the New Program Proposal Documents section.
- Follow this guide when preparing proposal
- Designed to provide useful feedback to programs

Scoring Guide



- The scoring guide addresses the following sections of Part 33: Programs for the Preparation of Superintendents in Illinois:
 - General Program Requirements (33.30)
 - Internship Requirements (33.40)
 - Assessment of the Internship (33.45)
 - Coursework Requirements (33.50)
 - Candidate Selection (33.60)
 - Program Approval and Review (33.70).
- *Section 33.70 does not have a separate area on the scoring guide

Section 1: General Program Requirements



SECTION 33.30

General Program Requirements



- **Developing Partnerships**
 - Roles of each partner in the design, implementation, and administration of the program
- **Written Partnership Agreement (MOU)**
 - Responsibilities and processes of each partner for selecting and assessing candidates
 - Establishment of the internship and field experiences, roles of partners
 - Development and implementation of training
 - Process for evaluating the program and partnership at least annually
 - Process for making improvements
 - Names and locations of non-partnering school districts and nonpublic schools

General Program Requirements



- **ELCC Standards (2011)**
 - Program design, implementation, evaluation, evaluation process
 - Candidate experiences, assessments
- **Student Learning, School Improvement, and System Management**
 - Support of rigorous standards for all students and high-quality accountability systems
 - Efficient use of school resources
 - Understanding the knowledge, skills, and responsibilities of high-quality professional staff (see 25.115[e][1])
 - Collaborative Relationships
 - How data will be collected, analyzed, used for program improvement, and shared
- **Additional Site Placement Requirements (additional agreements)**

Internship Requirements



SECTION 33.40

Internship Requirements



- **Components of Internship Program**
 - Engagement in leadership activities
 - Participation in hiring, supervising, and evaluating staff
 - Participation in management and operational activities
 - Active collaboration with constituents
 - Candidates must work directly with administrators and others in the school district's primary office to meet the competencies outline in 33.Appendix A
- **Internship Site**
 - Public school in or out-out-state school
 - Licensure requirements of current superintendent
 - N/A to a school district authorized under Article 34 of the School Code

Internship Requirements



- **Internship Supervisor**

- Licensure requirements
- Have served 2 years on a full-time basis as superintendent
- Exception: A first-year superintendent who was hired after the candidate started the internship

- **Internship Supervisor Duties**

- Assign the candidate to administrative staff
- Observe, evaluate, provide feedback on candidate performance
- Collaborate with other personnel for assessment

Internship Requirements



- **Internship Assurances**

- Candidate successfully completes training required under Section 24A-3 of the School Code prior to licensure OR before the candidate evaluates staff, whichever occurs first
- Candidate passes the content test before receiving the endorsement

- **Additional Internship Requirements**

- Guidance developed to ensure internship supervisors effectively assist candidates to optimize their internship experience
- Roles and responsibilities of candidates and supervisors
- The process that will be used by the institution to communicate with the internship supervisor and candidate
- Copy of partnership agreement and description of faculty training

Internship Requirements



- **Optional Internship Components**
 - Fees to reimburse schools for the costs of employing substitute administrators
 - Monetary stipends may be provided to candidates while they are participating in their internship
 - If either of these options is utilized, program must provide documentation of how it will exercise the option

Internship Requirements



- **Additional Submission Requirements**
 - A program may extend the length of an internship beyond the expected date of completion for a candidate due to unforeseen circumstances
 - ✦ Example: Medical or Family Emergency
 - Program must provide:
 - ✦ Evidence of policies and procedures for requesting an extension
 - ✦ Specific reasons under which an extension would be granted
 - ✦ Evidence of the length of time within which a candidate must resume the internship
 - ✦ Evidence of how a copy of the internship extension policy will be provided to each candidate in the program

Assessment of the Internship Requirements



SECTION 33.45

Assessment of the Internship



- The program must implement and provide evidence of a process to rate each candidate's knowledge and abilities gained as a result of participating in the internship
- Except for ELCC Standard 2 (Curriculum and Instruction), the candidate must demonstrate the competencies listed in 33.Appendix A
- Programs must use the assessments identified in 33.Appendix B to determine a candidate's knowledge and competencies defined for ELCC Standard 2
 - Programs should use the rubric in 33.Appendix C to indicate if a candidate "meets the standards" or "does not meet the standards"
 - A candidate must achieve a "meets the standards" on each competency to complete the internship. At the discrepancy of the program, tasks associated with failed competencies may be repeated.
- Candidate competencies
- Copies of all assessments and rubrics to be used in the program should be provided

Coursework Requirements



SECTION 33.50

Coursework Requirements



- **Course Descriptions for Proposed Courses and Internship, including:**
 - Syllabus for each course and the internship
 - How progress will be measured and successful completion will be determined
 - Data table demonstrating coursework and internship alignment to ELCC 2011 Standards
 - Detailed description of field experiences

Coursework Requirements



- **Coursework must address the following six components:**
 - State and federal laws, regulations, and case law affecting Illinois public schools
 - State and federal laws, regulations, and case law regarding programs for students with disabilities and ELL students
 - Use of technology for effective teaching, learning, and administrative needs
 - Use of a process that determines how a child responds to interventions that are designed to screen students who may be at risk for academic failure, monitor the effectiveness of instruction for these students, and modify instruction as needed
 - Identification of bullying
 - The process used to evaluate licensed staff

Coursework Requirements



- **Optional Coursework Proficiency Requirements**
 - Programs may allow students to “proficiency out” of certain coursework
 - Program must provide evidence that the policy it will use for proficiency procedures requires candidates to provide evidence of specific experiences that exemplify competency
 - Program must provide evidence that the policy adopted for proficiency procedures lists courses that are mandatory for program completions, regardless of a candidate’s previously-acquired competencies

Coursework Requirements



- **Programs with 50% or More Coursework Delivered Via Distance Learning Must Ensure the Following Conditions:**
 - Candidates are observed by a full-time tenure track faculty member in the superintendent program
 - Observations must take place in person for a minimum of two full days each semester
 - Observations must be for a minimum of 20 days throughout the entire program
 - Observations must include time spent interacting and working with the candidates in a variety of settings
 - Each candidate is required to spend at least one day per semester, exclusive of internship periods, at the program's Illinois facility

Candidate Selection Requirements



SECTION 33.60

Candidate Selection



- **Candidate Selection**
 - In-person interview with at least two full-time faculty members
 - Portfolio and on-site written response to scenario
 - Holds a valid and current PEL endorsed in GADM, PRIN, CSBO, or DSE
 - Pass the test of basic skills (if not passed previously for PEL)
 - Two years of full-time administrative or supervisory experience

Candidate Selection



- **Candidate's Achievements**
 - Program provides evidence of how it will assess candidate achievements through analysis of admission portfolio in each of the following categories (at minimum):
 - ✦ Support for all students achieving high standards of learning
 - ✦ Significant leadership roles in the school
 - ✦ Strong oral and written communication skills
 - ✦ Analytic abilities
 - ✦ Demonstrated respect for school and community
 - ✦ Strong interpersonal skills
 - ✦ Strong demonstrated leadership skills and abilities

Candidate Selection



- **Examples of evidence that may be used to assess candidate achievement:**
 - Evaluations from supervisors that attest to district and school improvement
 - Evidence of leadership roles held and impact
 - Analysis of school or district data
 - Experience working with families/community groups and impact
 - Description of how student assessment results were used to improve student learning
 - Evidence of curriculum development, student assessments, or other initiatives that resulted from the candidate's involvement with school committees

Candidate Selection



- **Other Requirements**
 - Program must provide rubrics used to assess and evaluate the quality of the candidate's portfolio
 - Program must provide a copy of any additional requirements for admission to the program

Definitions



- Definitions for terms used in Part 33 can be found in Section 33.10 and at the end of the scoring guide

Questions?



- A document will be emailed and posted online next week with responses to questions submitted during the webinar
- Email your ISBE program preparation contact
 - Emily Fox (efox@isbe.net)
 - Jennifer Gross (jgross@isbe.net)