

The Illinois State Board of Education and The Illinois Board of Higher Education



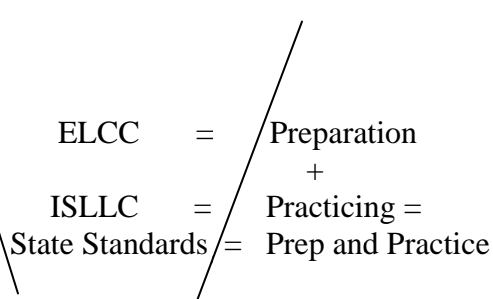
Working Together to Prepare Illinois School Leaders School Leader Redesign Team Meeting

Break Out Session for Assessments of Candidates & Graduates

(See Joe Pacha's handout with model of discussion ideas)

- Principal preparation program
 - We need to define clear outcomes for the principal preparation program
 - What should candidates know and be able to do as outcomes?
 - Preparation program assessments refers to the candidate themselves
- The exam:
 - Needs to be more narrative and scenario based
 - Is multiple choice and not short answer
 - There is no type of feedback where programs can use the results to improve their courses. This would be useful for programs to see where their strengths and weaknesses lie.
 - The exam is out of alignment. We should align the test to the current standards in use – which it is not.
 - Not aligned to either state or national standards
 - There is a lack of knowing exactly what we are assessing with the current exam.
 - Many candidates are able to pass the exam without taking the classes
- ELCC and ISLLC Standards

A Model:



- ELCC is the overarching set of standards, anything from ISLLC correlates to ELCC and the state standards feed back to ELCC.
- One set of standards are based on preparation (ELCC) and the other on practice (ISLLC).

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- We need to think about how the emphasis shifts between the two standards.
 - ELCC is undergoing revisions which will not solve the problem, it will only satisfy critics who say the standards are not research based.
 - New ELCC standards will be adapted in 2013
 - ELCC adds the 7th standard of having an internship.
- What do we need/want to assess and how does language impact this?
 - Knowledge and skill-we should not leave out skill and also we should be considering whether we want to include dispositions.
 - Do we mean skill or performance?
 - A key skill we want principals to know is being able to assess teacher performance.
 - This could be a part of the internship that could then be taken into the real world setting.
 - We could require programs to identify some dispositions they would like to assess rather than just a list of standards.
- The internship:
 - Just because we put students in internship positions does not mean it is a quality internship experience from which they will apply skills and learn correct performances.
 - Regardless, the internship is a good experience
 - It is difficult for someone who lives downstate to have a quality internship in Chicago; thus the need to make sure that internship is quality, has good oversight, and is within the supervision capabilities of the program provider.
 - There were quite a few principals who did the internship and said that they were reluctant to let a candidate do many of the critical day to day tasks; if the candidate cannot/does not perform the task adequately, it is the administrator who is ultimately responsible.
 - Therefore many administrators just have the candidates do menial tasks.
 - So how do we turn this internship into a rewarding experience where interns actually learn the important things that they need to do?
 - We should go out to a site administrator and say “this is what your intern has learned and this is what he/she should be able to do well”. Then the administrator knows what to expect and what tasks can be delegated to the intern.
 - We should have interns who are able to perform several critical performance tasks as assessments for the internship.
 - The administrators’ role in the internship:

- We are not clear enough with our expectations of the administrators. We do not define their roles and then wonder why they have not performed their role adequately.
- How do we select or approve an administrator for the program?
- Right now the only criteria is that they have 3 years experience as an administrator –but that does not mean that he/she is a good administrator.
- We should bring all administrators together at the beginning of the program to discuss the goals and expectations for them with internship.
- There are no incentives for the administrators to take on an intern.
- There should be a document that the administrator signs saying that they will teach and do X, Y and Z and if they do not sign it then they will not have an intern working with them.
- Each university has different ways of organizing the program and it would be good to know how each one handles the internship.
- Geographic regions:
 - Urban, suburban and rural schools and administrators have different needs and situations
 - Therefore, how do you address the needs of the urban, suburban and rural school administrators at once?

Barriers to be overcome (brief summary of everything thus far):

- 1. Lack of alignment of present system (i.e. state exam)**
- 2. Different use of standards (ELCC, ISLLC, State lack of dispositions)**
- 3. Language differences (Skill vs. performance)**
- 4. Ambiguous role of site administrator for the internship (and expectations)**
- 5. Formative and summative skills need clear assessments at both levels**
- 6. Different geographic, urban, suburban, rural expectations**



See Arizona's state test, it is an excellent exam with high quality questions. You can go online and see example questions and ideas. Kentucky has also come up with a good assessment program.

- Some interesting related websites:
 1. www.aepa.nesinc.com/
 2. www4.nau.edu/assessment/uac/documents/EdLead_MA-Cert_report_02-08.pdf
- Outcomes for Illinois Principal Leadership Candidates
 - What are the standards that if mastered would make a candidate better prepared for an administrator position?
- Master principal standards and competencies:

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- These standards are set for master principals. But if these are the standards for master principals why not backwards map them and use them for principal preparation?
 - The key preparation strands are:
 - Creating and living the mission, vision and beliefs
 - Leading and managing change
 - Developing deep knowledge of teaching and learning
 - Building and maintaining collaborative relationships
 - Building and sustaining accountability systems
 - We are once again talking about language-are we using master principal standards, ELCC, ISLLC, etc...?
 - There are several (even ISLLC) standards that are a little lofty to expect an intern to be able to do well. We need to concentrate on what the important standards/skills/performances are and then what is appropriate to expect a novice principal in training to be able to do. If this is done then the novice will be well prepared to build up to a point of excellence.
- The internship experience
 - We should have candidates do several things for their portfolio and have several different experiences to prepare them adequately to be thrown right in when the time comes.
 - We should make sure that learning experiences in the classroom can actually be mirrored in the internship. We should lay out what is reasonable to expect of the internship.
 - When we send someone to an internship we need to be able to say to a site administrator 'this person is qualified specifically to perform X, Y, and Z'
 - How are we going to operationalize how this person is qualified at X, Y and Z? Is there going to be a pre-internship assessment or are we saying that simply taking a course means they are qualified to do certain things?
 - We should pair an assessment with the class and if someone does not successfully pass both then they should not go on to do the internship.
- Principal certification vs. leadership certification
 - We should distinguish between the people who really want to be principals and those who just want a masters in order to move up on the pay scale.
 - Different standards and different certification for what the student desires as an outcome.
 - This was done in Arizona last year. There is a program that specifically prepares students to be principals. They have a set of standards and if a student does not perform these standards adequately then he/she will not go on to do the internship.

- We should have a teacher leadership certification for those who do not want to be principals.
 - There is also the question of when the internship takes place – in pieces throughout the classroom learning process or at the end of the coursework
 - We need to create assessments for standards (which we do not know what they are). Our scope needs to be broader and more comprehensive in scope.
 - Three Models of internship experiences:
 - **Model 1:**
 Person is admitted → Courses & assessments → Perform internship
 - **Model 2:**
 Admission → Internship 1 → More courses & assessments → Internship 2
 - **Model 3:**
 Admission → Courses and assessments with embedded ‘internship’ or ‘field’ experience → Another internship
 - Weakness of model 2 is that you have to have a set course of classes in order to achieve the model. This is why the imbedded model is more advantageous.
 - To achieve this we need to have standard assessments and we would have to know where these assessments fit in within the structure of the program.
 - If there is a common assessment then we need to make sure that we are preparing students for these assessments in the classroom.
 - Many programs would have to be revised.
 - Therefore, in the first internship we could say, this person is qualified to perform introductory, basic tasks, but then by the time he/she is on the second internship he/she is qualified to do all things.
- Break
- We are not tying these common assessments to courses. Certain areas are taught in different ways at different universities.
 - **We need to tie our assessments to outcomes and then methods for integrating those into your coursework is completely up to the individual program.**
 - We can call them competencies or outcomes. **It is agreed to use the word *competency* instead of outcome.**
 - What is it that we are going to assess?
 - We need to decide off of which set of standards we want to base this. Also, are we using different standards for principals and for school leaders?
 - We want to develop assessments that assess competencies first instead of standards and this by nature will address standards.

- **Things that students should be able to do upon completion of the program/Assessment tasks (a brainstormed list follows):**
 1. Implement a good school improvement program
 2. Data management
 3. Supervision and evaluation
 4. Develop a professional development plan
 5. Create a positive school culture/climate
 6. Assessment
 7. Vision, mission, beliefs
 8. School management/ the business aspect/facilities
 9. Teaching and learning
 10. Interviewing and hiring
 11. Legal issues/frameworks
 12. Leadership –shared, collaborative
 13. How to understand the change process
 14. Problem solving
 15. External and community relationships
 16. Student achievement (for all – ELL's, special ed)
 17. Diversity
 18. Ethics, integrity and fairness

- **Criteria for common assessments:**
 1. Non-controversial
 - a. Important to define boundaries for what we mean by non-controversial – central to the agreed upon conceptualization of the principalship.
 2. Easy to develop an activity to drive the assessment
 3. Tied to the *standards* and *competencies*
 4. Limited in number
 5. Can be generalized to different geographic areas of the state
 6. *Method(s)* of implementation and *conditions* that under which they are given or administered.
 7. Scoring rubrics –Important because just having an assessment activity is one thing, but whether that is enacted in a uniform or adequate/appropriate way is another.
 8. Are these assessments to be *program administered* or *professor administered*? Are the assessments done as a part of the class or as a part of the comprehensive exam...?
 - a. It must be compulsory and it must be administered uniformly.
 - i. Many professors will take a guideline and modify it for their class. However, we need to try to make sure that all these common assessments are administered uniformly.

- ii. If we provide scoring rubrics we are more likely to have it be administered in a common way.
 - iii. We can think of assessments not only of students but of universities and professors as well. This involves asking universities ‘how did you arrive at these scores?’
- 9. What about online programs?
- Is the internship the final assessment? If this is so then the internship needs to address competencies that have not been addressed previously in the program. We need to work backwards to visualize what we want to achieve at each point.
 - Internship - What do we want them to learn in the internship (in the internship students should be summatively assessed to demonstrate the various competencies).
 - Program assessments - before the internship there should be formative assessments within the program to prepare the students for the internship’s summative assessment format.
 - a. **Program assessments** (formative)
 - b. **Internship assessments** (summative)

Overview of what has been discussed this morning:

1. The content and context for program assessment
 - a. Competencies for entry level principals coming into the field
2. Revise and update with rigor the state exam –it does not give us feedback, it lacks relevance to the current standards and is not rigorous enough.
3. The committee is working toward competencies that would be tied to whatever the standards committee comes up with. These competencies would be aligned to the master principal standards and competencies/outcomes.
4. There would be common assessments to assess the competencies during the coursework portion and during the internship.
5. Criteria for the competences are being established (for specific criteria see above).

After Lunch –Open Brainstorming of Ideas

- We should use/consider the school leaders licensure assessment as a portion/starting point for the state exam.
- Should we assess applicants for entry to the program?
 - Most universities have methods for assessing applicants: letters of recommendation, GPA, GRE, statement of purpose, etc...
 - There are certain assumptions of an educated program – a good writer, an effective communicator in articulating concepts and ideas.
 - To have a teacher’s certificate, one must take a basic skills test which would assess the items and concerns brought up above.
- We need to know that our candidates can impact student achievement/learning.

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- To achieve this we should require membership to certain types of committees within the candidates school/district. This would help address potential lack of experience in many areas that some candidates are lacking.
- The internship should be at the heart of our candidates'/students' learning experiences. Before even beginning the internship all principal candidates should be able to identify a school improvement plan to help the actual student achievement in the school.
- If we use the ISLLC standards then we need to create a list of competences and assessments based upon these standards.
 - Many programs currently use the ISLLC standards for principal preparation and for school leadership certification.
- Different programs may link individual standards to different courses/coursework.
- **Assessments related to the internship:**
 - When we suggest a candidate intern to a perspective administrator we can tell them that before we present a candidate to them for an internship we have prepared and assessed this candidate on these 32 standards/competences. Now the candidate can build upon these competences. This is a different level of challenge for the candidate rather than a paper and pencil exam.
 - There should be assessment projects that focus on a range of things. Real life experiences/problems should be intertwined and interconnected, therefore our assessments should be as well. Candidates should play a major role in the things going on in the schools and do a major project on these experiences.
 - Let's assess the standards in the context of the program and again in the internship. There should be common assessments in both phases of the principalship program.
 - We need to have a common assessment that talks about legal issues. Everyone that goes through principal preparation in Illinois would have passed the common assessment. They can be assessed in other ways, but there should be one main and common one.
 - If we set 4 assessments as required, then many programs will have those as the soul assessments and not build upon them to create their own, more in-depth assessments based upon the universities values.
- We should distinguish between practice and performance, e.g. you have practiced this before and now it is taking place in this situation. Therefore students should be aware that the things they are learning in the courses are actually applicable to what they will be doing in their internship.
- We need to consider what the state is doing for program review and accreditation because if nothing is being done with accreditation then our work is pointless. Many universities are not going to incorporate our suggestions from today unless it is required somewhat. All of our ideas thus far are ideas from which any

program can benefit. All of these ideas also will not be implemented unless it is mandated or required.

- Linda Tomlinson was brought into the room for consultation on if our ideas would actually be implemented and carried out. According to Linda, ISBE is ready to make changes and we are really working with the purpose to make changes and improve the system. She assured us that they are re-evaluating the current state assessments and would rather have our input than the input of legislators and others not directly involved with the education field.
 - Every program will have to come back through the certification board to be approved.
 - The program review system will also be changing to require annual data and information coming in from all programs. So that programs are examined for quality each year.
 - The six assessments (of the current ELCC – NCATE system) will be applied to the review of each school and each school will be asked what changes they have made since the year before.
 - Linda encouraged us to have some specifics and concrete items in our assessments.
 - They want all programs to go through NCATE assessments/standards so that all programs are on the same level.
- Standards and assessments
 - Our task now is to map our competences to the ISLLC standards and then create assessments for those standards.
 - What is the process for setting the standards?
 - We can not properly apply the ISLLC standards to principal preparation because the standards as is are directed towards current principals. One example is the standard of impacting student performance-a principal candidate is not in a position to impact student performance. We need to distinguish this point.
 - We should have four required assessments and two suggested.
 - **If we want standards to be powerful then they need to be assessment driven.** Assessments should also drive the curriculum. No matter who teaches a certain course, there need to be 2 or 3 assessments that are taught specifically.
 - Our assessments could require showing a conceptual framework and student work samples.
 - We need to define what is at the meat of our assessments and then universities can put this assessment wherever it fits in their coursework.
 - There will be a standard assessment system to assess these competences and programs are free to design their own way to teach these competences. However, these schools need to prove to

the certification board that their program truly does address these competences.

- **Higher level comprehensive assessment areas** –areas that need a common, state-wide assessment
 1. School improvement plan comprehensive process
 2. Clinical supervision – a complete observation evaluation cycle
 3. Program assessment (curriculum) – understanding, implementing and evaluating. (Curriculum integration and assessment)
 4. School management/business/facilities
- Main **agreed upon points** today or **critical points** to which we should return:
 - We agree on the areas that need comprehensive assessment.
 - There should be common assessments
 - There should be competences aligned to standards
 - The master principal competences should help to guide our work and know that ISLLC are the standards that we will have to accept.
 - The state licensure test needs revision.
 - i. We propose the ETS New York test or something similar to it that is more performance based.
 - We can use common assessments up to two or three models that programs utilize. There is still flexibility in programs that common assessments can fit into different program models.
 - Whatever assessments we come up with will drive the programs through which our students go and the way the curriculum is constructed/enacted.
 - We should bring current best assessments together to create hybrids which can become our common assessments.
 - Assessments need to be formative during the program and summative during the internship.
 - The amount of “teaching time” (classroom experience) required for a candidate coming into the program needs to be clearly defined and applied. Should it be 2 years, 3 years, 4 years?