Illinois Principal Preparation Programs

Definition of a partnership – go to Providence – culture of collaboration

Evidence of partnership may be met by the execution of a memorandum of understanding with one or more local school districts or other “local education agencies” as partners (Use federal grant definition of LEA).

a. Such an MOU will articulate the type of activities which the partnership engages in, and the resources devoted to them, to support principal preparation and development;
b. the MOU must be signed by all partners, including representatives of the University leadership program and the district or LEA;
c. the MOU will be filed with the university accreditation papers
d. an annual report of partnership activities and resources will be published

Functions of a partnership

1. Advise on areas of mutual interest.
2. Collaborate in the design of principal preparation programs.
a. Conduct school-based research
b. Resource sharing
c. Collaborative service and leadership on curriculum committees, search committees, and assessment committees between universities and local school districts
d. Orientation of adjuncts
e. Innovative course delivery
3. Collaborate in the placement and supervision of candidates.
a. Recruitment of candidates
b. Mentoring
4. Evaluate partnership

Highly selective admissions processes that emphasize such indicators as: (1) commitment and drive in supporting all students in achieving high standards of learning; (2) evidence of accomplished classroom instruction; (3) evidence of having taken significant leadership roles in the past; (4)
strong communications skills, oral and written; (5) analytic abilities and dispositions needed to collect and analyze data for school improvement; (6) demonstrated respect for family and community as essential assets in supporting student academic success; (7) strong interpersonal skills. For admissions processes to be sufficiently selective for the limited number of places in principal-specific endorsement programs, simple paper qualifications may not be enough, and candidate interviews should be strongly encouraged. (Illinois School Leader Task Force Report, p. 8, Feb. 2008).

Minimum requirements

1. Teaching or other school personnel experience minimum of 4 years prior to final “residency” or internship
2. Entry portfolio based upon 7 points from IL School Leader Task Force Report, p. 9
3. Interview

Suggested “other” requirements to be determined by programs and their partnerships

1. 360 degree instrument that measures leadership potential
2. Letters of recommendation
3. Pre-requisite courses that would lead to a two-tiered admissions process
4. GPA
5. Standardized assessments designed as predictors of success in Graduate School such as GRE or MAT
District University Partnerships
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Advisory on areas of mutual interest
- Recruitment of candidates
- Mentoring

Collaborate in other supportive activities

Design of principal preparation program
- Conduct school-based research
- Resource sharing
- Collaborative service and leadership on curriculum committees, search committees, and assessment committees between universities and local school districts
- Orientation of adjuncts
- Innovative course delivery

Evaluation of partnerships
Characteristics of an effective partnership

Application
- Criteria
- Selection

Program
- Authentic Assessments

Internship
- Placement
- Designing experiences