

School/University Partnerships and Selection Process Redesign Team
Minutes
Monday, November 24, 2008

After lunch the District/University Partnerships committee met to consider the recommendations coming from other groups that met in the morning. The following members were present:

Redesign Team Co-Chairs

Kathleen Sullivan Brown: Executive Director of Illinois Education Research Council (IERC) SUI Edwardsville

Jenny Tripses: Associate Professor and Co-Coordinator of Education Leadership program Bradley University

Redesign Team Members in Attendance

Norma Salazar: Chair of Education, Chicago State University

Toni McDonald: Professor and Director of Clinical Practicum, Lewis University

Judy Hackett: Superintendent, Northwestern Suburban Special Education Organization

Based upon the feedback received from the morning jigsaw groups, the District/University Partnerships Committee revised the recommendations to read:

Partnerships and Candidate Selection Process

The charge of the School/University Partnerships and Selection Process Redesign Team was to develop draft criteria for school/university partnerships as part of the new approval criteria for principal preparation programs. Local school districts, most particularly the students, families, teachers and other school staff in those districts, bear the most important consequences of school leader preparation programs. Recommended criteria should include the inclusion of districts to co-design, co-implement, and co-assess new principal preparation programs. Criteria must meet the revised state standards, help respond to the leadership needs of school districts throughout the entire state, and support the continuum of principal development from preservice through distinguished principal status. Recommendations from this redesign team must also consider other possible organizations qualified to contribute to these programs.

Recommendations for District/University Partnerships were based upon consideration of diversity of Illinois school districts and principal preparation programs. No single partnership configuration can meet the needs of all Illinois districts and university preparation programs. The purpose of such partnerships however, can be prescribed. Partnerships should be based upon mutual interests of all parties, which can include local school districts, regional superintendents, professional associations, and university preparation programs to prepare

capable future school leaders to meet the complex challenges faced by contemporary schools.

Schools and society are progressively more complex as a result of increasing diversity of students, their overwhelming physical, social and emotional needs, and the realities of a global society. The focus of school leadership has shifted from management to leadership that fosters collaboration and formation of learning communities devoted to building schools where all children can attain optimal learning levels (Barth, 1990). Consensus exists that twenty-first century schools require principals prepared as instructional, cultural and collaborative leaders (Hale & Moorman, 2003). These recommendations seek to promote “simultaneous renewal” (Goodlad, 1994) of both the P12 schools and the university through their “joint productive work” (Murrell, 1998).

Recommendations

1. All university educational administration programs will develop a partnership with at least one local school district. “District/University Partnerships” may also include other regional and/or professional associations which can contribute substantively to the preparation of school building leaders. [Examples might be cited: IPA, ROEs, etc.] The purpose of the partnership shall be to collaborate on the process of selection of candidates for graduate programs; design and implementation of programs, including the internship; and assessments used in the programs.
2. For purposes of program approval, a “District/University Partnership” is defined as “a group of district and university-based faculty and administrators who collaborate for the purposes of preparing school principals.”
3. The functions of such partnerships are to
 - Advise on areas of mutual interest
 - Create a culture of collaboration to co-design, co-implement and co-assess the program for principal preparation
 - Evaluate the effectiveness of the partnership

Rationale: Teacher education or professional development schools have successfully established such partnerships. Examples of partnerships that involve administrators are available and should be studied to see how they can be replicated or adapted in other school districts; however, the partnership necessarily is unique to reflect the local context.

4. University educational administration programs must provide written agreement of the partnership that articulates the purpose and types of activities.