SCHOOL LEADERSHIP STANDARDS
Minutes of 9.29.08

Present: Cyd Kuck, Don Hackmann, Mike Johnson, Jason Leahy, Todd Purinton, Carol Tolson.

The meeting began with a review of its work thus far. First, the group agreed to recommend that the ISLLC 2008 standards be adopted as the state content standards for preparation of school leaders in Illinois. Second, they agreed that the focus of the day's work would be on the following:
* Identification of program standards to be used to assess a program's appropriateness
* Identification of requirements for field experiences and clinical practice

Preparation programs

The committee discussed that leader preparation programs need to make their expectations clearer regarding student outcomes. It is impossible for candidates to emerge from these programs fully prepared to effectively face all administrative challenges. It was agreed that core leadership practices had to be the focus of these programs. Among these core leadership practices are relationship building, motivational leadership, leadership for learning, change, time management, effectiveness within the political environment, ethical decision-making, and crisis management.

Program standards

The committee developed issues around the following program standards (in no particular order):

* Online coursework – institutionally, is there the technology infrastructure? Additionally, leadership is an intensely interpersonal enterprise. No program should be permitted to have all of its coursework online. Some face-to-face coursework is needed. While some leadership content may lend itself well to online pedagogy, other content does not. An additional issue is that it is difficult to verify that the person completing the work is the same person who is actually enrolled in the course. A strength of online coursework is that documentation of work and comments is readily available for review. Synchronous online courses are much easier than asynchronous to build in checks and balances. The use of DVDs is a good way of building skills, especially when these skills are reinforced in field experiences and clinical practice. **Recommendation: No more than 49% of the coursework (not including field experiences and clinical practice) can be online.**
* Field and clinical experience – Clinical practice ideally should be a minimum of 2 semesters (one academic year) with the university and school district working together to provide appropriate experiences. Concern was expressed that schools don't have the capacity to manage a year-long internship. Another concern is that school mentors and university supervisors must be oriented to expectations related to field experiences and

internship requirements. A third concern is related to partnerships. These need to be approached carefully since, in densely populated areas, a school district may work with many institutions, not just one.

- Student recruitment and admissions – the numbers of students in leadership programs outstrip demand for school administrators, even when the demand for administrators in nonpublic schools is included. Admission requirements need to exceed more than just GPA. Dispositions must be considered as should technological capability.

- Assessment – must verify that assigned field experiences, clinical practice, and content are actually carried out and that these support the development of future school leaders. Assessment focus must be on both individual student performance and program quality.

- Capacity – an institution should be able to defend the size of its program and demonstrate that it appropriately supports student learning and development toward meeting professional standards. The institution must be able to show that it has dedicated sufficient resources (faculty, technology, library, inservices) to support the program.

- Faculty and adjuncts -- This faculty should be balanced with 1/3 of the faculty in the program being practitioners, 1/3 scholar, and no more than 1/3 of the program taught by the same individual. The faculty should be diverse and expected to complete ongoing professional development. The program must be supported by core faculty who are full-time faculty members. The committee did not agree upon a specific number but did agree that faculty must be engaged in the profession and university. The university, in turn, must ensure that the faculty is supported. A potential **recommendation** is that, at program initiation, a minimum of 2 full-time people should be working in the program. When the program has 75 students, there should be 3 full-time equivalent faculty working in the program. The committee also discussed that as the numbers of students in the program grow, so should the number of faculty supporting the program.

- Conceptual framework – each institution must have one that is fully reflected throughout the program.