

School Leadership Standards Redesign Team Minutes
Monday, November 24, 2008

Redesign Team Co-Chairs:

Dr. Don Hackmann, University of Illinois at UC

Redesign Team Members in Attendance:

Mike Bartlett

Bob Hall

Patrick Murphy

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Program Standards

Recommendation 1:

Changes include adding the following information:

- The faculty who teach in this program should be balanced with appropriate academic preparation and administrative experience in P-12 schools.

- Faculty and adjunct who teach in the program must have appropriate work experience, preparation, and recent experience in P-12 schools.

- Faculty supervisors must hold the equivalent of a general administrative endorsement

Recommendation 2:

Removed the following: A minimum of 1/3 of the program is taught by full-time education unit faculty, 1/3 by faculty engaged in the scholarships of discovery, integration, application, and teaching that are appropriate to the program; and 1/3 by those with recent/current experience in school.

Keeping the following: No more than 1/3 of the program can be taught by a single person, exclusive of internship and residency. Program means coursework not internship and residency.

Clarifying the following: No more than a 1/3 of the program taught by adjuncts

Recommendation 3:

Changes include adding the following information:

- Must commit to a critical mass of full-time faculty members, based on institution's enrollment there needs to be a minimum of 2 full-time faculty (to serve 25 students enrolled in the program), with the number of full-time faculty increasing appropriately, as the students enrolled increase.

Recommendation 4: No changes...the minimum number of site visits is staying at 6

Recommendation 5: No changes

Recommendation 6: Completely removing this recommendation, but added information concerning curriculum

Ideas Considered

Continuity of commit to program and internship

Coherence of the program

Capacity for renewal/redesign of program based on candidate's information (feedback)

Capacity for leadership-How is it (the program) adjusting to the changes in the field

Questions Raised

1. What is in place to help faculty remain current in the field?

2. Should there be mechanisms in place to engage and involve adjunct faculty in all facets of the program (i.e., adjuncts should not simply teach a course but should be engaged in other aspects, such as advising, student admissions, etc.)?

Group agreed that something should be in place

3. Should we include information about new programs that expand?

4. How are adjuncts staying current?

Group agreed that there needs to be something put in the report about professional development, not only for adjuncts but for all faculty members.

Statements to Include in Report

1. ISSLC aligned curriculum designed to prepare quality 21st century leaders

2. Programs need approval, whether the institution is based in Illinois or based outside the state of Illinois. (Out-of-state institutions could not "set up shop" in the state of Illinois and offer their state's program – they must be approved by the state of Illinois and must offer the state of Illinois approved program.)

3. High quality of program for a limited number of students and have the capacity to develop this program. The institution should not be about producing large numbers of students; it should focus on high quality preparation of a limited number of high quality educators.

4. The institution needs to provide a conceptual framework for the program. Need to provide the conceptual framework (what type of leader is being prepared?), note the curriculum, state what degree(s) are being offered, describe the clinical/field experiences, note the instructional delivery methods to be used, note whether the cohort model will be employed, describe admissions standards, and describe assessments.