

ISLAC First meeting 9/11/14
Bloomington, IL 10:00-3:00

In attendance:

Steve Tozer – UIC/Chair
Diane Rutledge – LUDA/Chair
Lynne Haeffle - CSEP
Chris Koch - ISBE
Jason Heffler - ISBE
Steven Cobb – Quincy
Lindsey - McCormick
Dean Halverson - WIU
Jean Buckley – Tracy Family Foundation
Stephanie Banchero – Joyce Foundation
Heather Anichini – IL Fund for Public Education
Hanna Atuen– Student Rep
Jessica Handy – Stand for Children
Luanne Kelley – Midwest Principal Center
Jennifer Gill – Springfield
Janis Fitzsimons – Assoc. Colleges of Illinois
Erika Hunt - CSEP
Ben Boer – Advance Illinois
Jim Carlson – Seneca High School
Chris Mehochko – Grundy ROE
Brent Clark - IASA
Jason Lahey - IPA
Steve Webb - Goreville
Vicki Van Tyle – SIUE & ICPEA
Ben Chruchill – Carpentersville
Stephanie Bernoteit - IBHE
Mike Popp – East Aurora
Darrell Echols – Metea Valley HS
Brad White - IERA
Judy Hackett
Peggy Mueller
Rep. Bob Pritchard
Joyce Weiner – Ounce of Prevention

Diane Jackman - EIU
Herschell Hannan - Bloomington
Kathy shavel– IFT
Darlene Ruscetti – DuPage ROE
Devin Swarley - CPS
Joe Shofner. – CPS Principal
Clarice Berry – CPAA
Heather Schild - Naperville
Dan Bridges - Naperville
Maureen Kincaid - CSEP
Krstine Servais - CSEP
Len Sutton - ISU
Chris Koch – Welcome
James Applegate – IBHE
Kelly Snaders – Assist. Supt. Oswego
Carol Fercik – Quincy
Julie Stratmen – Quincy
Michaela Fray – Quincy
Dave Boster – Quincy
Norm Durflinger – CSEP
Gail Fahey – DuPage ROE
Dan Cullen – IBHE
Brad Hutchinson – ISU
Amy Perone – CSEP
Lisa Hood – CSEP
Alicia Haller- CSEP
Anna Gazekas – LEE Chicago Policy Cohort Intern

On the Phone:

Michael Dantley - Loyola
Maggie Blinn-Dinovi - NLNS
Miguel Del Valle –
Rep. Linda Chapa LaVia -

Inaugural Meeting 9/11/14

Welcome by Steve and Diane
8:30-10:15

Steve – history of how we got there – medical model. We took past accomplishments and are taking it further.

Lynne – Goes through the logic model and study teams – designed to build some collective momentum to move toward these short term and long term goals.

Steve-Illinois is a model for this work – notable work – different from other states. Unique in Illinois is that we come to the table together – transparency is important. This is the opportunity to get it right. We are a large state and a diverse state and it is hard work. It's about student achievement and the importance of the role of the principal. So much focus on that one position. We will have study teams – this is fluid – things can be changed – persons placed based on expertise. This committee has an end goal.

- Other countries took what the US developed and took it to the next level
- Other states funding pre-service tuition – states are trying to outdo each other.
- Good work as subcommittees – come together for larger meetings

Anticipated outcomes:

- short term – plan for sustainable supports at state, regional and local levels
- robust implementation
- statewide network
- creating some sort of collective impact – statewide student achievement
- working together for common goals long term and student learning

Lynne- Logical Model Described

- steps of the logic model
- structure – study teams
- deliberate – diverse membership – from different sectors as well –
- some work done behind the scenes between meetings – products will be recommendations for steps to move toward program cohesion, course requirements, assessments, data collection, quality assurance – looking at different requirements, overlapping requirements,
- partnerships - building and strengthening partnerships
- training and support – internship, mentor prep, resources mentors need
- networking – and resource development-0 how to communicate and collaborate with each other, share resources and ideas, where can we make collective impact.

10:40 – 11:00

Jason Helfer – Goes over the changes to principal preparation programs. First wave of programs approved - 8 approved programs – now up to 26 approved and unsure the number of candidates. Good system in place and still looking at questions about barriers including reciprocity, ensuring pathways for the people we need in our schools.

Keep with goal of preparing highly effective principals. Not having the principals that we need.

11:00-11:45

Kristine Introduces Panel

Joe Shoffner – CPS Principal (McClellan)

Darlene Ruscetti – ROE Supt.

Brad Hutchinson – ISU

Maureen Kincaid - NCC epartment

Dan Bridges – Dist. 203 - Naperville

Heather Schild – NCC Student

How well is Illinois doing in efforts? What potential do we see in Illinois changes? What challenges are perceived?

Brad – candidates are passionate – for learning, student achievement, building capacity – what is at the heart of what we need to take care of our children. ISU is at a different level now. The candidates want to be leaders. Candidates want to become instruction leaders. 7 in initial cohort. 2nd cohort starting – interviewed 9 – accepted 7. Team did interview – quality is coming in. Need to look at supply and demand. Pockets of Illinois concerned about enough candidates down the road. Collectively I'd like us to make sure we have enough for the needs in all parts. 36 competencies – have mastery in these competencies already – anyway to acknowledge/recognize to expedite some of the work – not lessen the rigor – misconception among teachers that they have to take a year off to do an internship.

Recruitment – 60 mile radius (recruited 9 and accepted 7) It wasn't me just making this decision – it was a collaborative decision about what we agree are the qualities coming in to the program. Partnerships with districts so important. Unofficial look at supply and demand.

Maureen Kincaid – Our program has always been strong, but the changes spurred us to do even better. Particularly around the range of authentic leadership experiences. P-12 and subgroups we need to be more purposeful with that component. NCC – more rigorous both on the selection and ensuring their competency prior to passing them on. Partnerships – always had them, but they were mostly school based. These changes took us to the district level Partners are intentional at identifying high potential candidates. Supply has been a concern, but these partnerships have actually increased our enrollment. Challenges – 2 full time faculty continues to challenge us with staffing issues. Developing tracking tools and systems to ensure we are capturing all we need. Thinking

broadly how do we develop tools for tracking and keeping requirement accountability. How do we have a tool that will really help us track that?

Heather — hired into a position of dept. chair that requires teacher evaluation; along the way of doing actual authentic work I had mentors that served me very well and stood by me – took classes and applied to my job. Needs flexibility with candidates; authentic learning is essential. Could not have learned as much just doing things in a class. Since every situation is unique for each candidate, flexibility is needed to keep internship experiences authentic.

Dan – Naperville SD 203/NCC – great partnership – power of the partnership and how it has benefited the district. Applaud and appreciate the importance of the principal. We view the principal as the window into the classroom. Most important lever I have is our principal. Right person needed for this job. Our need (17,000 students – 22 schools) pretty solid but how do develop and ready our future leaders. How do we identify those people? We visit and talk about leadership potential and then we take applicants to NCC with leaders – so if someone goes on their own to NCC – do we support that person. Positions are finite in our district. We think you're a leader – here's a program – let's see how to get you in that program – how do we compensate and reward our teachers? Concerns – the amount of time we would take on mentors – there are principals who would not be strong mentors. We do not want to overwhelm our principals.

Succession planning always starts at the top – as we work our way down we always ask the question – who will replace you? We maintain a data base – when teachers come forward and if principal says don't see as a leader then district takes a look – are they right for the job. We need to put the right people in these positions. Talent management system and succession planning process are crucial.

Darlene – how can we support what you are doing – continuum of support from aspiring through early novice through to master principal, some of the best professional growth that I have seen has come from the concept of a professional learning growth. Continuous benefit of the profession – how are we going to be learning together. How are we going to support those candidates from the beginning and throughout their careers. Best teachers, principals, learning throughout their schools. Support candidates and the profession. Along with compliance is the competency piece – how are both going to be adhered to – achieved? How can we best facilitate – how to help in the training that moves the candidate through the system. We have to learn as a state how to become a professional learning community.

Joe - Went through LAUNCH in CPS years ago – Very intensive internships structure. The 36 competencies is a great encompassing scope of what the job entails. It also introduces us as mentor principals to what we can do better. In order to be qualified, portfolio and interview questions. Coaching - You need to be safe to acknowledge what you don't know and be able to seek support for those weaknesses. Giving access to those

folks to the training and experiences they need to develop. This is a people business – needing to interact within different frames but with different people as well.

Len- Succession planning – and what level of support candidates might expect to get from you as they continue on the development continuum.

Dan – we maintain a database of who is in our buildings and what licenses they hold. Supports they need to be successful prior to and during the program. I want internal people to be their first path for vacancies. We invest time and resources in developing people and we want to continue to capitalize on that investment. Mentoring team – chief HR, Chief Secondary and Chief elementary. – work does not just fall on the mentor principal.

Steve - Leadership researcher indicates – years to develop leadership competency. This needs to involve both pre service and in service.

Herschel – What we need to do when interviewing candidates – not everyone is going to come to us completely ready to go. They will have strengths and weaknesses and development needs to be on-going. Construct a portfolio process that makes sense.

Lindsey – McCormick – Directed question to the candidate on the panel - Early Childhood and ELL experience – how has that impacted your learning? Authentic learning gives you the ability to learn effective strategies at every level and with subgroups. I have greater respect for what EC and elementary school folks go through. Need for greater communication and a move away from theory heavy trainings.

Darleen – how do we provide the level of experience that Heather has received in all programs around the state. Partnerships with ROEs will be essential, particularly in more isolated areas.

LUNCH

Michelle Young presentation

What's happening nationally?

2000 – Wallace Foundation kick off (NCATE Standards)

Early 2000 was important. There have always been critiques throughout history. But in 2000 we started gathering evidence about what works and what doesn't - Evaluation Research taskforce – how do we know what we do in preparation matters?

NCES – looked at program growth over time – from 1991-2011. Increased dramatically. Also saw an increase in private for profit sector. Correspondingly, as programs rose, degrees awarded also increased

We are entering a period where there is a reduction in the number of degrees being awarded and programs are decreasing in enrollment. Saturation, changes in regulations, context of education in general.

In some states – serious over-production going on. New York, California, Texas under produce – skim from around the country.

3 trends – research institutions – declining enrollment In el leadership. Increasing with small liberal arts schools or other institutions with lesser capacity (No ed school, or few faculty)

Adjuncts can be great – if they are networked, if they are trained and developed and if they are integrated into the fabric of the program. How do you ensure quality rather than compliance with that?

2000-2011 – No Illinois public schools are on the list of large producer of ed leadership graduates. Lemar, Pheonix, Grand Canyon, ACE, NOVA, Concordia, National Lewis (These are actually outliers now).

Joe Murphy, Gary Crow and Michelle Young – did empirical research in preparation – particularly outcome findings.

Progress has been made! But the journey is not over and the work is not done.

Are they collecting data on current students, other cohorts, post graduation performance, etc. Those programs are doing well – those that involve themselves in continuous improvement.

What do we want? Quality Leadership Preparation

Knowledge base on what quality preparation looks like

Research in Action Agenda – interlinked into the work we do at UCEA.

Linking content, knowledge, theory and experience.

What do we know? Role of leadership is second only to classroom instruction.

How:

Teacher satisfaction

Organizational commitment

Improve teacher practice

Impacts school learning climate

Quality content and instruction

Organization learning practices and environment (Leithwood & Jantzi, 2005)

7 Key Features of Effective Preparation:

1. Intentional recruitment and selection (application and review by panel, including behavioral interview with problem-based scenarios; debrief after performance based assessment; analyze a data set and then debrief)
2. A coherent, research-based curriculum with a leadership for learning focus
3. Active instructional practices, including reflection on and engagement with problems of practice.
4. Tightly integrated curriculum and field work experiences

5. Well-planned and substantive internship.
6. Learning Assessments designed to inform candidate and program growth.
7. Supportive structures (e.g. cohorts, coaching, induction programs).

Not on this list is the district partnership – because it is implied. It has been hard to empirically demonstrate the importance of the partnership.

A quality internship: Illinois is one of only 5 states that hit all the most powerful features of preparation:

1. Planned experiences
2. Ongoing opportunities to learn under expert supervision
3. Explicit modeling of good practice
4. Gradual increases in responsibility
5. Coaching and mentoring

Are we getting what we want? Yes, in some places

Wallace has funded a refresh of the ISLLC standards and principal supervisor standards and national preparation standards (previously ELCC)

Do we have any evidence to suggest that standards even matter? UCEA – contracted to look into that and they found they absolutely do matter (50 states have established standards and content is fairly similar with some variation).

UCEA – curriculum mapping tools for those beginning the redesign process.

Preparation Evaluation Pathways: Preconditions; Outcomes from the Program; Outcomes from school and students. They have developed surveys for the pre-condition phases.

INSPIRE Suite of Surveys.

They are working with NLNS on developing 360Edition (INSPIRE 360)

What Happened? Talking about the medical model

Critique spurred SIGNIFICANT action, not paralysis!

Common preparation design was developed based on most successful models available.

Model has been updated regularly based on research and professional judgment

Model required that internships and residencies be conducted in affiliated hospitals with board certified expert physicians and researchers.

Changes were enforced through policy, accreditation, and licensure structure

Other fields – Engineering

Levers: State, professional, and program

Challenges:

- Finances
- District/University partnerships are relationship driven
- Higher ed – amazing content experts, but may not be adult learning experts

- Time – never enough of it, but time has to be set aside work the collaborative efforts to design, deliver and evaluate the programs.

Action:

Leadership pipeline – development across the continuum

2:00-3:00

Break into Learning Teams. Define charge and areas that may be missing. Recorder needed to take minutes. Submit minutes to Kristine following the meeting.

3:00 Wrap up and conclusion