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Navigating the Shift to Intensive Principal Preparation in Illinois: An In-depth Look at Stakeholder Perspectives

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Executive Summary

In 2010, Illinois became one of the first states to legislatively require a complete redesign of all its principal preparation programs with the goal of advancing statewide school improvement through strengthening school leadership. This effort was ambitious and sweeping, calling for radical shifts in previous practice. First, all programs had to establish formal partnerships with school districts so that they would be more responsive to district needs. Second, the new principal internships required principal candidates to illustrate the mastery of critical competencies, rather than solely complete observations and log hours. Third, principal training was required to emphasize the role of instructional leadership in catalyzing school change, rather than focusing on school management. Fourth, programs also needed to prepare all principals to work with all students from pre-K to twelfth grade, including students with disabilities and English language learners (ELL). Finally, programs were expected to collect and utilize data for continuous improvement.

For many decades prior to the redesign, principal preparation consisted of administrative courses such as school law, finance, and educational theory, followed by an internship consisting of a set number of hours that were mainly spent shadowing a principal. Programs varied greatly in the quality of both course content and mentoring and many had few, if any, selection criteria beyond what was required by the college or university.

Meanwhile, a growing body of research evidence indicated that principals play a critical role in improving student performance and leading effective schools (see, for example, Hallinger, Murphy, Weil, Mesa, & Mitman, 1983; Murphy, Hallinger, Weil, & Mitman, 1983; Hallinger, 1992). This research identified the importance of principals as effective instructional leaders, rather than simply efficient building managers, and principal preparation began to be perceived as providing inadequate training for this role. Thus, principal preparation programs became the target of intense scrutiny over the last decade. This research, along with the support and input from a broad base of stakeholders, motivated the ambitious overhaul of Illinois' principal preparation programs.

Based on this research, and with support and input from a broad base of stakeholders, Illinois redesigned the requirements of its principal preparation programs to focus more on developing effective instructional leaders. New requirements included:

- A targeted principal endorsement, instead of a general administrative certificate
- Partnerships with school districts in preparation program design and delivery
- Selective admissions criteria
- P-12 licensure (adding Pre-Kindergarten to the leadership training)
- A competency-based internship
- Collaborative support for candidates from both faculty and mentor principals

For the past two years, we have studied the implementation of Illinois' new principal preparation programs and the changes that have occurred as a result of the new policy. In a prior report published in September of 2015 (Klostermann, Pareja, Hart, White, & Huynh,

2015), we found that many program representatives and statewide stakeholders saw the redesign as both necessary and timely and were hopeful that the redesign would lead to better-prepared principals and improved schools. However, many program representatives and statewide stakeholders also expressed concern that more specialized programs with higher selection criteria and more intensive training would put excessive restrictions on the pipeline of principals and create shortages. Others were concerned that forcing programs to be smaller and more specialized would impede programs' ability to sustainably provide more rigorous training. In this report, we examine findings of analyses conducted of data collected from in-depth site visits, a syllabus review, and an online survey of program coordinators to identify the successes and challenges Illinois programs and their district partners have experienced in the implementation this policy.

Key Findings

Most programs reported stronger partnerships with districts after the redesign. The partnerships that programs and districts have formed have taken on a number of different forms—from partnerships between a program and a single district or regional office of education (ROE) to partnerships between a program and several districts to a partnership board (see the case studies in the Partnerships chapter). Yet only a few districts have been able to reach and sustain a deep level of ongoing collaboration in which districts are highly engaged in the curricular redesign, candidate selection and evaluation, internships, and mentoring. Some of these districts have also adapted their practices (e.g., hiring and succession planning) due to their collaboration with programs. In these cases, additional grant funding or existing district resources have played a significant part in districts' abilities to maintain the high level of collaboration with programs.

In some partnerships, districts are mainly focused on aspects of the internship, as was the case prior to the redesign. Yet both districts and programs see these partnerships as beneficial. District representatives report greater program responsiveness to their needs and more communication. Partner districts feel they have a stronger voice and input into the selection of principal candidates and the preparation of their future principals. Program staff believe districts provided key input into the redesign of courses and internship experiences and continue to seek district feedback program and candidate performance. Principal candidates value having access to the experience and knowledge of district superintendents and principals.

Most programs experienced the dramatic drop in enrollment, as anticipated by moving from general administrative training to a principal-specific endorsement. The majority of stakeholders see this as a shift from quantity to quality that has benefitted principal preparation in terms of providing more targeted and practical training that is focused on creating the state's next generation of school leaders. Current principal preparation candidates are perceived as being stronger overall, more committed to careers in the principalship than those from previous programs. They are also perceived as being no less diverse than were candidates prior to the redesign, although most programs acknowledge they need to improve in the area of diversity. But this more intensive approach to preparation has strained program resources, stressed relationships with the broader university, and forced programs to re-think and redouble their recruitment efforts. Although most programs who responded to the survey report that they are currently enrolling adequate numbers of students to sustain their

programs, or are optimistic that their enrollments will be sufficient within the next three years, there are widespread concerns regarding the system's ability to meet future demand for principals statewide over the next five years.

Instructional leadership is a clear program focus in terms of coursework and internship competencies. While this was an intent of the redesign, it is also part of the overall movement in the field. Some program and district staff and candidates believe organizational leadership may have been overly de-emphasized and are in the process of bringing back key management and finance courses. Our analyses of syllabi, however, show that organizational management remains a major area of instruction and is, in fact, covered to a similar degree as instructional leadership in most programs.

Special student populations (students with disabilities, ELLs, and early childhood students) have received increased coverage in both coursework and internships, per redesign requirements. However, whether this coverage is sufficient to prepare principals to lead in many contexts remains a matter of debate across both policymakers and practitioners. Of these student populations, special education coverage is the most universal, because students with disabilities are more widespread throughout the state and this content has traditionally been included in school law and other education administration courses. Early childhood (ECE) and ELL content, on the other hand, have proven more challenging to integrate.

Competency-based internships have brought a welcomed depth, clarity, and authenticity to candidates' internship experiences that many believe will better prepare candidates for the principalship. Most program representatives believe that internships post-redesign provide candidates with deeper experiences that are closer to what they will experience as principals—including instructional leadership experiences, direct leadership experiences, and experiences working with all students—which they believe will ultimately better prepare candidates for the principalship. Also, many believe that mentoring from faculty supervisors and principal mentors has improved and further enhanced candidates' internship experiences.

The format of the typical internship, however, remains very similar to what it was pre-redesign—a two- or three-semester, unpaid, part-time internship. Many candidates would prefer to complete a paid, full-time, year-long internship. These candidates believe a full-time format would allow them the opportunity to learn and understand the job of principal in a more holistic, meaningful way.

Also, implementing the new, intensive internships has been challenging in several ways. First, many programs—especially those outside the Chicago area—have found it difficult to find placements for all grade levels and different student populations as required by the policy, in particular ELL and ECE students. Second, many programs have had difficulties with finding enough faculty supervisors and principal mentors, due to the policy's requirements for being a supervisor, including three years of experience as a "successful school principal." Third, post-redesign, many believe that the prescriptive experiences—including 36 competency-based activities—outlined in the policy do not allow programs and candidates to tailor the internship experiences to the needs of the candidate. Fourth, the intensive amount of time required to implement new internships presents challenges for both programs and candidates.

Many programs collect data on current candidates, but outcome data on graduates are lacking. The majority of programs are collecting data on their current candidates and utilizing it to improve and tweak their programs. Almost all of the program coordinators collect data on: Feedback from candidates; the number of applicants; the number of applicants accepted into the program; the number of accepted applicants who enroll in the program; the number of candidates who persist in the program; internship performance data; and candidate assessment data. However, when it comes to collecting data on program graduates and their outcomes, programs acknowledge this is an area in which they would like to improve in the future.

Conclusions

Illinois has been and continues to be a leader in the nationwide effort to improve principal preparation. Over the past decade-plus, many policymakers, stakeholders, and practitioners worked to revise, restructure, and implement a new principal preparation system that trains future principals to be effective leaders of school improvement. The findings from this study indicate that, although there have been several challenges along the way and some aspects continue to need improvement, program staff members and candidates are generally pleased with their revised programs and believe the training provided is more practical, authentic, and rigorous than it was prior to the redesign. Programs and their partners have devised innovative solutions to common challenges (such as those described in Exhibits A through G of this report), and the majority of stakeholders expect this training will produce future school leaders capable of improving schools and student achievement.

The concern that remains is whether the supply of principals prepared in these more intensive programs, which emphasize quality over quantity, will be sufficient to meet statewide demand. At the program level, while many we spoke to were cautiously optimistic about the continued viability of their program, the new, more intensive way of preparing principals has required many programs to invest more resources into each candidate, which is particularly problematic given the current funding and budget crises in the state. A thorough assessment of the pipeline will require reaching out to all programs to fully understand their needs and challenges. At the state level, the question is whether the narrowed principal pipeline can create enough leaders to fill future needs. Continued research and continued effort and attention from policymakers, funders, and practitioners are needed to assess whether or not redesigned programs are fulfilling the promise of preparing effective school leaders and whether their numbers are sufficient to meet statewide demand. If these areas are addressed, our findings indicate the future of principal preparation in Illinois looks promising.

Introduction

In 2010, Illinois policymakers sought to advance statewide school improvement by strengthening school leadership. Illinois became one of the first states to legislatively require a complete redesign of all its principal preparation programs with the goal of ensuring future principals would be "highly effective in leadership roles" and prepared "to improve teaching and learning and increase academic achievement and the development of all students" (Programs for the Preparation of Principals in Illinois, 2016). The new requirements, which went into effect in 2014, called for the reauthorization of all programs and several radical shifts from the status quo. First, all programs had to establish formal partnerships with school districts so that they would be more aware of and responsive to district needs. Second, principal internships required candidates to illustrate the mastery of critical competencies rather than complete observations and log hours. Third, principal training was required to emphasize creating instructional leaders able to catalyze school change rather than developing managers. Fourth, programs also needed to prepare all principals to work with all students from pre-K to twelfth grade, including students with disabilities and English language learners (ELLs). Finally, programs were expected to collect and utilize data for continuous improvement. The current study provides the first statewide, in-depth examination of how Illinois programs and their district partners have interpreted this policy and redesigned their training. Overall, we find that Illinois' principal preparation has undergone extensive change. While programs vary, many have made significant alterations to courses, staffing, and district partnerships, and the internship experience has undergone a fundamental change. In this report, we will describe these shifts and provide stakeholders' perspectives on their successes and the challenges.

Policy Context

For many decades prior to the reform, principal preparation consisted of educators taking administrative courses such as school law, finance, and educational theory, followed by an internship consisting of a set number of hours that were mainly spent shadowing a principal. Programs also varied greatly in the quality of both course content and mentoring, and many had few, if any, selection criteria beyond what was required by the college or university. Principals were traditionally seen as school managers whose job was supervisory and administrative in nature (e.g., ensuring that there were enough teachers in the classrooms and that the buses ran on time).

Gradually, research evidence was building which supported the critical role principals played in improving student performance and leading effective schools (see, for example, Hallinger et al., 1983; Murphy et al., 1983; Hallinger, 1992). This research identified the importance of principals being effective instructional leaders, rather than simply efficient managers, and principal preparation began to be perceived as providing inadequate training for school leaders. According to an assessment by Levine in 2005, principal preparation programs were portrayed as having an irrelevant curriculum, low admission and graduation standards, weak faculty, inadequate clinical instruction, inappropriate degrees, and poor research (Levine, 2005).

The restructuring of principal preparation in Illinois took place within a nationwide movement to provide stronger training for principals. Many argued that in order to be successful in their improvement efforts, schools needed effective school leadership and that the principal was a primary the catalyst for the school's success and student learning. For example, Bottoms and O'Neill (2001) argued that in order to lead schools that are structured to produce higher student achievement, school leaders needed to: "Have comprehensive understanding of school and classroom practices that contribute to student achievement; know how to work with teachers and others to fashion and implement continuous student improvement; and now how to provide the necessary support for staff to carry out sound school, curriculum and instructional practices" (p. 8). Darling-Hammond, LaPointe, Meyerson, Orr, and Cohen (2007) detailed the components of effective principal preparation programs, including: targeting recruitment and selection, a rigorous curriculum focused on instruction and school improvement; integration of coursework and fieldwork; and robust, sustained internship experiences that allow candidates to gain leadership experience working with an expert mentor. Thus, future principals needed to have more rigorous, high-quality preparation prior to taking on the principalship in order to enable them to be transformational instructional leaders (Bottoms & O'Neill, 2001; Finn & Broad, 2003; Levine, 2005).

Since the Levine report was released in 2005, 46 states have adopted some form of the Interstate School Leaders Licensure Consortium (ISLLC) standards for educational leaders in order to improve the rigor and focus of principal training (Baker, Orr, & Young, 2007). However, few states have directly implemented comprehensive redesigns of their principal

preparation programs. Illinois has been one of a handful of states in the forefront of such efforts (National Governors Association, 2013).

Prior to these reforms, principal preparation in Illinois suffered many of the same weaknesses identified in Levine's (2005) report and by Darling-Hammond et al. (2007). Administrative training was general and not specifically geared to the principalship. Entrance into programs was often a matter of registration with few selection criteria. And, as many stakeholders pointed out in the prior statewide scan interviews (Klostermann et al., 2015), programs saw their mission as providing convenient and varied course offerings to educators with a broad variety of goals—from simply moving up the pay scale, to becoming a special education director, athletic director, dean, or principal. Individuals receiving this Type 75 credential, as it was called, left their training with a broad range of experiences and skills, but many argued that the preparation was so broad that it did not prepare candidates adequately for any of these positions.

Based on this research and with support and input from a broad base of stakeholders, Illinois redesigned its principal preparation programs. The main requirements included:

- A targeted principal endorsement instead of a general administrative certificate;

- Partnerships with school districts in preparation program design and delivery;

- Selective admissions criteria;

- P-12 licensure (adding Pre-Kindergarten to the leadership training);

- Curricula that addresses school improvement and the learning needs of all students, including students with disabilities, ELLs, gifted students, students in early childhood education (ECE) programs;

- A performance-based internship; and

- Collaborative support for candidates from both faculty and mentor principals.

The program-school district partnership was a key aspect of the reform and represented a paradigm shift in the focus of principal training from a "candidate as consumer" model to one of "district as consumer" and, later, "district as co-provider." This shift redefined the mission of principal training as fulfilling the needs of school districts rather than the needs of a broad audience of educators returning to universities with varied interests and goals. Stronger collaborations between preparation programs and districts were intended to facilitate this shift, particularly in terms of candidate selection, curricula, and internship experiences. The theory of action shown in Figure 1 identifies the critical elements of Illinois' new policy (CSEP Statewide Stakeholder meeting, October 2013).
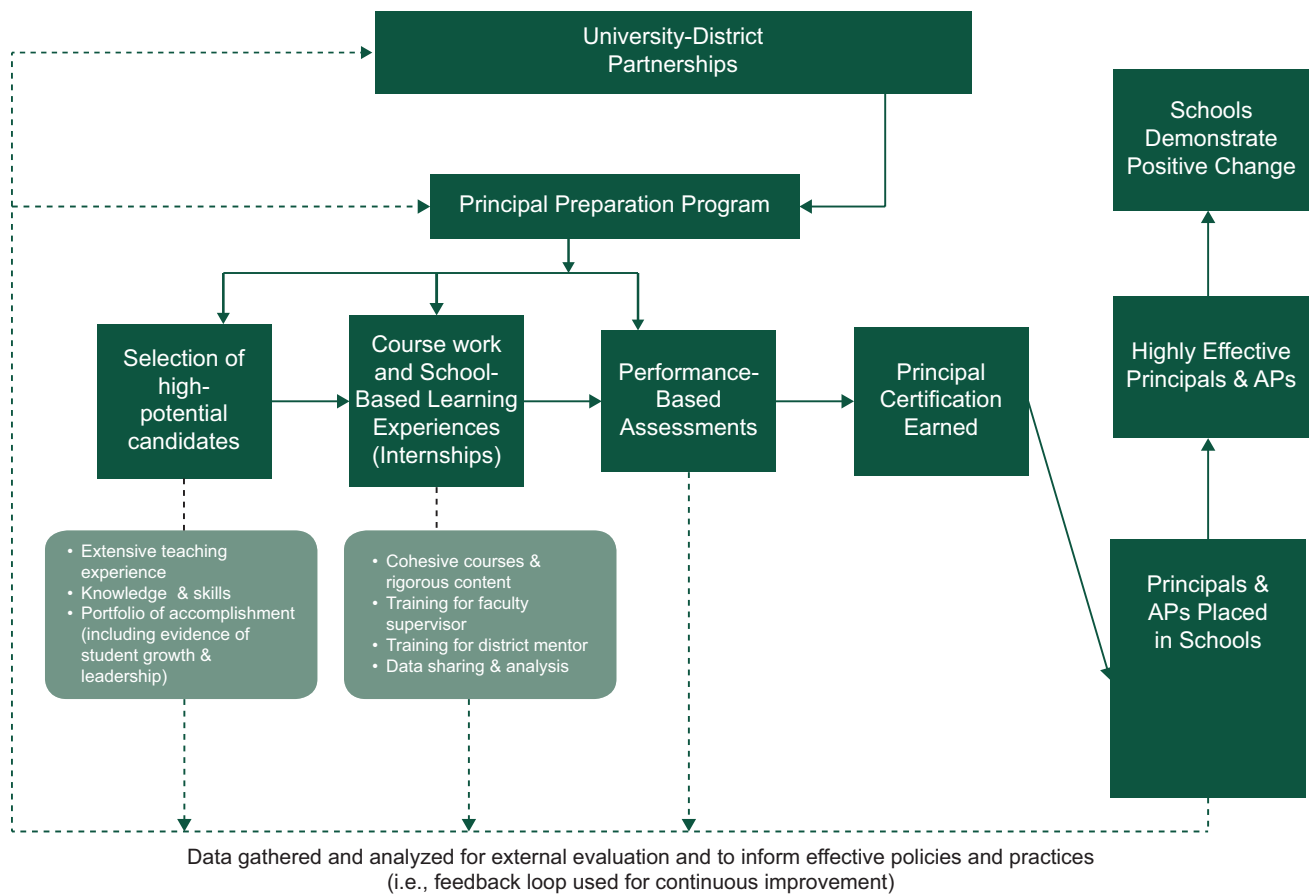
Figure 1. Theory of change for Illinois principal preparation
Source: PowerPoint presentation at Statewide Evaluation of the Illinois Principal Redesign Policies and Implementation meeting, October 28, 2013. Hosted by the Center for the Study of Education Policy (CSEP)

Another important change to principal preparation was the overhaul of the traditional internship design. The new legislation requires programs to "include a performance-based internship that enables the candidate to be exposed to and to participate in a variety of school leadership situations in settings that represent diverse economic and cultural conditions and involve interaction with various members of the school community" (Programs for the Preparation of Principals in Illinois, 2016). Successful completion of the new internship requires mastery of a set of competencies listed in the legislation and based on the Interstate School Leaders Licensure Consortium's (ISLLC) standards for educational leaders. The policy also requires that at least 80 percent of the internship experiences involve the candidate leading, rather than merely participating in, the activities associated with the critical success factors. In addition, much stricter criteria were established for serving as a mentor principal, including having at least three years' experience and providing evidence of improved student performance at one's school.

The redesign also shifted the focus of principal training from administrative management to instructional leadership across all students from preschool through high school, including students with disabilities and ELLs. As was discussed earlier, this shift to instructional leadership was based on a large body of research findings indicating the importance of instructional leadership for student growth and school improvement (see, for example, Hallinger et al., 1983; Murphy et al., 1983; Hallinger, 1992). More recently, Grissom, Loeb, and Master (2013) found that certain leadership behaviors, such as time spent on teacher coaching, evaluation, and developing the educational program predicted positive student achievement gains. While this movement was already gaining emphasis in preparation programs and in the field, the redesign legislation brought it front and center. Another unique aspect of Illinois's redesign is the broadening of principal training to include both curriculum and internship experiences focusing on student learning for students with disabilities, ELLs, and students in ECE programs. Unlike teacher endorsements that focus on certain grades, the state's policy framers saw principals as potentially serving all student populations.

Finally, the Illinois School Leadership Advisory Council (ISLAC) was convened to develop a five-year strategic plan to support the state's redesign efforts. ISLAC consisted of more than 50 stakeholders representing school districts, higher education, funders, legislators, researchers, and professional organizations. ISLAC issued their final report in March 2016, with recommendations converging around 3 themes: state-level leadership, communities of practice, and clinical experience. (For more details, see Illinois School Leadership Advisory Council, 2016).

Goals

The current mixed-methods study was designed to investigate the degree to which the implementation of Illinois' redesigned principal preparation programs live up to the aspirations presented in the new policy. With funding from the Robert R. McCormick Foundation and the Wallace Foundation, the study set out to describe stakeholders' perspectives on the goals, implementation, and the potential impacts of the Illinois' new principal preparation strategy, and to examine how programs and their district partners navigated the new requirements.

The study consisted of four components and was completed in two phases. The first phase, completed during the fall of 2014 and early winter of 2015, consisted of interviews with a broad scan of diverse stakeholders statewide to learn how they viewed the new policy, to learn what changes they expected to occur with the policy, and to learn what potential barriers they perceived as impeding their vision of success.

At the onset of the second phase of the study (June of 2014), 26 of the current 28 approved principal preparation programs had been granted reauthorization, and several early adopters had graduated their first cohorts. In order to delve more deeply into the themes discovered in the statewide scan of stakeholders, the next phase of this study consisted of three components:

1. **Site Visits** - We selected 12 of the 26 programs that had been approved to conduct site visits between March 2015 and March 2016. During site visits, we interviewed program faculty and their district partners, and conducted a focus group with the program's candidates, to gain their perspectives on specific experiences.

2. **Syllabus review** - The syllabus review supplemented the site visit data by providing evidence about implementation of key policy components in the coursework from a sample of approved programs. For this component, we limited the analysis to the 14 programs for which course-level syllabi were available.

3. **Online Survey** - Because we could not visit all programs, we also conducted an online survey of program coordinators in fall of 2015 to explore the degree to which themes emerging from the site visits generalized across the population. All 28 programs were invited to participate in the survey, and of those, 21 responded.

For more information about the methodology of the study's second phase, see Appendix B.

To further inform our work, we convened a project Advisory Board comprising of 24 key decision makers from organizations that influence change at the program level (e.g., higher education programs) or at the state policy level (see Appendix A for list of members). The Advisory Board was initially convened in September 2014, and Board members provided feedback on current and planned activities, interview protocols, and selection criteria for site

visits. The Board convened in September 2015 to provide recommendations for the online survey, and again in spring 2016 to provide feedback on results and implications.

Before delving into findings from the second phase of the study, we briefly summarize the findings from the first phase, which are presented in a September 2015 report, *Restructuring Principal Preparation in Illinois: Perspectives on Implementation Successes, Challenges, and Future Outlook* (Klostermann, et al.). The remainder of this report will focus on phase two of the study.

Summary of findings from Phase One: Statewide scan of stakeholders[1]
This initial policy scan by Klostermann, et al. (2015) found that, overall, program representatives and statewide stakeholders were largely familiar with and positive about the goals of the new principal preparation policy. Respondents believed the policy was bringing about many of the benefits it was intended to produce and improving the quality of principal preparation in Illinois. Most expressed a positive outlook on the short- and long-term impacts of the new policy—namely, better-prepared school leaders and improved student achievement. Looking to the future, some participants anticipated a gradually increasing role of the school district in principal preparation and a continued shift from theoretical to more practical, applied training for school leaders.

The statewide scan indicated the new policy has been beneficial in five main areas: (1) More rigorous programs and selection of candidates; (2) more authentic and practical principal preparation; (3) better preparation to work with all students; (4) deeper, more collaborative partnerships between programs and districts; and, (5) consistently high standards statewide. However, the statewide scan also identified three main, interrelated concerns: (1) Reduced enrollments; (2) funding and other resource limitations for programs, districts, and candidates; and (3) challenges implementing specific requirements.

Phase Two: An in-depth view of programs and partners
The second phase of this study focuses on how programs negotiated the increased demands and complex requirements of Illinois' new principal preparation policy, and variation in the ways the central tenets of the legislation are implemented in various programs. The findings in this report are organized across six major components of the new policy: (1) Partnerships; (2) recruitment and enrollment; (3) curriculum; (4) internships; (5) special student populations; and (6) continuous improvement. Within each section, we interweave findings from the site visit interviews and focus groups and the program coordinators' survey, summarizing responses and providing quotations and examples to illustrate and support the conclusions. Summaries from the syllabus review lend context to the curriculum and special populations sections and provide details on the extent to which various components are integrated across each program. Most sections also include one or more "mini-case studies," set off from the rest of the text, which provide more depth about strategies that were particularly promising or innovative.

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[1] The statewide scan was conducted through telephone interviews with 23 representatives from approved principal preparation programs and 22 other key policy stakeholders totaling 45 interviews, which were all completed between November 2014 and January 2015. Questions addressed a variety of topics, including the interviewees' perceptions of the new policy's goals and potential benefits, challenges they anticipated in achieving the goals of the policy, their expectations for the short- and long-term impacts of the new policy, and their judgments of the progress of implementation of the newly-approved programs.

Partnerships

A key aspect of the reform was a paradigm shift in the focus of principal training from a "candidate as consumer" model to one of "district as consumer" and, later, "district as co-provider." The policy's theory of change asserts that a collaborative and more involved partnership between programs and districts is a critical component of improving principal preparation. This shift underscored the mission of principal training as fulfilling districts' needs for leaders capable of catalyzing school change and improving student achievement rather than catering to a broad audience with varied interests and goals.

The new regulations require programs to be "jointly established by one or more institutions or not-for-profit entities and one or more public school districts or nonpublic schools" (Programs for the Preparation of Principals in Illinois, 2016). Partners must sign a written agreement to establish a formal partnership, which outlines the process and partners' responsibilities for: (1) Candidate selection and assessment; (2) internship and field experiences; (3) training programs for mentors and faculty supervisors; and, (4) the evaluation and continuous improvement of the program and the partnership. The formal agreement must also specify sites for internship and field placements (Programs for the Preparation of Principals in Illinois, 2016).

Formal partnerships were limited prior to the new policy
Prior to the new policy, nearly all programs had numerous informal partnerships that were used primarily for internship placements and which held annual meetings for feedback and informational updates. These partnerships typically lacked formal agreements, and district partners were not deeply engaged in collaborative activities related to program curricula, candidate selection, and/or continuous improvement.

Most programs developed formal partnerships with multiple districts while maintaining informal partners for internship experiences
After the redesign, all programs had at least one formalized district partnership, along with several informal partners used for internship placement sites. However, partnerships varied in terms of both the number of formal partners and the entities involved. Four of the 12 programs participating in the site visits had established a formal partnership with one primary district or regional office of education (ROE). Seven programs had formal written agreements with multiple districts, ranging from two to six district partners, although they tended to focus their efforts on two or three of these districts. The 12th program from the site visits stood apart from the other site visit programs with its use of a partnership board that included members with wide-ranging areas of expertise (see Exhibit A). The survey results showed that five (24 percent) out of the responding 21 programs work with a partnership board or consortium of districts to help extend their reach.

EXHIBIT A

> **In-depth: Using a partnership board provides broad perspectives into design and implementation**
>
> When the Northeastern Illinois University (NEIU) Department of Literacy, Leadership, and Development went through the process of redesigning its School Leadership program, Dr. Howard Bultinck, the department chair, had a different vision for enacting the partnership component. Instead of partnering with a district or two, as outlined in the policy, Bultinck decided to create a partnership board. According to Bultinck, he "took the idea of the partnership, which [according to the policy] is just school district, [and] expanded it to make it much more meaningful." NEIU's partnership board consists of representatives from a diverse array of organizations: Waukegan School District #60, Hawthorne School District #63, Lake Forest School District #67, Skokie School District #69, North Cook Regional Office of Education (ROE), Lake County Regional Office of Education (ROE), and Rush Neurobehavioral Center.
>
> The partnership board has been intentional and deliberate in how they work together. They began their work by getting to know each other. To this end, they used the book *Working Together: Why Great Partnerships Succeed* by Michael D. Eisner and Aaron R. Cohen as a book study group to define partnerships and what they could gain from being members of the board.
>
> The partnership board played an instrumental role in the redesign of the program. Bultinck says,
>
> > *The real intent [in creating a partnership] was to co-create, co-design, co-implement, co-evaluate a program, and look at admissions. To do all that, we reached out to ROEs, two of them, and to Rush Neurobehavioral Center, to have a comprehensive board that could help total programming. From there, we wrote the program together. We did, obviously, the majority of the work, but they reviewed it, went and worked with us, offered us suggestions.*
>
> Over time, the partnership board has met less frequently, but still provides valuable input and feedback to the program. According to Bultinck, one of the ongoing roles of the partnership board is to analyze the program's data on comprehensive exams, admissions, internships, ISLLC and Educational Leadership Constituent Council (ELCC) Standards, and others in order to "make suggestions for improvement and move forward." Bultinck believes the board's input has been incredibly valuable in making improvements in the new program.
>
> The partnership board consists of current practitioners, so it utilizes the board members to share ideas as to important topics that should be covered in the program. According to Bultnick,
>
> > *Our entire second comprehensive exam was rewritten. [Instead of an] exam on integrating individual courses, it now is based on a scenario of bullying and harassment, the impact of social media, and implementing [an anti-bullying] program in your district. It is a holistic exam incorporating most courses and requires the student to think and act as a principal would. Having been a principal, that is a topic of extreme importance.*
>
> Overall, Bultinck is extremely pleased with the way the partnership board has worked because it has helped shape the program in meaningful ways. Bultinck says,
>
> > *I think there's a great feeling of strong, mutual success in terms of an improved program, in terms of what they see… These people are working for nothing. No money. They're doing it as an add-on to all their other jobs. And what do they get out of it? A feeling that the educational environment and schools are better for students based on being a participant. And that's what we've gotten out of it.*
>
> To run the partnership board in this mutually beneficial way takes a lot of time, organization, and work. However, according to Bultinck, "it is work that [is] well worthwhile."

Most programs experienced higher levels of district collaboration due to the new policy

Most of the programs we visited reported an increase in the involvement by partnering districts due to the new policy, although the type and level of involvement varied. Under the new policy, one of the areas around which programs and districts collaborated the most was candidates' internship experiences. Half of the site visit programs had developed highly-collaborative partnerships (including two programs that received grant funding to support these efforts). About one-third of the programs had moderately increased involvement with their district partners, with districts informing program redesign, participating in candidate reviews, and assisting with internship logistics and requirements. The few remaining programs described minimal involvement with long-standing district partners. In these cases, the involvement was generally limited to serving as internship sites and attending informational meetings throughout the year. However, these districts still reported increased communication and responsiveness from their partnering program. Both programs and districts cited time constraints as the primary challenge to developing and building partnerships.

Higher levels of engagement produced greater impact on programs and districts

There were four site visit programs that were able to develop deep partnerships without external grant funding. Interviewees from these programs described high levels of engagement and a reciprocal relationship with their partnering districts. One program coordinator commented, "We can't do [the internship experience] without them." These districts provided input throughout the redesign phase, as well as with the ongoing implementation of the program, including candidate selection and evaluation, internship placements, and mentoring. Program coordinators in these high-engagement partnerships described communicating frequently and working very closely with their district partners on various program components, particularly the internship. One program described a strong school-level partnership prior to the redesign, but said that the new policy pushed them to partner at the district level, with the central office, superintendent, and human resources department.

District partners were also affected by the new policy by, for example, using the policy in hiring decisions and professional development. One district representative we interviewed reported working almost exclusively with their university partner to fill leadership openings, and actively planning to fill anticipated vacancies. This district characterized their partnership with the university program as a "symbiotic relationship," explaining that the partnership has also expanded to areas beyond principal preparation (see Exhibit B).

EXHIBIT B

> ### In-depth: A deep and collaborative partnership to drive district human resources management
>
> Since the principal preparation redesign, North Central College (NCC) and Naperville Community Unit School District 203 have forged a deep, on-going collaboration that is beneficial to both organizations. According to Carol Hetman, Chief Human Resource Officer of Naperville 203, prior to the redesign, there was an existing relationship between NCC and District 203, which was generally focused around providing teacher candidates with field experiences and student teaching requirements. The principal preparation redesign provided the opportunity for the relationship to develop into a deep partnership that is a "collaborative process" and "working extremely well" to support candidates.
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> Although Naperville 203 was not involved in the redesign of NCC's principal preparation program—that was completed by the NCC faculty and staff members—they have been actively involved in the *implementation* of the redesigned program. In particular, Naperville 203 participates in the recruitment and selection of candidates, in designing internships for candidates, and in selecting and training principal mentors. In terms of recruitment and selection, Naperville 203 is instrumental in identifying potential candidates for NCC's principal preparation program. Educators who would like to enroll in a principal preparation program must follow a specific approval process that begins with an interview with the Director of Career 203, followed by an interview with the Chief Human Resources Officer. According to Kathleen Black, NCC's program coordinator, "[District 203 does] talent searches in their school district every year. They will tap those [teachers] on the shoulder and say, 'Here's something that you should be considering in your future.'" In addition, Naperville 203 educators self-identify themselves as leaders and initiate the approval process.
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> Under the previous, Type 75 program, the district had little input in the internship because it was handled at the school-level. Now, Naperville 203 helps to outline and lead the internship process for candidates at the district-level. Gina Herrmann, Director of Career 203 (the district's career development program), works directly with candidates in field and helps provide them with leadership experiences at buildings outside of their assigned school and at district level. According to Hetman, Naperville 203 actively participates in the design of the principal prep candidate's internship as leadership development is a key talent management process embedded in the district's Talent Management Plan.
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> In terms of selecting and training principal mentors, Naperville 203 recruits principal mentors on an ongoing basis and collaborates with NCC to provide mentors with high-quality training on best practices to develop future principal. According to Herrmann, the principals who serve as mentors are well-versed, very successful, and are not new principals, generally nor specifically to the district. The principal mentors work with candidates during their internships to develop the candidate's leadership skills in managing instruction, people, data, and processes necessary for school improvement and a positive school culture. In addition to the principal mentor, Herrmann serves as an informal mentor to each candidate and offers her support and regularly meets with candidates to review their program status and discuss their future career plans.
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> The partnership has been so successful that District 203 is leveraging the partnership for their succession planning and for professional development for teachers. According to Hetman,
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> > *The formal partnership developed for principal prep has expanded to areas including a Teacher Candidate Residency Program designed to host teacher candidates for an extended length of time and to incorporate co-teaching strategies throughout their tenure. For Career 203 [our internal professional development program], [we have] identified targeted learning areas for our teachers and collaborated with NCC to develop the curriculum for a graduate course and other learning experiences aligned with Naperville 203's mission and goals.*
>
> Thus, the successful partnership for principal preparation has turned into a larger partnership.

According to Hetman, District 203's partnership with NCC for the preparation of their future principals "really dovetails nicely into Career 203." She adds,

> It's like a career ladder, if you will. All the changes we were making in professional growth and how a teacher moves on a salary schedule, all of this dovetailed at the same time. For us, it has worked out really well. One of our goals is to develop a more systematic succession-plan in talent identification. All of this really pulled together at the right time for us.

All in all, the partnership between District 203 and NCC has worked very well for both the district and the program. According to Maureen Kincaid, the Chair of NCC's Department of Education,

> The partnership piece has to be one of the best [aspects of the redesigned program]… because that feeds everything. That feeds the rigor in terms of the candidate; it feeds the whole internship; it's the foundation. Without that partnership, you can't do this really authentic work for preparing principals—or teachers.

Two programs with highly-engaged partners were uniquely positioned to develop deep partnerships with their districts due to their participation in the Illinois Partnerships Advancing Rigorous Training (IL-PART) grant,[2] which provided additional funding to support partnership development. In these partnerships, program faculty were able to provide more on-site training for principal mentors and increased supervision to candidates. One IL-PART district partner mentioned that the grant funding allowed them to "revitalize a sense of professional learning for all of our principals" and "to think more about pipelines and succession planning [to fill future leadership positions]." In addition, faculty in some highly-engaged partnerships conducted training sessions with district principals and candidates, and provided feedback several times during the year. Participants noted that attending training together helped develop their relationship with the university program. In these cases, the additional funding and focus provided by the grant were a catalyst to establish and strengthen partnerships.

Another example of a unique program-district partnership is the Chicago Leadership Collaborative (CLC), a partnership between Chicago Public Schools (CPS) and a number of principal preparation programs in the Chicago area. CPS, the district partner, maintains a large degree of influence in its partner programs through its contracts. However, preparation programs meet with the district on a monthly basis to discuss priorities, best practices, and concerns. In this way, programs not only interact with their district partner, but also with the other preparation programs in the collaborative. A more detailed description of the CLC can be found in Exhibit C.

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[2] IL-PART is funded by the U.S. Department of Education and led by Center for the Study of Education Policy (CSEP at Illinois State University. This grant provided $4.6 million over five years to promote principal leadership through preparation programs and program-district partnerships.

EXHIBIT C

In-Depth: The Chicago Leadership Collaborative's full-time, paid, year-long residency model

The Chicago Leadership Collaborative (CLC) is an example of a unique program-district partnership. Chicago Public School's arm of CLC resides under CPS's Department of Principal Quality Initiative, whose mission is to "recruit, train, support and retain effective principals in order to create a pipeline of highly qualified leaders to meet the District's needs well into the future." The CLC was established as a partnership between CPS and several leading principal preparation programs in 2011. The CLC has grown to include 10 principal preparation program partners today. However, some of CPS's partnerships date back to 2001, a decade before Illinois' legislative requirements for programs to partner with school districts. In fact, it was an example on which legislation was based. Besides being a pioneer in this area, the CLC is unique in Illinois for several reasons. First, the district provides a full-time, paid, year-long residency to selected participants of CLC's program, giving these candidates the full role of school principal for a whole academic year. Second, the CLC works directly with field staff (i.e. supporting both the candidate's residency coach, provided by the program, in addition to a mentor principal provided by the CLC). Third, the district also drives these program partnerships at a higher level through a process of proposals and contracts.

In the CLC Residency, the district and partner programs have distinct roles laid out by contract. While the district plays no role in selecting candidates into the various preparation programs, district staff do play the final role in selecting from among programs' candidates for the residency year. The residency is a full-time, paid CPS position, but the district does not guarantee a residency position for every candidate in the partnering programs. In the two-step selection process, candidates have to first be recommended and referred by their programs. The second part of the process is overseen by CPS, considering all the submitted documents of the application as well as an interview process before making final decisions. In the past, this was not a large concern for programs. However, now that the number of partner programs

has grown from four to 10, competition has become more of a factor. Candidates from partner programs who are not placed in a CPS residency through the CLC are typically still able to participate in a more traditional internship that is solely overseen by their preparation program. While the residency position is paid, some candidates choose not to accept the residency position because it typically requires them to leave their current job and, in some cases, accept a lower salary.

The process by which resident principals (i.e. selected candidates) are matched with mentor principals is determined by the district. This process has varied from year to year but more recently, the district has its pre-selected mentors and candidates meet at an event in which both parties interview with several potential matches to provide their preferences. While the district makes final decisions on resident-mentor principal matches and resident placement decisions, they do take feedback from the candidates and mentor principals, along with those from the candidates' program and the mentor principals' regional network chiefs into account. Typically the CLC tries to place residents primarily in a school setting where they do not have experience, for example, prior elementary teachers are placed as residents in high schools. This is another element of the CPS residency that is unique in Illinois, since most candidates in programs statewide find internship placements in their own or similar schools.

During the residency, programs are responsible for making sure candidates receive the necessary experiences to qualify for the state's principal endorsement as well as reach proficiency in the critical principal competencies required to pass The CPS Principal Eligibility Process (Eligibility Process). However, the CLC conducts quarterly progress assessments of residents, which are linked with development meetings in which residents, mentors, and program coaches discuss assessment findings and ways to strengthen practice. The CLC also brings partner programs together in monthly meetings in which programs share best practices and communicate their needs and wants. The agenda

for these meetings is jointly determined by both the district and programs.

While the CLC is an example of a strong and mutually-beneficial partnership in many ways, there are challenges on both sides. For programs, they lack control over the placement of their candidates in terms of selecting schools and mentor principals, as well as which candidates are ultimately selected by the CLC into the residency at all. While the district holds a great deal of control in the partnership with programs, it lacks the power over hiring in its schools, so the CLC cannot guarantee its residents a job upon completion. (Local School Councils, comprised of teachers, teacher assistants, parents and community members, hire principals, although they must choose from among those that have passed the Eligibility Process.) In an effort to ameliorate this situation, they have now incorporated the expectation that graduates obtain a job as a CPS principal or assistant principal into the programs' contracts.

Districts share more responsibilities for training future principals than in the past
Survey responses from program coordinators reflected the change in partners' involvement. Thirteen of 19 programs reporting increases in shared responsibility with their district partners since the redesign. And nearly all of survey respondents viewed this change favorably, with 17 of 18 programs indicating it has been beneficial (see Figure 2).
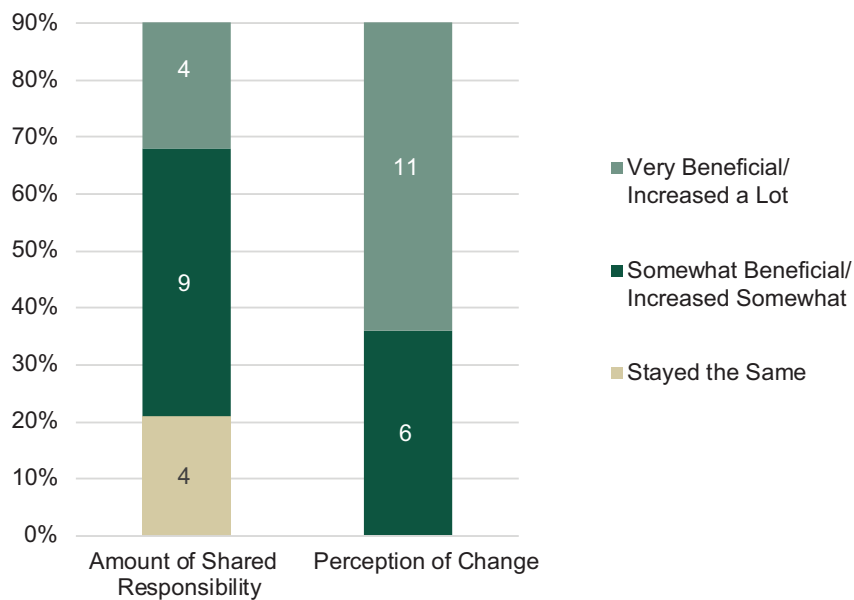

Figure 2. Amount shared responsibility changed since redesign and perception of change. (*n*=19 for Shared Responsibility; *n*=18 for Perception of Change)

We also asked program coordinators to report the extent to which their district partner was responsible for various aspects of program implementation (see Figure 3). Their responses indicated that districts continue to take the lead in areas involving the internship, such as placing candidates into internship sites, selecting mentors, and matching mentor principals with candidates. Nearly half (9) of respondents indicated their partner districts were "more responsible" or "completely responsible" for each of these activities. The most frequently cited areas of sustained involvement were principal mentorship and providing internship and field experiences, including providing placement sites that meet program requirements (e.g., ECE, ELL). In addition, partnering districts continue their involvement with programs by reviewing applicants, participating on advisory boards, and teaching or guest lecturing, along with providing overall input for continuous improvement efforts. Partners also help with recruitment by providing early contact with potential candidates and the superintendent's endorsement. Other areas in which districts share the responsibility with programs include compliance with internship requirements (6), evaluation of the program (7), and referrals to the program (7). Nearly all of the program coordinators who participated in the survey reported being "very satisfied" or "somewhat satisfied" with the level of their partner districts' involvement (see Table C1 in Appendix C).
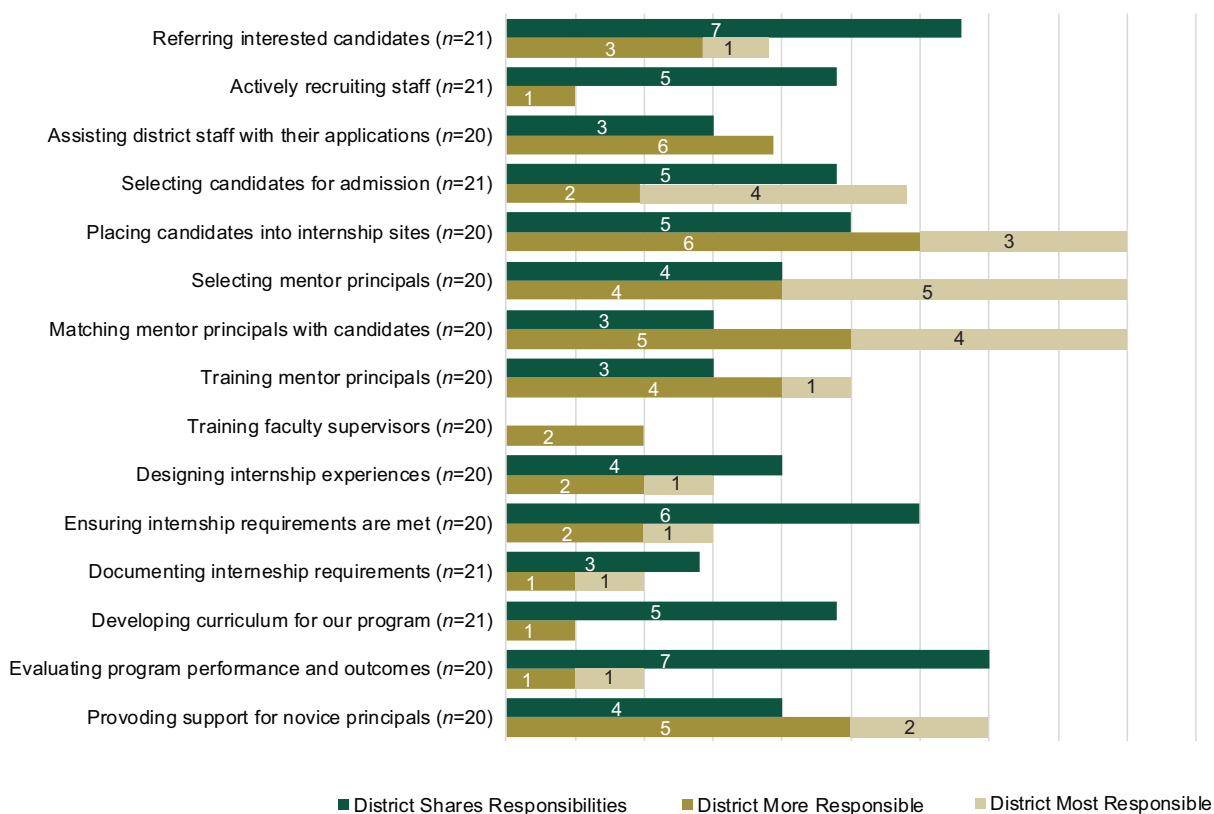
Figure 3. To what extent is your district partner responsible for the following in your principal endorsement program?[3] (Note: "Not at all responsible" and "Less responsible than program" response categories are not shown.)

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[3] n=20 for assisting district staff with applications, placing candidates into internship sites, selecting mentor principals, matching mentor principals with candidates, training faculty supervisors, designing internship experiences, ensuring internship requirements are met, evaluating program performance and outcomes, and providing support for novice principals; n=21 for all others

Ongoing communications help keep districts and programs up-to-date

Due to the increased requirements for internships, programs and districts are in close communication to ensure candidates' participate in experiences that will best prepare them for a future principalship. Programs and districts have maintained their partnerships primarily through communication between the program coordinator and district personnel throughout the year. Many program coordinators are able to maintain strong ties to their partners through are alumni who are employed by the district. Program coordinators told us that districts help keep them abreast of education issues occurring in their buildings, such as current best practices and anticipated needs for future principals, and "the real work of principals." The survey results showed that 10 of the 21 programs responding required districts to endorse or support a candidate before admission. In addition, half of the survey respondents indicated they received support—financial and otherwise—from an ROE or an Intermediate Service Center (ISC) through training, recruitment, information about requirements and state laws, and participation on partnership boards.

Limited resources undermine the development of deep partnerships

Both district and program personnel identified limited time and funding—along with numerous competing demands—as challenges to sustaining their involvement in the partnership. As one program staff commented, "Not every single partner is in the same place—it takes time to cultivate that...it takes time to sit down and talk. It takes time to nurture those partnerships." Some program coordinators are willing to accept district partners' limited involvement, acknowledging that "districts have many other higher priorities." Programs and districts alike expressed concerns about being stretched too thin with increased workloads and decreased staff, and about needing to prioritize competing demands with limited capacity. Distance between programs and their partnering districts also creates a hurdle for active involvement. Those interviewed often cited limited resources to cover personnel time and travel as challenges to reaching higher levels of partnership involvement. Many—but not all—of the most engaged partnerships had access to additional resources (either grant funding or district resources), which facilitated deeper collaboration by funding elements such as additional training or district personnel dedicated to leadership development.

Enrollment & Recruitment

The theory of action for Illinois's principal preparation redesign calls for recruiting high-potential candidates, with extensive teaching experience, evidence of accomplishment, and the knowledge and skills necessary to become successful principals. To this end, the policy requires that all candidates be selected through a face-to-face interview with at least two faculty members, an on-site essay response to a scenario, and a portfolio. The portfolio must demonstrate many requirements: Support for all students to achieve high standards, successful classroom instruction, including evidence of at least two years of student growth (within the previous five), experience in significant leadership roles, strong communication and interpersonal skills, capacity for data analysis, respect for family and community, and knowledge of curriculum and instruction. Candidates must also hold valid and active certification in Illinois and pass the Test of Academic Proficiency (TAP) basic skills test if this was not part of their certification. Data from the Illinois Council of Professors of Educational Administration (ICPEA), CSEP at Illinois State University, and ISLAC show that, as of December 2015, almost 1,300 candidates were enrolled in principal preparation programs and that about 310 new principal endorsements had been awarded (Illinois School Leadership Advisory Council, 2016; Haller & Hunt, 2016).

Principal preparation programs have substantially lower enrollments than the Type 75 programs had

Almost all of the programs in this study experienced enrollment decreases, relative to the size of their previous Type 75 (General Administration) programs. In many instances these decreases were substantial, with programs citing declines from 180 candidates to 13, from 100 candidates to 10, and from 600 candidates to 140. However, it is important to note that representatives from some of the larger programs acknowledged that it had been difficult to adequately serve hundreds of candidates annually in the Type 75 programs, ultimately resulting in some candidates who would not have been effective school administrators. Further, these declines should not be entirely surprising given that the current programs are more specialized in nature than the prior ones. That is, we would expect the number of candidates aspiring to be principals or assistant principals to be lower than the number aspiring to general administration positions (including principals, APs, and numerous other titles that required the Type 75).

Although most programs are currently at sustainable enrollment levels, concerns about meeting future statewide demand for high quality principals persist

According to survey data from 16 programs responding to questions about enrollment across subsequent years, enrollment is beginning to increase and most programs are already at sustainable levels. On the survey, we asked a series of questions about enrollment levels, how these have changed over time, and how they would need to change for programs to remain sustainable (see Figure 4). Program coordinators responding to the survey reported an average growth in enrollment of 42 percent from their first year of implementation (2013-14 for most programs) to the 2014-2015 academic year. Reported growth for this period ranged from -125 percent (a decline in enrollment over time) to 90 percent growth. In the site visits,

participants noted that smaller programs should now be viewed as the new normal, and that programs need to be realistic about the number of candidates they can effectively serve under the new requirements.
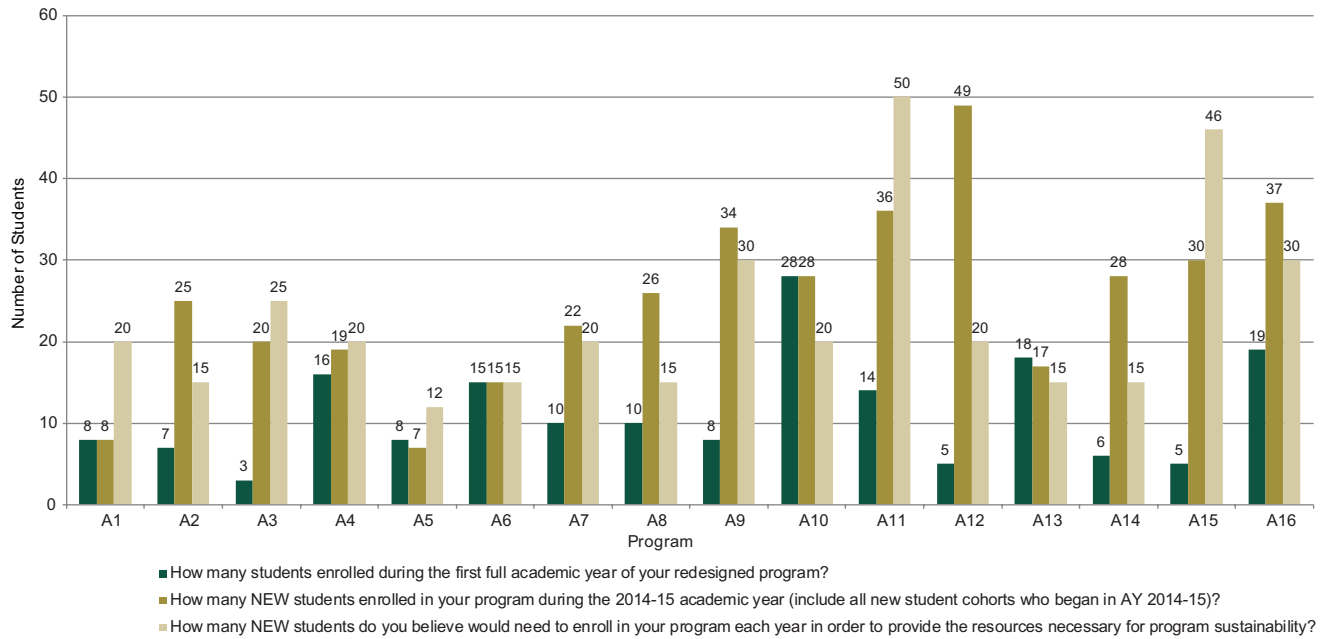

Figure 4: Enrollments in initial year, in 2014-15, and needed for sustainability *(n*=16)

Ten of the 16 (63 percent) programs responding to the enrollment questions indicated they were already at or above the enrollment levels needed for sustainability, with six below sustainable levels at the time of the survey. Analysis of these data suggest that downstate institutions were overrepresented amongst the programs that fell below the sustainability level—four of seven (57 percent) of downstate programs were classified as below sustainability, compared to only one of five Chicago programs and zero of two programs in the Chicago suburbs (see Table 1).[4]

Table 1. *Sustainability by program characteristics (n=16)*

		Below Sustainability (N=6)	At or Above Sustainability (N=10)
Sector	Private	2 programs	5 programs
	Public	4 programs	5 programs
Region	Chicago	1 program	4 programs
	Collar county	1 program	1 program
	Downstate	4 programs	3 programs
	Suburban	0 programs	2 programs
Proposed Size	Small (<25)	2 programs	5 programs
	Mid-Size	3 programs	4 programs
	Large (50+)	1 program	1 program

Of the six programs below sustainable levels in 2014-15, the average growth needed to reach sustainability was 32 percent (or about 9 candidates, on average), with a range of 5 percent to 60 percent (or 1 to 16 candidates). These figures are in line with other data from the survey showing that more than three-quarters (76 percent) of program coordinators are optimistic about having sufficient enrollment in their program three years from now (see Table 2). Further, five of the six programs in which enrollments were below sustainable levels at the time of the survey were optimistic about having sufficient enrollment in three years.

Table 2. *How optimistic are you about having sufficient enrollment in your program three (3) years from now? (n=16)*

	Very Pessimistic	Somewhat Pessimistic	Somewhat Optimistic	Very Optimistic
All programs (*n*=21)	2 programs	3 programs	14 programs	2 programs
Programs below sustainability level (*n*=6)	0 programs	1 program	4 programs	1 program
Programs at or above sustainability level (*n*=10)	1 program	2 programs	6 programs	1 program
Programs that did not provide sufficient enrollment data (*n*=5)	1 program	0 programs	4 programs	0 programs

Although most programs responding to our survey were optimistic that their enrollments would be sufficient within the next three years (or were already sustainable), there were widespread concerns regarding the system's ability to meet future demand for principals statewide over the next five years and pessimism about sustaining these policy changes over time. Three quarters of the survey respondents agreed with the statement, "In the next five

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[4] One program not included in these figures suspended operations at the end of the 2015-16 academic year because low enrollment and competition from other principal prep programs in the area made financial viability difficult.

(5) years, there will be too few qualified principal candidates to fill principal openings in Illinois," with 50 percent overall believing this to be "very" true, and nearly two-thirds (65 percent) of program coordinators surveyed believe that the policy changes brought about by the redesign will be difficult to sustain over time, with 35 percent believing this to be "very" true (see Tables C2 and C3 In Appendix C). As one of the survey respondents wrote, "The number problem of candidates is great.... The bureaucracy surrounding Illinois licensure in general is greatly hurting the overall quality and number of candidates in education." Other participants, however, felt that the previous Type 75 (General Administration) programs did not adequately prepare candidates with the knowledge and skills needed to succeed as principals, arguing that while the reserve pool of Type 75 candidates are certified to serve as principals, they may not be qualified to do so. As one interviewee put it, "any reasonable number of qualified candidates produced by more rigorous programs will be an improvement over what we now have."

More targeted and selective admissions inhibited enrollments

As was mentioned previously, the new application process required professional recommendations, a portfolio including evidence of student growth, and an interview with faculty and district partners. Several programs also included a written response to a prompt, such as "Why do you want to become a principal?" One interviewee observed that their application process took 18 steps, including the "state's requirements, all the numbers, all the work, all the writings, all the portfolio stuff" plus additional institutional requirements like recommendation letters, check sheets, and a dispositional assessment by a supervisor. Another candidate estimated it took 40 hours to complete the application, and another noted she was required to submit 10 documents, plus a written response. The typical Type 75 programs, on the other hand, did not even require interviews, recommendations, or written responses for admission.

Some candidates in the focus groups felt this process was "ridiculous," and some faculty worried that the process was too time-consuming. Candidates from three different programs noted the portfolio was burdensome, and worried that it would only be used once and then "put on a shelf" or "thrown away." Interviews with local superintendents were considered especially intimidating by some candidates. However, other candidates felt the admissions process was relatively easy, especially when university advisors were willing to assist with paperwork or could be flexible with some requirements or deadlines. For example, some programs helped candidates through the process by meeting with prospective candidates to review their portfolios to make sure they had all of the proper components before they were submitted for admissions, or by staging mock interviews.

Both program staff and candidates also noted these new admissions processes and requirements resulted in programs that were more selective than the Type 75 programs, and they generally favored this approach. The vast majority (81 percent) of program coordinators responding to the survey believed that more selective criteria for admissions are a beneficial potential outcome of the redesign process (see Table C4 in Appendix C). Candidates in one of the focus groups stated that the rigorous process instilled confidence for the candidates in one another to learn and depend on each other to collaborate:

I think for us, we depend on each other a lot throughout our courses. And no offense, I don't want someone who's not going to hold up their end of the deal when we are all in this together, working together. So I feel comfortable with everyone in here, that I know if I'm working on a project with them, they're going to have it done just as I'm going to have my part done. So I do like that it was difficult… to get in, because I know these people in here are serious about what we're doing. – Principal preparation candidate

Another candidate also noted that the selective admissions process helps candidates understand how comprehensive the program is and adds to its value and prestige.

More rigorous admissions requirements were cited as a potential barrier to enrollment in many of the site visit interviews, however the survey results suggest only a few program coordinators felt that any particular admissions requirement inhibited enrollment to a great extent. The survey results show that more than 9 survey respondents believed that each of the requirements listed had little to no impact as a barrier to admissions (see Figure 5). The TAP basic skills test was viewed as a larger barrier than other requirements (4 respondents said this has been a barrier "to a great extent" compared to no more than 2 for the other requirements listed). The site visit interviews revealed similar concerns—for example, one program reported that eight potential out-of-state candidates had dropped from their program due to TAP requirements.

Figure 5. To what extent do you view the following admission requirements as a barrier for promising leadership candidates to be admitted to your program? (*n*=21)

Another main concern cited in interviews across many institutions was candidates' misperceptions that they would have to take a year off from their current job in order to fulfill the full-time internship requirements for the new principal preparation programs. While the new programs do not have a full-time internship requirement and do not require leaving one's current job, this myth is persistent and widespread, and more than two-thirds of the survey respondents said it has increased the difficulty of recruiting (see Figure 6). Other misunderstandings—for example that speech pathologists or candidates from outside of Illinois were currently ineligible to enroll in the programs—were also mentioned in multiple interviews.[5]
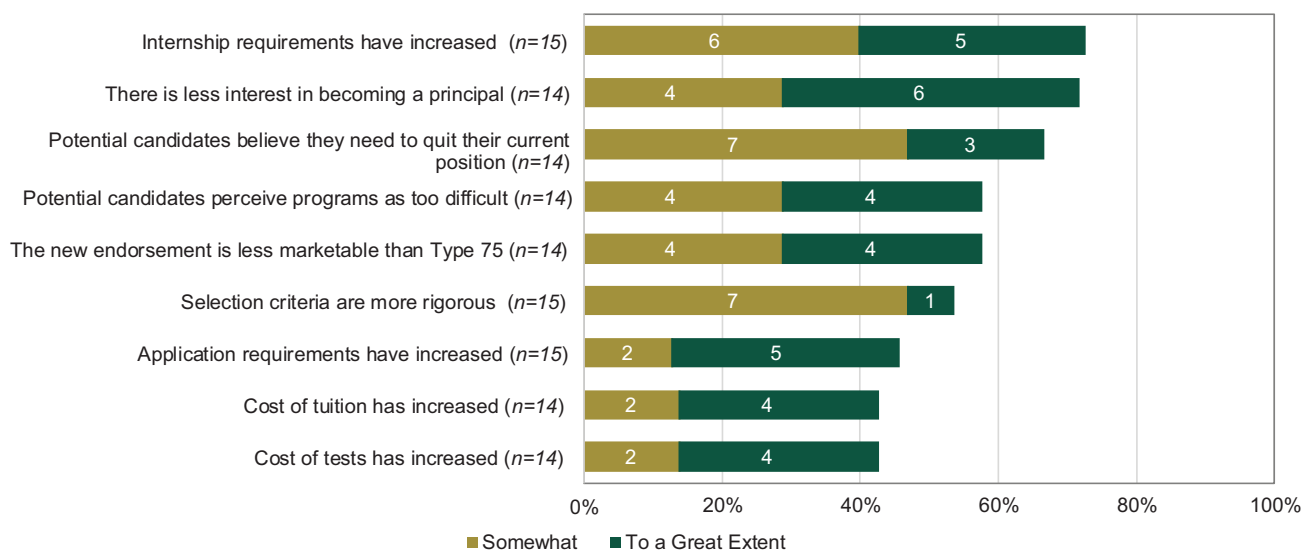

Figure 6. To what extent do you believe the following contribute to the increased difficulty of recruiting?

Our survey indicated that increased internship requirements were among the most substantial deterrents to enrolling in principal preparation programs. Eleven of the 15 respondents indicated these contributed to the increased difficulty of recruiting either "somewhat" or "to a great extent" (see Figure 6). There was little mention of these specific requirements during the focus groups with candidates, however, perhaps because all of the candidates with whom we spoke were clearly not deterred enough to avoid the program. Increased costs were also named as a barrier to enrollment across several institutions. Some respondents also pointed out that decreased funding to public universities has led to tuition hikes and Illinois' statewide budget issues have caused some school districts to cease providing tuition support for school staff to pursue advanced degrees, such as the principal endorsement. Further, the new teacher supervision training modules and examination (*Growth through Learning*) required to become a certified evaluator have added an additional $600 burden that candidates must shoulder. Survey responses, however, suggest this is generally viewed as only a small problem.

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[5] The original legislation stated that only school staff with 4 years of teaching experience would be eligible for admission to the principal endorsement programs. Subsequent amendments, however, allowed school support personnel with a valid license to be eligible for admissions until June 30, 2019.

Whereas 10 of the 14 survey respondents said that waning interest in the principalship as a career contributed to the increased difficulty of recruiting "to a great extent," we heard little elaboration on this theme in the site visits. Another concern was that some programs were decreasing off-campus cohorts due to lower enrollments and fewer resources; enrollment was becoming less geographically convenient for potential candidates. On the other hand, some site visit programs were able to expand their off-campus offerings, which helped maintain previous enrollment levels to some extent.

Candidates and program staff alike noted that the principal endorsement lacked the versatility of the Type 75 (General Administration) certification, and may present more limited career opportunities. For example, one program coordinator said that potential candidates worry about being channeled into a "career path they're not ready for" and see a lot of ambiguity as to whether the new principal preparation programs were appropriate for many other administrative jobs that used to fall under the umbrella of the Type 75. Other interviewees were concerned about the marketability of the principal endorsement, given that it is new and has no track record, and that many districts are still posting principal vacancies searching for Type 75 certificate holders. Interestingly, several interviewees (both candidates and faculty) also noted that the Type 75 programs were generally perceived as "degree mills" with questionable marketability themselves.

Current candidates are viewed as stronger, more committed, and no less diverse
Despite decreased enrollments, representatives across nearly all programs agreed that the current candidates were more committed to the principalship and more qualified than those before the redesign. Three quarters of the program coordinators responding to the survey said that their current candidates were more committed to the principal profession than candidates prior to the redesign. However, it is worth pointing out that most but not *all* of the candidates who participated in the focus groups had plans (or immediate plans) to apply for principal positions. Program representatives also generally agreed that candidates were more qualified than prior to the redesign, with stronger skills, more education, and greater leadership experience (see Figure 7). For example, one program coordinator said, "We only select candidates that we think are likely to be able to improve schools" and one faculty
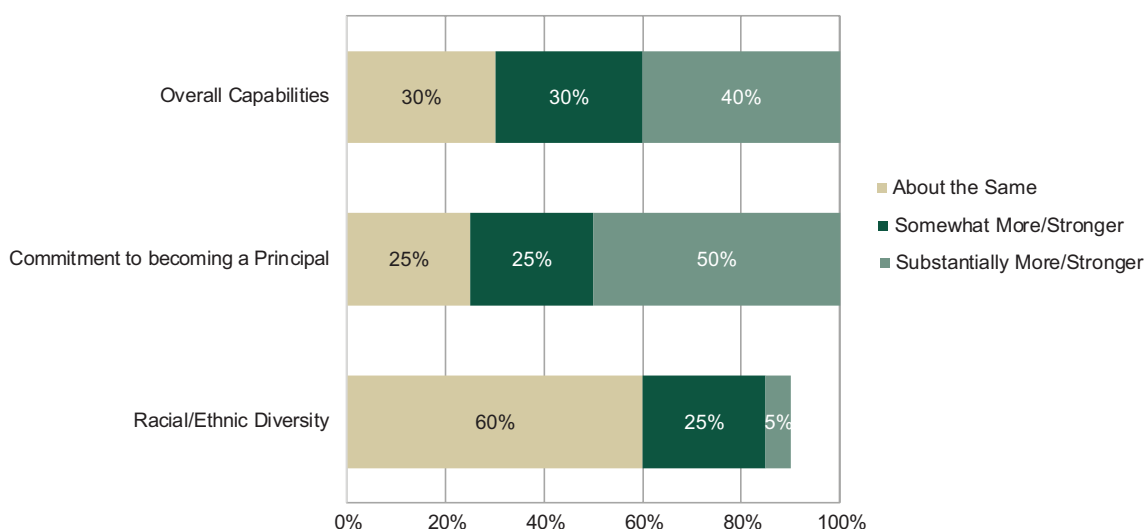

Figure 7: Principal preparation candidate characteristics, relative to Type 75 candidates (*n*=20)

supervisor noted these new candidates "will rock their world." The survey data indicate that 70% of respondents describe the current candidates as stronger than those before the redesign, with 40% believing they are "substantially" stronger (see Figure 5). Interviewees noted that more rigorous admissions criteria and requirements clearly contributed to these improvements, and that candidates who are not "amazing" would be weeded out by the rigors of the program.

Current candidates are reported to be no less diverse than Type 75 candidates, but programs acknowledge the need to improve diversity
Our earlier study (Klostermann et al., 2015) indicated there were concerns that the new principal preparation programs would have an adverse impact on the diversity of the principalship. However, the majority of the site visit programs and survey respondents indicated that the redesign process had little impact on candidate demographics. Only one of the 12 programs we visited and 10 percent of survey respondents indicated their candidates were less diverse than those in the previous program, whereas 30 percent said their programs had become more diverse (see Figure 7).

This is not to say that all programs are content with the current diversity of their candidates. Indeed, representatives from four institutions noted in interviews that their programs are not as diverse as they would like, or that they had never been particularly racially or ethnically diverse to begin. Some attributed this to lack of diversity among teachers in their regions, rather than selection criteria brought about by the new principal preparation policy. A minority of site visit interviews revealed some concerns that higher program standards might screen out, intimidate, or otherwise discourage potentially great principal candidates, particularly candidates of color. As one interviewee notes, "We don't want to discourage good people from the fact that this just becomes an exercise in planning and frustration for them, and I don't want that to be the case."

Programs enhanced recruitment strategies to boost enrollments
Increasing enrollment is currently a top priority for many programs, and every program we visited reported they were enhancing their recruitment efforts in order to attract more candidates. The survey shows that programs are finding it more difficult to attract students now than before the redesign, and are spending more time on recruitment than in the past (see Tables C5 and C6 in Appendix C). The most common recruitment strategies mentioned in interviews included increased outreach and networking by program faculty and staff. As one program put it, it is now everyone's job to recruit. Typical outreach strategies involved phone calls and emails, as well as dissemination through program websites and brochures.

As shown in Figure 8, almost all programs hold frequent information sessions to encourage potential candidates to enroll in the program and to educate candidates about the new program and help dispel misinformation about program requirements, such as the persistent myth of the full-time internship. For example, one program reported they hold approximately six information sessions annually, with roughly 15 potential candidates at each. Prospective candidates receive a single-page fact sheet detailing the program, and program staff explain the admissions timeline and discuss how to demonstrate requirements, such as student growth. Potential candidates are discouraged from applying without first attending an information session, and staff report that prospective candidates generally feel more comfortable with the application process after attending the session.
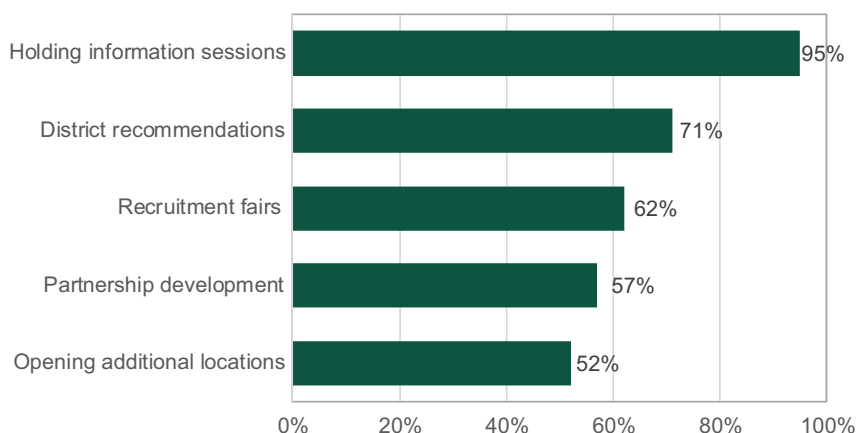
Figure 8. What strategies, if any, do you currently use to recruit candidates for the principal preparation program? (*n*=21)

Numerous other recruitment strategies were discussed during the site visits. Five programs used an innovative two-stage admissions process (see Exhibit D). Many programs are tapping into their district partners—or developing new partnerships—to recruit more candidates. District personnel interviewed for this study reported that they encourage promising teachers and other school staff to pursue the principal endorsement and often funnel potential candidates into their partner programs. Other programs have intentionally worked to develop partnerships with specific districts—often further from campus—specifically to target recruitment of more racially/ethnically diverse candidates. Several programs were also working on making their programs more convenient for potential candidates through scheduling shorter courses, offering classes on Saturdays, or through online coursework. Interestingly, some programs had success in offering more frequent cohort start dates to better meet candidates' schedules, while others had to reduce their number of cohorts due to low enrollments. In fact, some candidates spoke of having to wait a year after admission to begin classes, until there was sufficient enrollment to sustain a cohort. The survey data show that almost half (47 percent) of the responding programs start only one cohort per year, while 22percent have three or more (see Table C7 in Appendix C).

Programs are stretched thin trying to do more with less

Decreased enrollments, coupled with state budget issues, contributed to cuts in funding and staffing at about half of the site visit programs, and more than half (57 percent) of the survey respondents said that their staff size had decreased since the redesign, with about a quarter (24 percent) saying that staff size had decreased "substantially"(see Table C8 in Appendix C).[6] For example, one program said their department faculty numbers had been cut in half, from eight to four. However, many of the reductions at this institution (and others) came through retirement or other natural attrition without replacement. Across many institutions, staff reductions also took the form of hiring fewer adjuncts or non-renewing adjuncts. One program spoke of this situation as a Catch 22: They needed more faculty members to serve

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[6] Note that the one program saying they had increased their program staff was able to do so through the receipt of a large grants, and should not be considered typical.
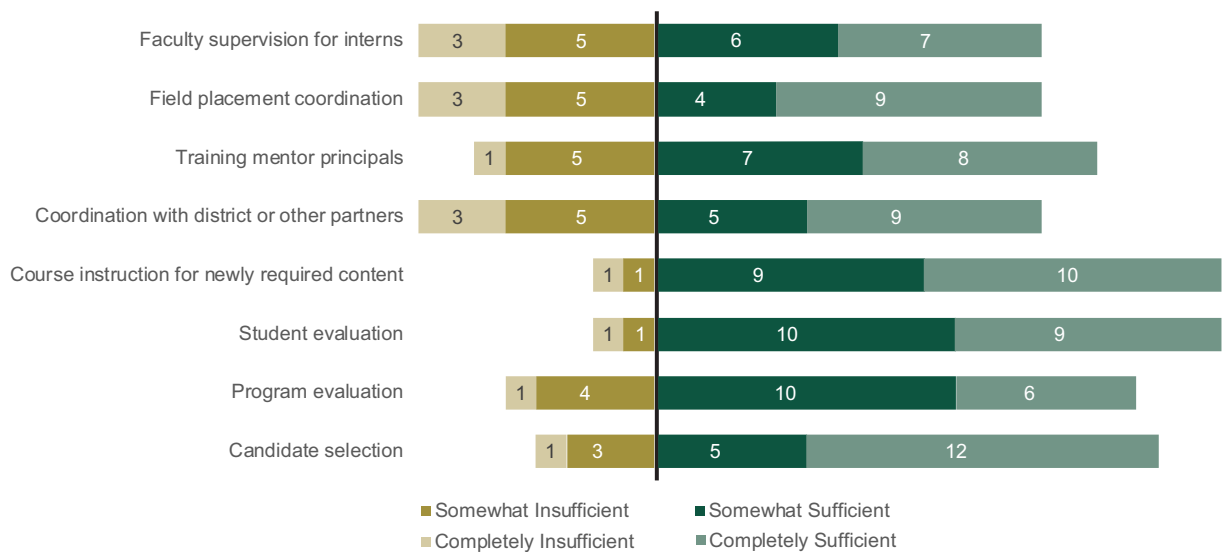
Function	Completely Insufficient	Somewhat Insufficient	Somewhat Sufficient	Completely Sufficient
Faculty supervision for interns	3	5	6	7
Field placement coordination	3	5	4	9
Training mentor principals	1	5	7	8
Coordination with district or other partners	3	5	5	9
Course instruction for newly required content	1	1	9	10
Student evaluation	1	1	10	9
Program evaluation		1	4	10	6
Candidate selection		1	3	5	12

- ■ Somewhat Insufficient
- ■ Completely Insufficient
- ■ Somewhat Sufficient
- ■ Completely Sufficient

Figure 9. To what extent do you feel you have sufficient personnel with the necessary knowledge and skills to perform the following functions? (*n*=21)

more candidates, but could not justify hiring more faculty members until enrollments began to grow. Beyond reduced staffing, many programs also noted their existing faculty and staff were being "stretched thin" due to increased responsibilities, including more supervision of interns, increased recruitment responsibilities, and additional paperwork. In fact, 100 percent of the survey respondents noted that faculty and staff workloads had increased due to the redesign, with 65 percent saying they had increased "a lot"(see Table C9 in Appendix C).

The functions for which the programs felt they had the most sufficient staffing, knowledge, and skills included instruction for new coursework, student evaluation, and candidate selection. Some programs responding to the survey noted that they lacked sufficient personnel with the necessary knowledge and skills for supervising interns, field placement coordination, and coordinating with district or other partners due to the new policy requirements (see Figure 9).

Lower enrollments led to increased pressure on programs and universities, but the redesign process brought program staff closer together

Lower enrollment numbers and decreased revenue (relative to the Type 75 programs) put pressure on universities to make adjustments to their programming and offerings. Almost all of the programs responding to the survey stated that the redesign requirements increased the cost of administering their programs (see Table C10 in Appendix C). Two programs noted that universities had relied on the graduate school of education for income, and the impact of the redesign resulted in millions of dollars of lost revenue, by their estimates. These reductions in enrollment, coupled with the current state budget crisis and decreasing amount of state resources available to universities, has forced many universities to restructure their revenue streams and shift resources. The dean of one school of education said, "[The department of educational leadership] is smaller, and many of those [faculty] positions were moved to some of the other growing departments, honestly." This dean also indicated that,

although he is aware of enrollment levels, he encourages the principal preparation program to seek innovative strategies to increase revenue. He said,

> *I've asked [the principal preparation program staff] to get very creative. We don't always have to offer full-length, full-term courses, maybe we're offering little boutique, as people call them, courses or workshops or those sorts of things. So, here, to successfully implement a fully hybrid online weekend principal prep/teacher leader program, we haven't done that before.* – Dean of school of education

For some programs, the lower enrollment numbers and decreases in revenue put a strain on the relationships they have with their broader universities. One program coordinator noted that he has to keep reminding his provost that enrollment numbers would never return to levels from before the redesign. Another coordinator noted,

> *[University administrators] are like, 'Just hire more adjuncts, hire more adjuncts.' Well, hiring adjuncts is fine, but then if you really want them to do a quality job, you have to train them. ...So, I think it's our own issue here with having our administration understand, so our challenges, I think, are more the internal piece of it.* – Program coordinator

Further, some programs feared this would mean their needs would be deprioritized in terms of receiving university resources.

On the other hand, many program staff noted that the redesign process helped bring the department closer together, and led to more meaningful conversations. This is not to say that there has been no resistance to change—indeed, we heard from at least three programs that there was some initial resistance. But strong and transparent leadership at many universities helped improve communication and smooth the transition. For example, the Dean of the College of Education at one program noted that there is more synergy and enthusiasm in the department now because the redesign required collaboration across departments that had not happened previously. The program coordinator from that program added,

> *Everybody rallied around it. Everybody pitched in. Everybody did it. And everybody still has jobs that wanted one. And, more importantly … it brought us closer together, and it brought a lot of respect out for everybody's talents and abilities.*

In-depth: Two-stage admissions process to facilitate enrollment and fit

Half of the sites we visited (including McKendree University, North Central College, Northeastern Illinois University [NEIU], Southern Illinois University Edwardsville [SIUE], Governors State University [GSU], and Northern Illinois University [NIU]), utilized an innovative two-stage process whereby candidates were admitted to the institution's graduate school of education for a set of courses before they were formally admitted to the principal preparation program. These preliminary courses were designed to provide introductory content, as well as inform candidates about the requirements of the new principal preparation programs and to help them prepare their admissions portfolios. Programs that used this multi-stage admissions strategy said that it helped boost enrollment of candidates who were unsure about the new programs, while providing time (and academic credit) for completing admissions portfolios and helping to ensure that both candidates and the program made more informed enrollment decisions. Candidates from the focus groups at institutions using this strategy generally reported that the process was smooth and helped support and encourage them through admissions and enrollment. At the same time, it helped potential students understand and fulfill complex requirements and ensure a good fit before committing time and money to the program. As one program administrator noted, this burden falls completely on the applicant at most other institutions.

There was some degree of variation within this multi-stage admissions strategy. For example, the number of introductory courses before admissions to the principal preparation program varied from institution to institution. At McKendree University, candidates select two of four introductory courses: Contemporary Issues/School Law or Curriculum Design/Curriculum Theory. Northeastern Illinois University has two core courses, Organization and Administration of Schools and Evaluation of Staff. These introductory courses can also typically be used for credit toward other graduate programs, such as Teacher Leadership. This allows candidates to sample multiple programs before determining which would be the best fit and, at the same time, allowed programs to learn more about candidates before offering admission. For example, NEIU candidates complete all of their admissions requirements in the beginning of the first introductory course. At the midpoint of this course, candidate portfolios are collected and reviewed by two faculty members and admissions decisions are made.

At McKendree, a large part of the first preliminary course is devoted to describing principal preparation program requirements and procedures, and completing the admissions portfolio. Candidates must receive grades of A or B in the two introductory courses and the introductory admissions course taken in the fall semester and interview with two program faculty in order to be admitted to the principal prep program. If candidates at McKendree decide to leave the principal preparation program after the initial course, they can seamlessly enroll in the school's teacher leadership or Masters' of Curriculum and Instruction program. This program integration also allows candidates who change their minds and then return to principal preparation program to do so without losing much credit. At NIU, faculty noted that some principal preparation candidates in the preliminary courses have realized the program was not a good fit for them and opted to switch to Teacher Leadership, and vice versa for Teacher Leadership candidates. At NEIU, almost all candidates who enroll in the initial courses end up moving on to the principal preparation program. They also note that the program does not have to do much counselling—instead, candidates tend to "self-sort" out of the program when they realize they cannot meet the requirements.

Seeing the success that some programs have had with this approach, other programs, such as GSU, are considering adopting this strategy next academic year. Staff at GSU viewed process as a way to streamline the admissions process, and a practical strategy for dealing productively with the state's new principal preparation requirements. However, one concern about this approach is that class time spent addressing admissions requirements and working on portfolios could mean time taken away from building competencies needed to succeed on the job.

Curriculum

Illinois' new principal preparation policy was designed to bring greater consistency and cohesion to curricula across all programs statewide, with a clear focus on instructional leadership and rigorous content. To meet this goal, the policy requires each approved program to provide coursework that addresses the following areas: School law (including programs for students with disabilities and ELLs); using technology for teaching and administration; research-based instruction and assessment, and differentiated instruction; developmentally-appropriate strategies to address literacy and numeracy at all grade levels; and identifying and understanding bullying. Given the variation in curriculum prior to the redesign and the flexibility in meeting these requirements, programs ranged widely in their response to these requirements, some revamping their curricula and others making more strategic revisions.

The redesign provided programs a welcome opportunity to revamp their curricula
Many programs used the new policy as an opportunity to refresh their curricula—even if they already met most of the goals of the redesign. Program representatives generally viewed this as a welcome change, noting that coursework for the new programs was rigorous and aligned with high standards. As Figure 10 illustrates, 16 of 20 program representatives saw consistency in programs statewide as beneficial potential outcome of the redesign, and three-quarters believed that specialized training for principals would be beneficial. As one program representative shared, "The goals of the courses have gotten—I guess I could use the word 'meatier' this year. It was the [policy] change." One district partner contrasted the new program with the shortcomings of the Type 75 programs, "We just found that under the old standards, we still saw a lot of individuals who were not prepared to be instructional leaders at this junction. … [They] didn't have the skill set that we believe that they had so they could step in." In addition to revising courses, a number of programs described establishing "master course outlines" detailing how all standards will be met in a given course, creating consistency across professors teaching the same course. (For more details on the curriculum redesign process see Exhibit E).
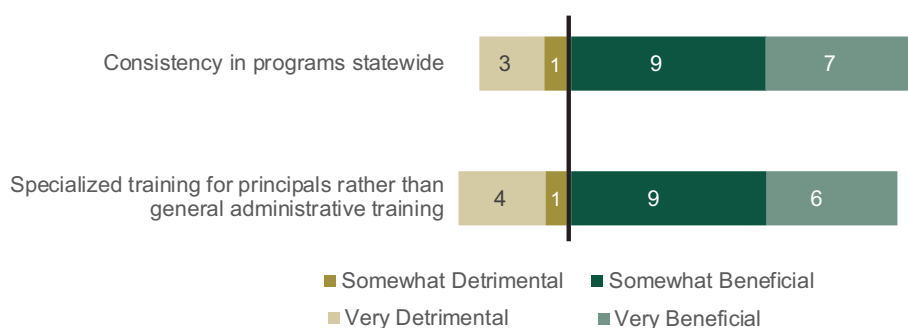

Figure 10. How would you characterize the following potential outcomes of the redesign? (*n*=20)

Of course, not all programs made substantial changes to their curriculum. A few stated that they just made some minor tweaks to meet the new requirements. Representatives from these programs generally believed that their coursework was "pretty solid" before the redesign. For example, at one institution, both program staff and district partners agreed that the curriculum did not need many changes, so only one course was "totally modified" while others changed course titles or descriptions to align with the new standards, but otherwise, the program had not changed much.

EXHIBIT E

In-Depth: Curriculum redesign (and re-redesign)

Governors State University began the curriculum redesign program process under the impression that they were supposed to completely revamp their curriculum from scratch. So, they gathered their program representatives and district partners and did exactly that—their redesign group worked backwards from the program requirements to create a whole new scope and sequence of courses. The group examined each standard and competency, and figured out which of their existing courses addressed each. In the absence of such a course, they created a new one. In doing so, faculty and district partners worked closely together to determine which of their old courses should be retained, which should be removed, and where new coursework was needed. In the end, the team ended up with three curriculum courses as part of the new program—compared to only one in the previous program. This push was led by district partners who wanted to increase emphasis on instructional leadership. The program also added a brand new course on technology and dropped two existing courses, including a finance course that was moved to their doctoral program. According to the site visit interviews, some courses did not survive the redesign because they did not align with the new program standards, while others were eliminated because they were not sufficiently authentic and relied too heavily on lectures and paper assessments. Many other courses, such as School Law, underwent major changes to content and course descriptions, to align with the new standards and requirements.

Program faculty members were generally receptive to these changes. However, as their first cohort began to experience the redesigned curriculum, the faculty began to hear that many candidates felt there was too much overlap across the three curriculum courses, and that the new program lacked adequate preparation in school finance. When candidates from the initial cohort began to sit for their licensure exams, the found they were unprepared to answer questions about school finance and complained that the curriculum did not match what was on the test. Local superintendents also agreed that school finance was a needed competency. Over the course of the academic year, some began to feel that the pendulum had shifted too far toward instruction, and that the management side was being neglected.

In response, the program is working to re-adjust their curriculum, combining some of the curriculum coursework and reinstating the finance course to the principal preparation program. Through the program's strategic planning process, they are reviewing the standards and gathering more feedback to identify other areas where coursework can be condensed or combined more efficiently. However, they worry that this might require a rewrite of their curriculum, which would require state approval and could delay the process.

Syllabus review shows key curricular components are well-represented in coursework

The syllabus review found that each of the 14 programs analyzed had coursework related to instructional leadership, school improvement, data literacy and analysis, and organizational management. As displayed in Figure 11, organizational management had the most curricular coverage overall, addressed in between 42 percent and 100 percent (median = 80.5 percent) of courses at each institution. Twelve of the 14 programs reviewed referenced organizational management more than half of their courses, and all 14 had specific courses that primarily focused on organizational management topics, such as school finance. Instructional leadership also received considerable focus, being addressed in between 50 percent to 91 percent (median = 76 percent) of courses in each program, and three programs (21 percent) had courses that explicitly contained "instructional leadership" in the course title (see Table C11 in Appendix C). Data literacy or analysis is addressed in between 36 percent and 91 percent of courses (median = 52.5 percent) at each program, and 10 programs (71 percent) had courses focused specifically on data or research (see Table C12 in Appendix C). School improvement is addressed in between 9 percent and 91 percent (median = 46 percent) of the courses in each program, but only six programs (43 percent) incorporated school improvement content into at least half of their courses, and only three programs had specific courses related to school improvement (see Table C13 in Appendix C).
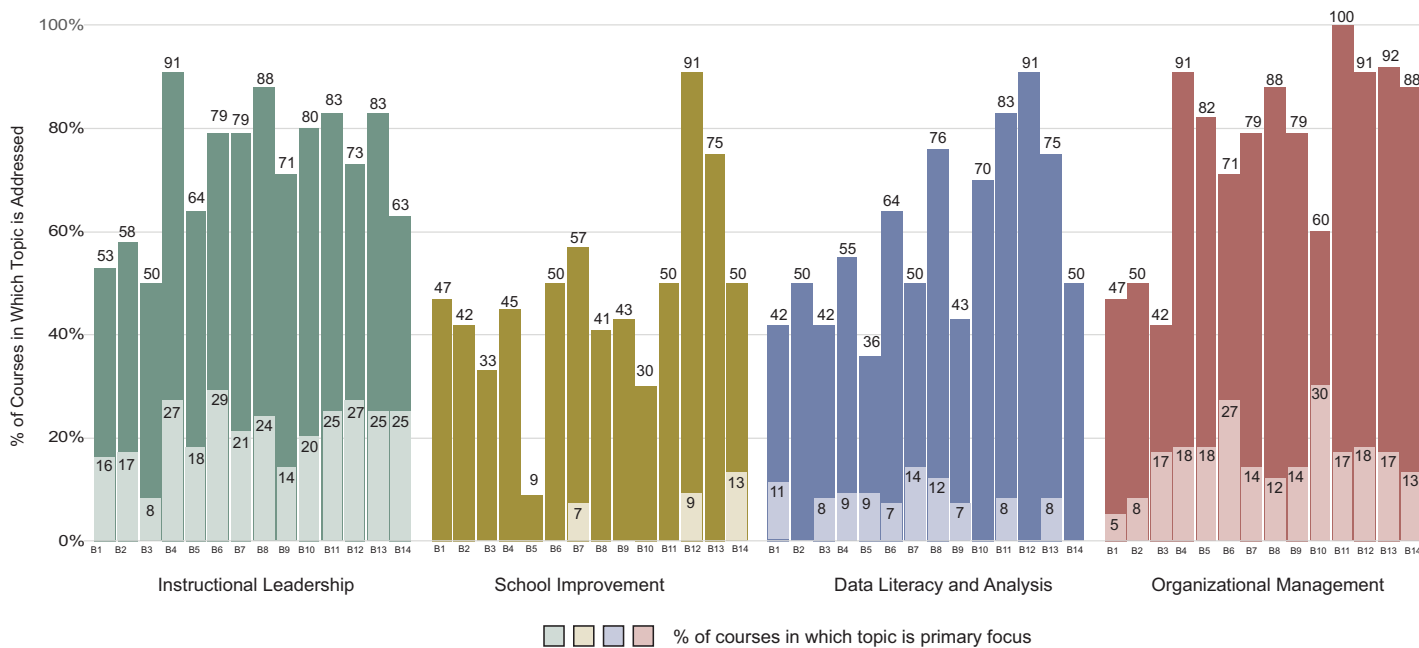

Figure 11: Coverage of instructional leadership, school improvement, data literacy and analysis, and organization management, by institution

The syllabus review indicated that almost all programs (13 of 14) explicitly mentioned readings and field experiences on organizational management, including 11 programs that required budgeting or finance projects (see Table C14 in Appendix C). Almost all of the programs in the syllabus review (13 of 14, 93 percent) also listed specific readings related to instructional leadership, and all fourteen programs analyzed had field experiences related to instructional leadership (see Table C11 in Appendix C). The site visit programs also noted that instructional leadership was a big focus of the internship, as well as coursework and related fieldwork. Slightly smaller proportions of the reviewed programs had required readings (11 of the 14) and field experiences (10 of 14) involving data literacy and analysis, with six programs specifically requiring candidates to complete a research proposal or project (see Table C12 in Appendix C). Fewer programs still required readings (seven of 14) or field experiences (eight of 14) on school improvement (see Table C13 in Appendix C).

Instructional leadership is a clear focus of coursework

The general consensus in the interviews was that instructional leadership is the primary focus of principal preparation programs, and faculty and candidates generally agreed on the importance of instructional leadership and the primary role it is expected to play in the principal's job. Three-quarters of survey respondents agreed that the quality of training for actively supporting instruction had improved as a result of the redesign and 13 of 20 agreed that the quality of training for creating or maintaining a supportive school environment had improved (see Figure 12).

It is important to note that the extent to which the focus on school improvement was
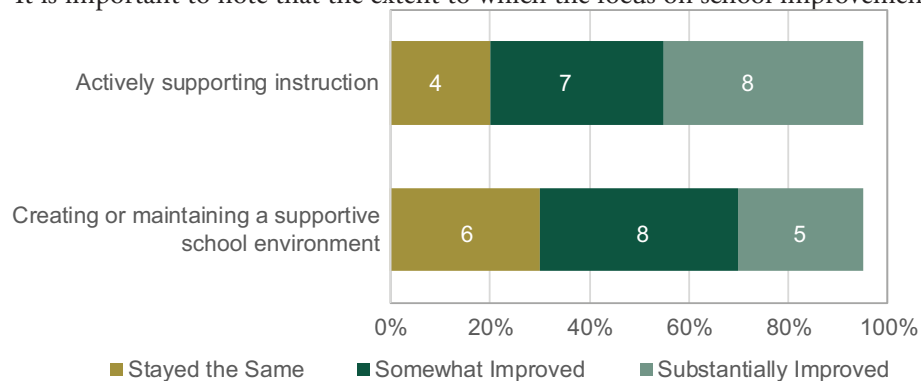
Figure 12. As a result of the redesign, do you believe the quality of training Illinois principal candidates receive has improved or declined in the following areas? (*n*=20) (*Note: "substantially declined" and "somewhat declined" response categories not shown.*)

novel, and the degree of change this entailed, was dependent upon the degree to which programs had integrated and embraced instructional leadership in their Type 75 curriculum. Representatives from almost half of the site visit programs noted that they already had a strong focus on instructional leadership prior to the redesign. For example, one program reports that instructional leadership had already been "the bent of the whole program" and all of the ingredients were there, with the redesign just helping to solidify this approach and make it more intentional. Another participant was more blunt, saying that just because instructional leadership was not in the state's requirements, does not mean that most programs were not already teaching it:

If you were running an old program that was worth its salt, and you were staying up with current stuff, you were teaching instructional leadership….I can't imagine any program that was teaching a 1970s curriculum in 2005 or 2008, and so it wasn't a change... Maybe on ISBE's paperwork that they still didn't have it down there or IBHE, but what was actually being taught across the state was instructional leadership. – Educational administration faculty member

School improvement and data analysis are now more established parts of the curriculum
The site visits revealed that the redesign also brought a stronger focus on school improvement and data literacy and analysis. Respondents indicated that the new requirements served to solidify the place of school improvement, as well as data analysis and literacy, in the existing coursework. As one respondent noted, the new policy ensures that this content becomes a permanent part of the master course outline, so new faculty will not have the autonomy within the curriculum. The survey data support this finding, and show that the vast majority of respondents agreed that the ability of candidates to lead school improvement has increased since the redesign (see Table C15 in Appendix C) and that the quality of training in data literacy and analysis had improved with the redesign (see Table C16 in Appendix C).

Several programs added new courses around these areas—for instance, one program added a school improvement course, another added a data course called "Data for School Leaders" —while others spoke of shifting the sequencing of their coursework, moving their school improvement course to the beginning of the curriculum, because it was needed to inform many subsequent classes. Programs also noted that their emphasis in data coursework had shifted, from mostly data literacy before the redesign to an emphasis on analyzing data, helping teachers interpret data, and utilizing data for school improvement in the current program. For example, one program completely redesigned their research course to "bring it down from the way it is used by PhD level scholars" and now teaches how professionals in the field can use data in a practical way "from a principal's perspective to improve educational environment in terms of instructional programming." Further, this course is now mandatory for all candidates, instead of optional as it was in the Type 75 program. School improvement and data analysis content was often interwoven through activities like having candidates design a school improvement plan using data from a real school, often their own. Sample course titles dealing with this subject matter include Data Literacy and Analysis, School Improvement, and the Principalship. At one program, the Professional Learning Communities class would act as a PLC for a struggling school, meeting with teachers, and looking at data to plan improvement activities. As with instructional leadership, several programs pointed out that school improvement and data analysis were large parts of the internship and field experiences.

Teacher evaluation training, including certification through Illinois' *Growth Through Learning* modules, also represented a large component of instructional leadership preparation across many of the programs we visited. Though occasionally viewed as expensive and too lengthy by candidates, some programs were able to obtain grants through their ROEs to pay the $600 per candidate for the modules and incorporate them into coursework. For example, at one program, the main projects in their supervision course involve learning walks and completing a full cycle of teacher evaluation, to focus on how evaluation can be used to help teachers grow through professional development. Faculty, candidates, and district

representatives across many programs saw this type of work as beneficial and helping to set new candidates apart from Type 75 certificate holders, by allowing principal preparation program graduates to be conduct evaluations immediately upon being hired.

There are concerns about the de-emphasis of management competencies

We also asked interviewees at the site visits whether any particular content was missing from the coursework and internship components of the redesigned principal preparation programs. Respondents from more than half of the sites worried that some important school management concepts, such as finance and facilities, were now being de-emphasized. We heard similar concerns from candidates in several of the candidate focus groups, some of whom noted that there was no management side to their program at all—no "helping hungry kids, real world stuff"—and that the current coursework is exclusively focused on instructional leadership, as opposed to the "principal as manager" model. Some candidates with whom we spoke felt that these "nuts and bolts" management courses were the most valuable, and some had even been told discipline, finance, and law were the only courses they would need on the job. These findings were somewhat surprising given the analysis of program syllabi, which showed that organizational management topics are still addressed quite broadly across most programs (see Figure 11).

As shown in Figure 13, only five of 20 respondents to the survey noted that the quality of training in school finance had improved with the redesign, with the majority (11 respondents) saying that it had remained the same, and four saying it had declined (not shown). Similarly, the plurality of survey respondents (nine of 20) felt that quality of preparation in human resources management remained unchanged under the redesign, with three feeling it had declined (not shown). Even the department chair from a program that retained its Human Resources and School Finance coursework, said:

> *In the move to focus on the principal as instructional leader, it has neglected the managerial functions that principals have to deal with on a day-to-day basis to survive and keep their doors open. …You have to know how to get your walkways shoveled, your roofs fixed, how to get salt out, how to mark your fields, how to have heating and ventilation systems working.*
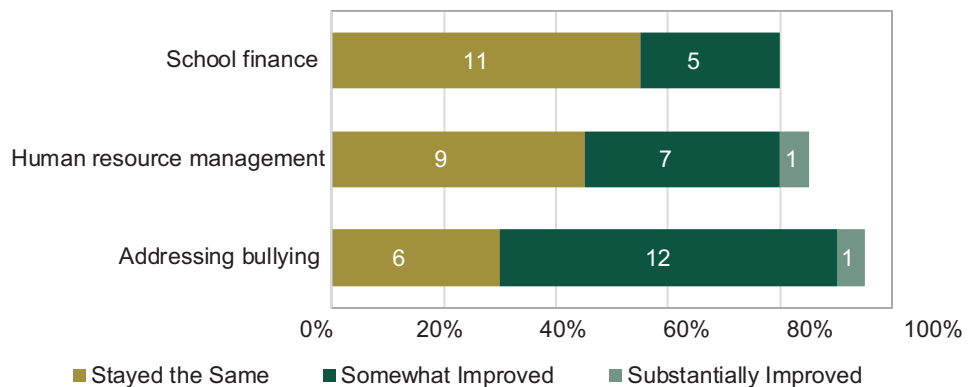> – Department chair

Figure 13. As a result of the redesign, do you believe the quality of training Illinois principal candidates receive has improved or declined in the following areas? (*n*=20) (*Note:* "substantially declined" and "somewhat declined" response categories not shown.)

Several interviewees focused specifically on school finance, noting that the omission of finance from the program redesign—but its continued presence on the certification exam—has led to candidates having difficulty on this portion of the state test. One program tried to "ratchet it up in the coursework" by bringing in guest speakers to teach about budgeting, addressing school finance in their School Improvement course, and covering the personnel hiring process in other courses, but they still felt they were weak in these areas. Some voices also argued that the new policy was too restrictive and did not allow programs the flexibility to meet the unique needs of local schools. For example, some have noted that principals in many districts are being asked to be more involved with budgeting than in the past, whereas others said that many principals have no responsibility at all over the budget, which has contributed to the tension programs face in trying to balance various local needs.

Coursework and fieldwork are perceived as being better integrated in the new programs
One key benefit of the redesigned curriculum noted across many programs was a better integration of fieldwork with coursework, helping programs become more authentic and more hands-on and allowing them to cover topics in more depth. Three-quarters of program coordinators responding to the survey felt that field experiences had improved as a result of the redesign, and only one respondent believed they had declined in quality (see Table C17 in Appendix C). One faculty member noted during a site visit that old curriculum tended to be "sit and get" with a culminating paper or report, whereas the new program has capstone experiences that require candidates to get into the schools and the community, and demonstrate a breadth of competencies in a formative fashion:

> *So they have to go back to their district and they're either going to school board meetings, they're interviewing superintendents, interviewing principals, directors of special education, my class are interviewing members of the data team in terms of how they're utilizing data to make decisions among students so they're all getting practical experience through their coursework before they even start their internship.* – Program coordinator

Many programs noted that each of their courses has a field experience component, though some had this structure in place prior to the redesign. This is often structured as a two-part course, where one part is the classwork and the other is the internship competencies, which are ideally taken simultaneously (though this is not always possible).

Candidates in the focus groups were especially enthusiastic about coursework that they viewed as more realistic representations of principals' day-to-day work. They were also especially appreciative of opportunities to learn from active principals, such as when they served as guest speakers in classes. As one candidate noted, "I think the most beneficial thing about our program has been... the instructors and especially the former principals that have taught many of our classes and superintendents [for] the real life realism that they've brought to the classes." They found coursework linked explicitly with field experiences (e.g., when field experiences were embedded within a course or shortly following a course with related content) to be particularly useful because they found it beneficial to immediately apply what they had learned in actual situations. Candidates noted that field experiences and coursework were not always aligned in this fashion and found this frustrating, but the interviews with program faculty suggest that the alignment between coursework and field experiences is likely to improve over time as they get used to new content and sequencing.

Illinois' principal preparation redesign significantly changed the internship in most programs. Prior to redesign, internships varied substantially from program-to-program and from candidate-to-candidate. Generally, there was an hour requirement (e.g., 100 hours) that candidates needed to complete and have approved by their principal mentor, who was typically the principal at the school where they were teaching. The activities in which most candidates participated were usually observational, such as observing leadership team meetings or monitoring bus lines. Also, internship experiences could be tailored to the candidate's individual needs or context. For example, candidates who wanted to work in high schools or special education could get enhanced experiences in these areas, whereas those who did not aspire to work in those areas could arrange different opportunities.

In the new programs, the internship must "enable the candidate to be exposed to and to participate in a variety of school leadership situations" that are focused on instruction and must adhere to highly specified, competency-based requirements as outlined in 23 Ill. Admin. Code §30 (Programs for the Preparation of Principals in Illinois, 2016). During the internship, the candidate is required to work on instructional activities with teachers from all grade levels (PK-12) and to serve students in all types of settings (regular education, special education, ELL, and gifted) and must observe the hiring, supervision, and evaluation of teachers. The internship may not include activities that are not directly related to instruction (e.g., monitoring the bus line or cafeteria or other types of general administrative tasks). The internship must be supervised by an on-site mentor and a faculty supervisor, and both mentors and faculty supervisors must have a valid and current administrative certificate and "three years of successful experience as a building principal as evidenced by relevant data" (Programs for the Preparation of Principals in Illinois, 2016). There is no specific hour requirement for the internship. Instead, it must be assessed based on the level of competency the candidate demonstrates in specific areas, including: The importance to the school's mission and vision; the hiring process; managing personnel, resources, and systems; and individualized education programs. Overall, the candidate is required to participate in, and demonstrate mastery of, 36 activities that are listed in the administrative code and "must demonstrate leadership in at least 80 percent of the activities associated with the critical success factors" in order to successfully complete the internship (Programs for the Preparation of Principals in Illinois, 2016).

Internships are now deeper and more authentic

Similar to our previous report (Klostermann et al., 2015), we found that the majority of the program staff and district representatives we interviewed during the site visits indicated that the internship is now deeper, more authentic, and more meaningful than it was before the redesign. This finding was corroborated by the survey (see Figure 14), which shows that respondents found the training candidates receive is more authentic, and that that the quality of the internship had improved as a result of the redesign. In particular, the internship experiences are viewed as being more practical, authentic, and varied. A faculty member from one of the programs spoke about how candidates experience more applied and realistic training in the newly redesigned internships: "[It's important that candidates experience] that

connection to the authentic experience and being able to experience first-hand what are the various roles of a principal, as opposed to just reading about it and talking about it in class." The program coordinator from a different program highlighted how the new internships provide more wide-ranging experiences:

It's all the competencies that have to be addressed. So it's specific. It's not just doing some things broadly but really getting into specific populations, specific settings, age groups…It's more comprehensive.
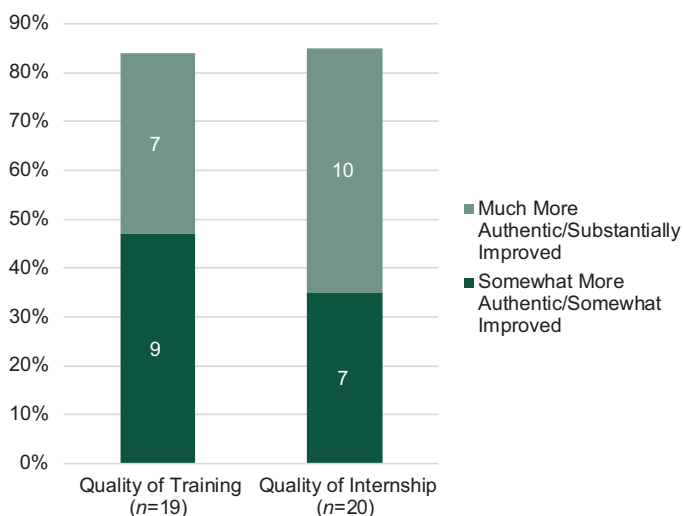
Figure 14. Quality of training and internship (*Note: "Much less authentic/Substantially declined" and "Somewhat more authentic/Somewhat declined" response categories are not shown.*)

According to interviewees, one reason the internship experiences are viewed as being more substantial and authentic is they involve more direct leadership instead of observation. The program coordinator for one of the programs compared candidates' leadership experiences during the internship pre- and post-redesign:

The previous internship…primarily [consisted of] conversation[s], administrative practices, leadership practices, or shadowing. And now…[the candidates] actually [have the] responsibility of taking over leadership roles and that's part of the regulations is that 80 percent of their activities of internship have to be direct leadership practices of a school.

Ultimately, program staff and district representatives indicated that they believe the redesigned internships will better prepare candidates to take on the job of principal. One program coordinator said, "the big picture of the internship [is that it]…is going to improve the ability for the candidates to step into that first year as principal." According to the internship coordinator of another program, taking on a leadership role during their internships has led candidates to feel more prepared to take on the principalship. She said, "I think [candidates] are feeling more confident…They have done more in-depth work as a school leader than they would have in the past. So I think that's a positive."

Mentoring from faculty supervisors and principal mentors has improved
According to program staff and district representatives, the redesigned internship experiences also provided increased and more meaningful coaching from faculty supervisors and principal mentors for candidates. One program coordinator mentioned, "In the old program, when

students were doing an internship, they did not have a mentor unless…they asked for one. In the new program, students…are assigned mentors to work with them, and I think that's very beneficial." The increased mentorship enables candidates to receive more feedback under the new program than they did previously. The coordinator of one program stated:

> *Four times a year, [the faculty supervisors] go and observe [candidates] … participating [in] their leadership role. We observe them and give them written feedback as a part of the evaluation process. That never happened under the old internship. I mean you would go out and meet with them but you didn't actually observe them in leadership activities.* – Program coordinator

Candidates also say they are benefitting from in-depth conversations with their principal mentors. Another program coordinator said, "The student becomes familiar with all of the 'have-tos' on all the projects. The principal is more of a mentor that needs to go through [the] process—how did things work out; how can we do this better—make them more conscious about what worked and didn't work."

Many program staff members believe that the mentor principals also receive better training under the new programs. The majority of the programs indicated that they provide training for the mentor principals. The training varies from program to program, however. On the intensive end, a few programs have mentor principals complete a two-day mentoring workshop, while on the minimal end, a few programs provide mentor principals with a document or PowerPoint that outlines his/her role as mentor. Somewhere in the middle, several programs have mentor principals complete an online training module; in some cases, these modules were developed by the program staff.

Staff members from several programs and districts indicated that the mentor principals are also benefitting from serving as mentors. One principal who served as a mentor in the new program said, "The benefit for me [of serving as a mentor principal] is that it certainly provided an opportunity for additional self-reflection about my leadership and what that looks like as I work with a ton of constituents." The coordinator for another program talked about how some mentor principals are improving their practice as a result of mentoring:

> *The mentor principal's practice is not always ideal. Our students are oftentimes in the teacher role now…. Our students are teaching them, like, through doing an MTSS [Multi-tiered System of Supports] evaluation.*

The format of the typical internship is similar to before redesign

Although the internship is much more specific and substantial post-redesign than it was pre-redesign, the typical format of the internship did not change a great deal. In the majority of the programs that participated in site visits (nine out of 12), candidates typically participate in an unpaid, part-time internship that is generally two or three semesters (approximately one year) long in duration. However, there are a few programs in which candidates participate in *either* an unpaid part-time internship or a paid full-time internship, and one program in which everyone participates in a year long, full-time internship.

Four of the programs with part-time internships also have their candidates participate in a brief, intensive component to provide additional experiences that mirror the principalship. For example, one program has interns shadow a principal full-time for two weeks. Another

program requires candidates to complete a residency, which involves completing 80 consecutive hours during summer term in a leadership role at a building level different from their typical teaching position. The program coordinator described the intention is to:

> …immerse them in the leadership role…they are really there from 8:00 in the morning until 5:00 at night or later … so you're there getting the calls early in the morning, you know who's gonna be sick that day, you're handling bus issues. You're greeting the kids when they come to the school. You know you're helping with the preparation to set up the program so it really gives them that, a real sense of what it's like.

In about half of the programs that participated in the site visits, each candidate completes the vast majority of his or her internship components at his or her 'home' school (the school in which they were currently employed). For the other programs, candidates may not complete their internships at their 'home' schools, but most complete the internship in their 'home' district. One program requires each candidate to complete his/her internship in two different settings—100 hours in an elementary and 100 hours in a secondary school. For most of the programs, candidates may complete the majority of the internship activities in one school but utilize other schools or district sites (e.g., an ECE center or a school with a high population of ELL students) to complete various internship requirements.

Many candidates would prefer a full-time internship
Although it was not the typical format, many of the candidates we interviewed in focus groups indicated that a paid, full-time, year-long internship would be preferable to an unpaid, part-time internship. One candidate who is completing a full-time internship stated:

> I think just to have that opportunity to be minute-to-minute in that role is much more significant than trying to piece it together at different times during the day. I just think you get to see a much greater perspective of what's actually happening and what a principal is engaged in. And not just a principal but really a building level administrator because we were—even though we were assigned a principal I think most of us had freedom where there were other administrators in the building to work with them as well. – Principal preparation candidate

Candidates indicated that they believed a full-time format would allow them the opportunity to learn and understand the job of principal in a more holistic, meaningful way. One candidate who is completing a part-time internship and who is participating in a program that offers both full-time and part-time internships said, "We've heard all the benefits of [the full-time internship] and we're jealous…I could see that it would be easier to just make it more meaningful that way instead of worrying about your other teaching position." Another candidate indicated that spending a year in a full-time role would better prepare candidates for the challenging role they are about to take on:

> I think that it should be a full-time…position. I think the first year you should be doing kind of, like, working in the situation and bringing that back into the classroom. And I think that you kind of have to apply it to what's needed at that school… I would say that it does have to be a full-time time [internship]. I can't imagine why we wouldn't spend at least a year in the role with a mentor before taking a position that is so difficult. – Principal preparation candidate

Several program and district representatives indicated they believed that having candidates complete a full-time, paid internship would be ideal but that it is not realistic. One district representative said that the candidates he has hired who have completed a full-year internship "Are head-and-shoulders above … candidates … who have not had a similar experience" but that what is needed to implement a full-time internship is "M-O-N-E-Y." Another district representative said, "A yearlong internship on leave is phenomenal idea, a great idea. What better way to learn because you have no idea what goes on in a principal's life day by day. I think it's a great idea, but we can't ask these teachers to go on leave."

Finding placements for all grade levels and student populations is challenging
Most of the program staff and district representatives we interviewed and surveyed indicated they have experienced some challenges to implementing successful internships. First, several interviewees noted that it was difficult to find placements for all grade levels and different student populations required by the policy, in particular ELL and ECE students. This was more of an issue for programs outside of the Chicago area than it was for programs in the Chicago area. One program coordinator in a downstate program said, "Some of our small rural schools don't have early childhood programs, or they don't have ELL…And so then we have them go to another district. But it's not as a comprehensive experience." Similarly, over half of the program representatives who responded to the survey indicated that it was somewhat or very challenging to find placements that provided required experiences in the areas of ECE and ELL (see Figure 15). Finding placements working with gifted students was also challenging for half of the respondents. Four of the 20 programs indicated that finding placements with special education students was challenging. The easiest placements for programs to find were with elementary and high school grade students.
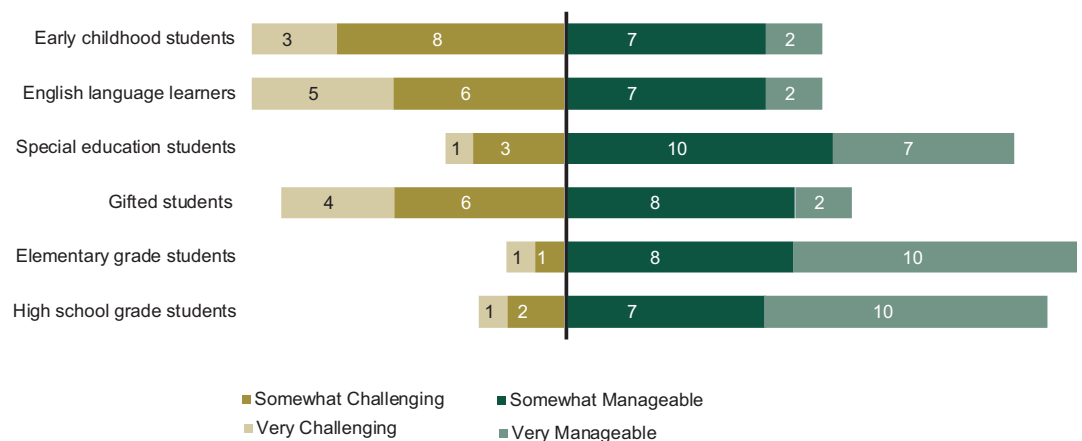
Figure 15. How would you describe your program's experiences in finding placements that provide required experiences in the following areas? (*n*=21)

Finding enough faculty supervisors and principal mentors can be difficult due to new requirements

Second, many of the program representatives we interviewed indicated that they found it difficult to find enough faculty supervisors due to the policy's requirements for being a supervisor. Programs mentioned that the amount of experience that faculty supervisors must have as principals (three years of experience as a "successful school principal") limits the number of faculty members who can serve in that capacity and limits on each supervisor's caseload have compounded this issue. A staff member from one of the programs said,

> *One of our big challenges is, because of the [number of candidates] that we have, is really trying to find qualified faculty to supervise them because they need to have a certain expertise. That's a challenge for us, and quite frankly, a concern for next year, because we'll have that cohort of 40 who at some point will be in the field, and so we're already…starting our work on that…issue.* – Program coordinator

Several programs indicated that finding mentor principals has been challenging as well. One program coordinator stated, "It has been challenging…finding administrators with enough experience [to] serve as the mentor…There's a lot of people that have retired or continue to retire…so there's a lot of principals that are new to the field." As indicated in Figure 16, nine of the 20 program coordinators who responded to the survey indicated that finding qualified principal mentors was challenging, and eight of the 20 program coordinators who responded to the survey indicated that providing faculty supervisors was somewhat or very challenging.

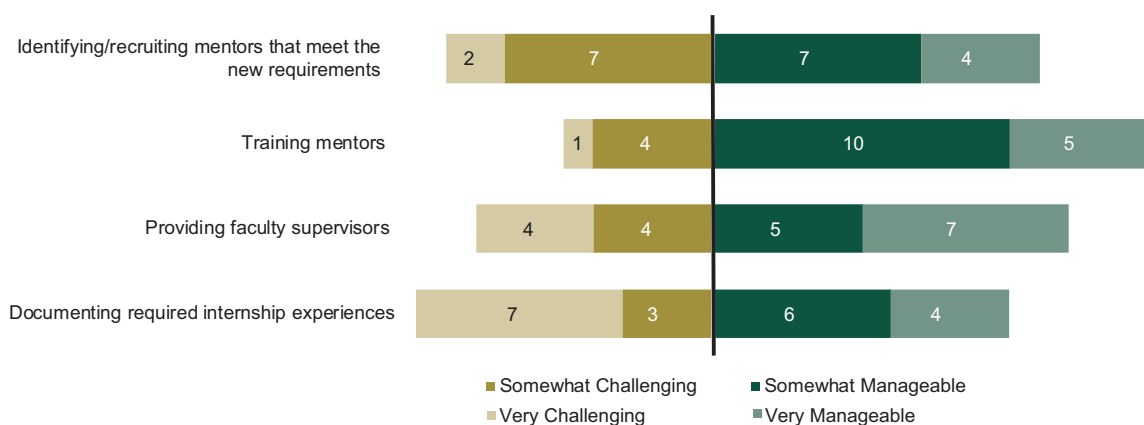*Figure 16.* How would you describe your program's experiences in administering these aspects of the internship? (*n*=20)

Programs have less ability to differentiate internships due to prescriptive experiences in policy

Third, several program representatives indicated that they had less ability to differentiate candidates' internship experiences than they did previously, due to the prescriptive nature of the internship experiences included in the new policy. These guidelines require candidates to complete 36 competency-based activities that are specifically outlined in the policy. According to several programs, this does not leave programs and candidates with the ability to tailor the internship experiences to the needs of the candidate. One candidate spoke of how difficult it is to differentiate his internship under the new policy. He said that, in his opinion, ideally:

> *…a special education teacher might get a different experience than a general education teacher or someone who is in [art, PE, or music] or someone who is in student services…I know you're trying to get a holistic experience and when you step into that admin role, you have…a view of everything. But I feel like as a teacher, I've worked with curriculum. That's not something I need to do with this internship, you know, where someone who hasn't done that should maybe do that and then I do something that's in related services, just so we can be—we're not repeating things that we do as practicing teachers already.* – Principal preparation candidate

Without the ability to differentiate the experiences, many faculty members and candidates find that some of the internship experiences are not relevant. Further, several candidates indicated that the internship may not be the best experience if one wants to become a different type of administrator, such as special education director or a coordinator.

On a similar note, program staff members and candidates from several different programs indicated that the internship experiences should include certain types of management activities. One program staff member stated:

> *I understand [limiting managerial tasks] from the state's standpoint, because I think a lot of interns went through the earlier program with their administrative experiences being pretty much limited to supervision: …cafeteria, bus, extracurricular, so the state doesn't allow that anymore. I think that's an oversight on the part of the state. Because the reality of the real world is that when those interns get that first administrative opportunity, I think they're going to…be frustrated, surprised that so much of their job entails supervisory kinds of functions. In our situation, I will tell principal mentors and interns, 'The state doesn't give credit for that, but the internship program is about you as an intern. It will only be as valuable as you make it. So, for your benefit, my suggestion to you is: Participate in some of the supervision of extracurricular, cafeteria, bus duty, whatever it may be. Just so you understand from an administrator's point of view how those kinds of things have to be managed.* – Internship supervisor

The intensive amount of time required for the new internships presents challenges for programs and candidates

Fourth, many program staff members and candidates indicated that the intensive amount of time to complete the internships was challenging. Many program staff members discussed how difficult it is to keep up with the amount of paperwork, documentation, and assessment that the new, more intensive internship requires. One program coordinator mentioned:

I think the other piece too is just managing all the requirements for the field experiences that they have. I mean we really have to do a good job of staying on top of did they get that high school experience? Did they get that elementary? Did they get the early childhood? Did they get special ed? Have they done budgeting? Have they done teacher evaluation cycle?… That's something [and] that's a lot of paperwork.

Similarly, half of the program coordinators who completed the survey indicated that documenting required internship experiences was somewhat or very challenging. To overcome this challenge, several programs indicated that they are using electronic portfolio systems to manage the documentation and paperwork required by the newly designed internships. Exhibit F describes one program's documentation platform as a critical learning tool for the program, including its internship.

EXHIBIT F

In Depth: Tools to streamline and organize the internship

Across the 12 site visits, program representatives lamented the extensive and even burdensome amount of paperwork required to document the internship. As one program representative said, "the internship recordkeeping is extremely cumbersome and it's too much… I think the intentions for accountability were probably good. But it's too much." Thus, many programs used a variety of tools and technologies, including online software products, such as e-portfolios and assessment management systems, to keep track of candidate portfolios and provide documentation of experiences and assessments.

The Educational Administration program at Southern Illinois University-Edwardsville (SIUE) has had success using the assessment management system, *Taskstream*, which they have also configured to serve as a learning tool. *Taskstream* contains information about each of the required internship competencies and examples of how competencies can be fulfilled, and thus it serves as a go-to reference for candidates regarding program expectations for the internship. Once candidates have fulfilled each competency, they upload their work to *Taskstream*, which then provides a platform for faculty supervisors and mentor principals to review and evaluate a candidate's work.

At SIUE, *Taskstream* serves as a medium for interaction and building a common language amongst the candidate, faculty supervisor, and mentor principal. By linking module segments to the text of rubric requirements for the internship and coursework—along with other resources like examples of past candidates' work that met each competency, and feedback and assessments from the faculty supervisor and mentor principals—all aspects of the program at SIUE are effectively organized and linked for users in *Taskstream* to make connections between theory and practice of an Multi-tiered System of Supports (MTSS) approach. One SIUE faculty member stated:

It's a nice one for the interns to watch [a video] just to get an understanding of what am I supposed to do in this internship experience. But also for the mentor principals, if they don't have as much experience or if that stuff is not happening in their schools, we try to give scenarios of if this is in place, you could do this.

A driving force in the SIUE's *Taskstream* system is the four modules they embedded in their interface. The modules were funded as part of a larger grant from IBHE, whereby SIUE's principal preparation program collaborated with the university's special education program to map the program onto a MTSS framework. MTSS is an approach that guides the utilization of data-driven, evidence-based

individualized interventions for academic, social and emotional support and success not just for students, but also the staff in a school. The purpose of the modules is to educate users on MTSS for instructional leaders and because the modules are embedded in *Taskstream*, it induces an MTSS lens and approach towards school improvement onto the targeted competencies of the principal preparation policy for the internship. Program Director, Alison Reeves, explains:

> So they can go into [Taskstream] and they can use our module...they can click and go okay, 2.1, that's evaluating teachers. What does she think we should be doing with this? What's in the module? Then they can see how we give an example. We have graduates and they're talking about what they did to meet that competency.

The use of this approach reinforces the focus on school improvement as the underlying rationale for documentation, making it relevant to candidates, faculty and mentor principals who participate in the assessment and documentation process. SIUE staff also state that setting up their system was a major undertaking, but in their case the system makes internship documentation a useful and meaningful process instead of just an additional require task for the policy.

Strongly valuing their process, Program Director Reeves doesn't think the impact of these tools should be limited to schools where their candidates complete their internship or end up securing a job. In fact, the program is trying to find more ways to share these tools they've made with other schools, including collaborating with partners at the regional and state level. She stated:

> Under an MTSS framework ... as our organizing principle,... [the modules and assessment management system] has built a lot of capacity in our region as a way ... to think about school improvement models ... [and now] SIUE is ready to offer [other educational stakeholders these as] something that will build [further] capacity.

Finally, both program staff and candidates indicate that it is difficult to juggle the internship requirements with their full-time teaching responsibilities, and in many cases, family responsibilities. One program staff member said, "It's very, very challenging to be a full-time teacher, which is a lot of work as it is. You're grading papers; you're…doing everything your administrators are asking you to do as a teacher. And then on top of it, [you are] doing all these other things [inadequately] to be an administrator." Candidates indicate that it can be difficult to get all of the internship requirements done while doing a part-time internship. A candidate from one program discussed her frustration with her mentor principal's busy schedule and getting the internship portfolio done. She said:

> Let's face it, at a lot of the schools, the APs are really doing a lot of the heavy day-to-day lifting and if they're not able to be a mentor, because they don't have the requirements. Then it's the principal…who only may be at the school half the time, it can be very frustrating because we're—like, honestly, this portfolio has…not given me a nervous breakdown, but it's stressed me out. – Principal preparation candidate

Special Student Populations

Because today's principals are expected to successfully lead students from a diverse array of backgrounds, Illinois' new principal preparation policy requires each approved program to offer a curriculum focusing on student learning and school improvement for all students, with specific attention on students with special needs, including special education students, ELLs, and students in ECE programs.[7]

Increased focus in coursework across all special student populations

The programs that we interviewed and surveyed generally indicated that the principal preparation coursework and internships now place more emphasis on meeting the needs of special student populations compared to before the redesign, particularly given that some programs did not address some student populations at all prior to the redesign. Program staff indicate that the coursework addressing the leadership of special student populations had been improved or enhanced with the redesign and believe that their curriculum and internship experiences address ELLs, ECE, and special education competencies. They also believe that candidates will be better positioned to work with these populations due to their new emphasis in both coursework and the internship. The majority of survey respondents felt that the quality of training candidates received in working with special student population had improved (see Figure 17). The results suggest that program coordinators believe the biggest improvements in training have come in the area of ELLs—15 of the 20 say that ELL training has improved, compared to 14 for ECE and 12 for special education.

■ Stayed the Same   ■ Somewhat Improved   ■ Substantially Improved
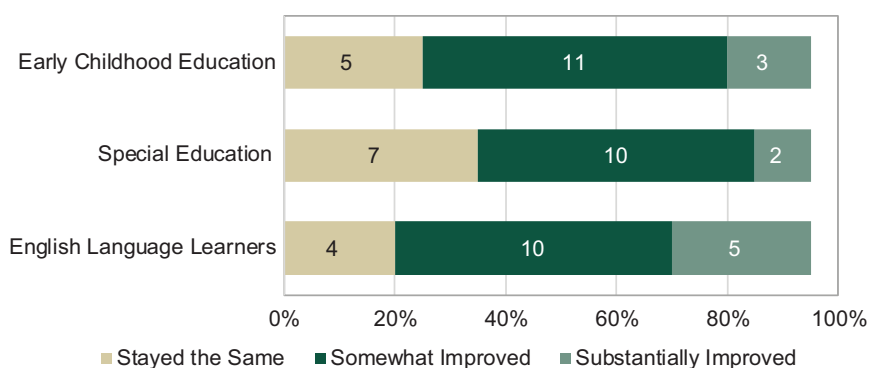
Figure 17. As a result of the redesign, do you believe the quality of training Illinois principal candidates receive has improved or declined in the following areas? (*n*=20) (*Note: "Substantially declined" and "Somewhat declined" response categories are not shown.*)

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[7] The policy also includes additional guidelines describing how the internship should address and assess competencies in leading special student populations, which are described in the "Internships & Mentoring" section of this report.

As shown in Figure 18, the majority of the survey respondents agree that the redesign has increased their program's instructional focus on ECE, special education, and ELLs, and no programs said that their focus on these special populations had decreased. Mirroring the results presented in Figure 15, we found that instructional foci increased in ELL and ECE to a greater extent than with special education. Several sites noted that this special populations content was new and brought about by the redesign, or that these components of their programs had been improved as a direct result of the redesign process, and many programs noted that they had modified or added courses or field experiences to meet the new requirements for working with ELLs, ECE students, and students from special education. As one program noted, these populations were addressed in their old program, but had they needed to "beef it up" with the redesign and make sure the special populations were addressed across the curriculum and re-emphasized "over and over again" to ensure candidates were prepared to lead all students. For example, one program designed a series of modules for each special population, and addresses each in workshops outside of classes, where local principals and other experts provided guest lectures and led activities around issues concerning special student populations. Both the syllabus review and site visit interviews suggest that ECE, ELL, and special education populations content tended to be embedded across several courses throughout the curriculum (though one program requires that content focusing on special student populations be embedded in each course, unless the instructor has a valid reason not to include it).
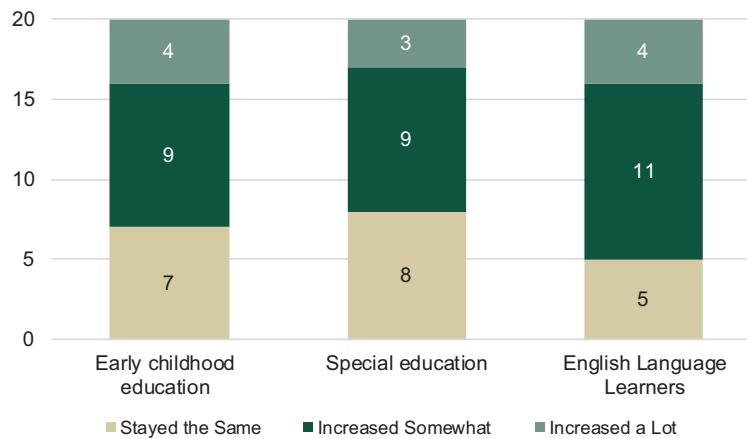
Figure 18. To what extent did the new policy result in a change to your program's instructional focus on the principal's role in the following: (n=20)

Overall, almost all of the survey respondents agreed that increased training for working with special student populations would be a potentially beneficial outcome of Illinois' principal preparation redesign efforts (see Figure 19). However, two program representatives indicated that the increased focus on working with Special Education, ELL, and early childhood students would be "very detrimental."
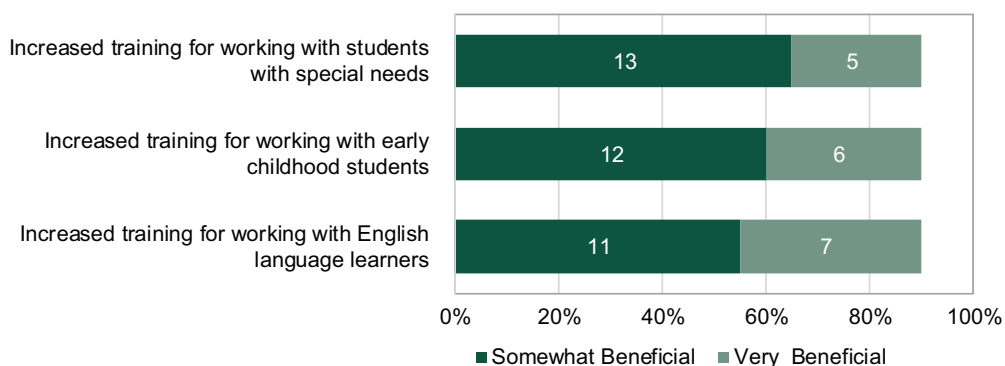
Figure 19. How would you characterize the following potential outcomes of the redesign? (*n*=20)
(*Note: "very detrimental" and "somewhat detrimental" response categories not shown.*)

Wide variations in curricular coverage between special student populations

Our syllabus review indicated that all 14 programs included in the analysis addressed each of the special student populations in at least one course (see Figure 20). Special education had the highest coverage, and was addressed in between 23 percent and 100 percent courses (median = 57 percent). Nine of the 14 programs addressed special education in at least half of their courses, and seven programs have courses specific to special education or concerning special populations in general. ELL content was addressed in 23 percent to 100 percent of courses (median = 50 percent) at each program. Eight programs covered issues related to ELLs in at least 50 percent of their courses, and two programs had courses with "English Language Learners" in the course title. ECE content had the least coverage by a substantial margin, and there was wide variation between programs, with ECE being covered in between 9 percent and 100 percent of courses (median = 26 percent) at each institution.
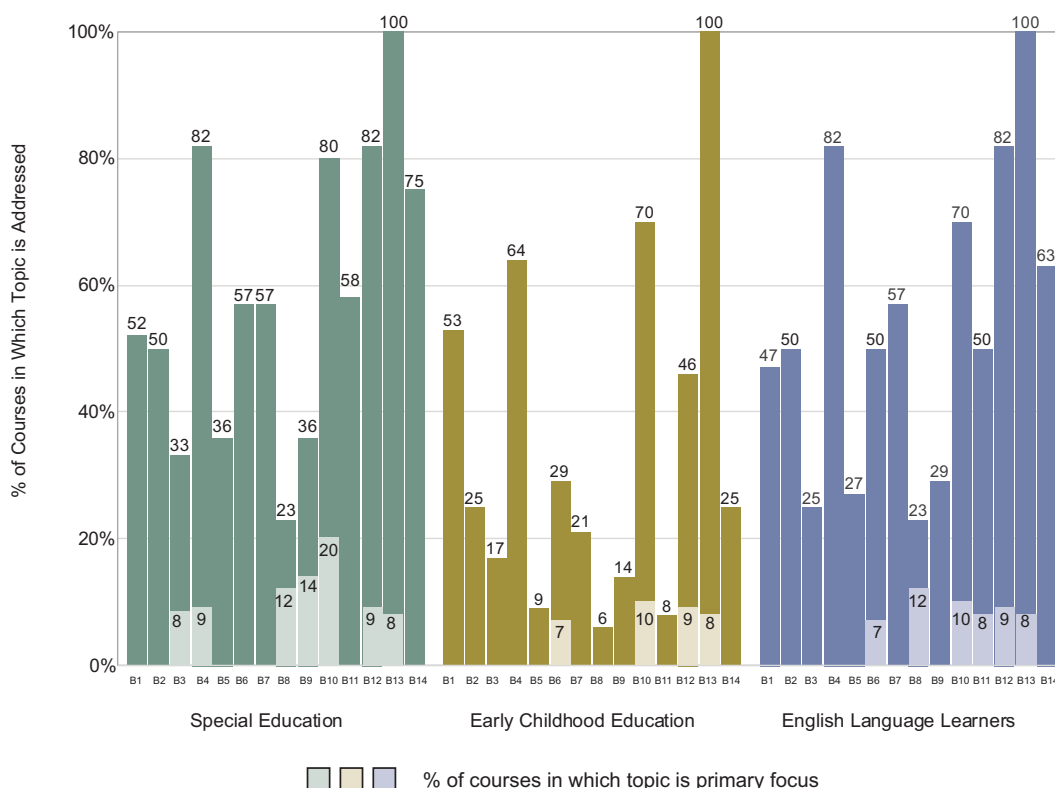
Figure 20: Coverage of content addressing special education, early childhood education, and English Language Learners, by institution

Our review of syllabi from 14 programs found that 12 programs required readings on special education, (see Table C18 in Appendix C). Three programs had a course specifically addressing special education law, and faculty from several of the site visit programs noted that special education law content in particular had been expanded and enhanced by the redesign. In addition to coursework, 12 of the 14 programs analyzed required special education field experiences outside of internship, primarily related to Individualized Education Programs (IEPs). Five of the 14 programs in the syllabus review required readings on ELLs, and ELL field experiences (outside of internship) were listed in syllabi for eight programs (see Table C19 in Appendix C). Across all 14 syllabi reviewed, only one specific reading concerning ECE was noted and only five programs listed ECE field experiences (outside of the internship) on their syllabi, mostly around Individualized Family Service Plans (IFSPs), which are plans for special services for young children with developmental delays (see Table C20 in Appendix C). The site visits revealed that typical ECE field activities also involved observing teachers and leaders in an early childhood setting or conducting kindergarten screenings.

Special education: Moving beyond standard issue
As one program coordinator noted, special education is ubiquitous in schools these days, so most candidates enter principal preparation programs familiar with special education to some extent with content such as MTSS and Response to Intervention (RTI). This has allowed programs to introduce more advanced approaches to leading special education students that go beyond the standard issue approaches like participating in IEP meetings that regularly occurred at most internship sites prior to the redesign. The ubiquity of special education across the state means that opportunities for special education fieldwork are abundant regardless of a program's setting, and interviewees tended to agree that, of all the special student populations, special education internship requirements were the easiest to address. Further, one site was able to differentiate their program such that candidates with strong special education backgrounds could continue their growth with more advanced readings and challenging internship experiences than those who were less experienced. Such in-depth experiences were not universally the case, however, and, as one interviewee noted, special education experiences could still vary widely between candidates, the program requirements, and candidates' past experiences. In general, however, only a few of the sites we visited explicitly noted that special education content was covered in greater depth now than before the redesign, and candidates from some programs were worried that their training in this area was insufficient.

English Language Learners: Uneven integration
Most of the participants in the site visits agreed that preparation for leading ELLs had improved with the redesign. Many programs made additions to their ELL content or noted that leading ELL students was a stronger focus of their current program than their previous one. (However, at least one program said that ELLs were not addressed at all in their old Type 75 program.) For instance, candidates from one program said that ELLs is included almost every class, and faculty from the program said that many of their assignments now include ELLs as a required target area. Our site visit interviews also revealed that ELL content was typically embedded in school law, community relations, and literacy classes. For example, a new assignment in the School, Home, and Community course at one program now explicitly targets communicating with parents of ELL students. Faculty from another

program said that their literacy course devotes "enormous" time to ELL, and candidates from the course described lessons on text selection for ELL students and developing ELL students' writing skills.

In rural and downstate programs that did not have large ELL student populations, internship placements in ELL were very difficult to identify. As one participant noted, "many districts have avenues by which the interns can plug into whatever level of experience they need" with ECE or special education, but this is not the case with ELL. One downstate interviewee in particular noted that this was a "real frustration" for programs in their geographic region, and another program representative felt that the new ELL requirements were "not a relevant concern" for their region of the state because there is not currently a large ELL student population in their community. In such locales, it was also often difficult to find educators well-versed in leading ELLs because many small districts lack ELL specialists. However, other interviewees pointed out that even in the absence of local ELL populations, it is important to prepare candidate to lead these populations because of prevailing demographic trends and to maximize candidates' marketability upon graduation. One approach that these programs have attempted is to ask candidates to network with each other to help find appropriate ELL placements. As a result, district partners report the need for programs and candidates to be strategic about getting experiences so as not to overwhelm the few schools or educators with whom they could work.

Regions with large ELL student populations, on the other hand, found it quite easy to provide the candidates with appropriate placements to help build their competencies in this area. As a representative from one urban program noted, most candidates in the program currently teach Latino students and every local school has ELLs. This program reports that most of the changes with regard to ELL were made in the internship, rather than in coursework, because they had been focusing on programing and placement of ELLs long before the redesign.

Early Childhood Education: Addressed, but not deeply
About a third of the programs we visited explicitly stated that their principal preparation programs did not require any ECE content prior to the redesign. Thus, it is not surprising that interviews and survey results generally indicate that programs currently have a stronger focus on ECE than before the redesign. However, the interviews and syllabi review suggest that, in many instances, ECE content is addressed only superficially or voluntarily. For example, a representative from one program noted that some courses did not adjust to include ECE after the redesign, and one candidate who is a high school teacher admitted that he plans to do just the bare minimum when it comes to ECE requirements. In terms of defining the age ranges of this content, most programs rely on general terms such as "early childhood" or "Pre-K," and birth through age three concerns were rarely mentioned. Finding internships in ECE settings was reported to be more difficult to access than in special education settings. Candidates from districts or programs with ECE centers found these requirements easier to fulfill than those who were not in such programs or districts. Some candidates were able to work with their mentors to find a place in an ECE setting, whereas others reported that their mentors would not help them find placements outside of their building. Other programs have been able to tap into alumni who are now working in ECE centers to help secure placements.

A few programs, however, made more progress enhancing their early childhood education content. For example, one program that had minimal ECE requirements before the redesign has now increased expectations for candidates to be leaders in the field, and to provide "true experiences" with ECE so candidates can gain competence as PK-12 leaders. According to the interviews, ECE content appears across several courses including, Curriculum courses, Teacher Evaluation courses, and School Community Relations courses. For example, one institution embeds early childhood content into their Contemporary Issues course and their Curriculum Theory and Design course, whereas the literacy course in another program now embeds ECE content in literacy activities and room organization. In one School Improvement course, candidates have to plan how they are going to work with ECE teachers to meet needs of early learners.

Still concerns that preparation for leading all student populations is insufficient
There was some disagreement about whether even the increased quality and quantity of training brought about by the redesign would be *sufficient* for principals to effectively lead all student populations. As one faculty member noted, "I don't know if just by having one class and then you have pieces of content in one class is sufficient to know about that. But it is what it is." Several respondents noted that principals would still need to rely primarily on specialists to support these special populations because candidates cannot attain the in-depth knowledge needed to be fluent in those special fields without further study. As one faculty member said, principals need to walk away with the approach of, "I can't know everything, you've got this specialized knowledge, now advise me, because this is my obligation." In contrast, the goal in other programs was to help candidates become more familiar with the local resources available for supporting special populations, so they could build their own capacity and help support their staff, rather than simply delegating responsibility. As one program coordinator put it, "We're trying to resist the phenomenon … where the principal says to the early childhood teacher [or other specialist], 'look, you know this stuff better than I do, this is not my area.'"

Sizable proportions of the survey respondents believed that training in special populations had not improved or increased since the redesign. Between 35 percent (special education) and 20 percent (ELL) of program coordinators said that the redesign has had no impact on the quality of training for working with special student populations, and between 40 percent (special education) and 25 percent (ELL) said that that their instructional focus on these areas remained the same. Similarly, a small proportion of faculty and staff members we spoke with in the site visits said that saw no change in the ways their programs were addressing preparation for special needs populations. For example, in some programs, whether field experiences included special student populations was left solely to the instructor's discretion, and another program noted that candidates received almost all of their special-populations preparation through field work, with very little direct content coming from coursework. There was also some concern that the requirements for working with special populations were not particularly in-depth, and more like "little boxes" candidates were required to check. We also encountered candidates in the focus groups who reported that their coursework had yet to address any special populations (though it is worth noting here that some of the focus groups consisted of candidates in their first semester of coursework, so it is possible that preparation for working with special education, ELL, and ECE students could occur in subsequent courses).

Collaboration with other departments that could boost knowledge of special populations was limited at most programs

Some principal preparation programs were able to collaborate with early childhood education or special education faculty at their institutions during the design process to help bolster their special populations' curricula by reviewing syllabi and providing advice about how to infuse particular content into each class. For example, one program explained that they had a history of strong collaboration with their institution's ECE program, and the programs worked collaboratively to infuse ECE content into principal preparation. They note that this collaboration has helped the ECE department by strengthening school leaders' knowledge of ECE and improving leadership at ECE centers, and has also led to courses targeted at leadership in the ECE department. But this type of collaboration was more the exception than the rule. Some principal preparation programs noted that their institution did not have ECE programs, or that they did not have funds to hire ECE faculty, making it difficult to establish these types of collaborations. Others noted that they *should* have collaborated with their special education faculty in the redesign, but did not, and regret that decision. In the site visits, we did not hear of any programs that had hired new faculty in the special student populations' content specifically for the principal prep program. Further, while district partners typically provided a high degree of input into redesigning the curriculum, recommendations for re-shaping special populations coursework was not specifically mentioned.

Candidates often learn about working with special student populations from their classmates

Faculty across many programs observed that candidates are able to learn a lot about special student populations from other members of their cohorts, particularly those who were currently teaching special education, ELLs, or ECE students. For example, candidates without strong special education backgrounds often have access to individuals in their cohorts who can serve as resources for support. One candidate stated, "I've learned just as much from [my classmates] and sharing—we're from a variety of different schools—as I have from the teachers. And that support system was great. The cohort is a great way to go about a program like this."

Interviews with faculty members suggest that this is at least partially by design. They note that candidates are often the best resource in the class, and they indicate that it's important to build a cohort that represents a diverse array of perspectives and experiences to provide candidates the opportunity to learn from each other. For example, one program intentionally designs cohorts to ensure that candidates have varied backgrounds and can use one another's current schools as placements to obtain ECE experience. Similarly, another program noted that candidates were often more versed in the local bilingual programs than faculty, so their peers benefit from the human capital that these candidates bring to classroom conversations. However, some of these ELL experts complained that they were still required to fulfill all of the ELL requirements of the program, despite having extensive experience and having demonstrated considerable competence in the field. Further, faculty from a few programs felt that candidates' preparation in ELL was still insufficient and worried that, regardless of how well-trained candidates were, they would still not gain the knowledge and skills needed to be an ELL Director.

Continuous Improvement

Based on the new policy, programs must engage in a continuous improvement process in which they collect data and utilize it to improve their programs. In each program's application to ISBE, the program had to include "a complete description of how data on the program will be collected, analyzed, and used for program improvement, and how these data will be shared with the educational unit or not-for-profit entity and the partnering school district or nonpublic school." (Programs for the Preparation of Principals in Illinois, 2016)

Many programs collect data on current candidates, but outcome data on program graduates are lacking

Based on the site visits and survey, the majority of programs are collecting data on their current candidates and utilizing it to improve and tweak their programs. Almost all of the program coordinators who responded to the survey indicated that they collect data on feedback from candidates, the number of applicants, the number of applicants accepted into the program, the number of accepted applicants who enroll in the program, the number of candidates who persist in the program, internship performance data, and candidate assessment data (see Figure 21). According to the site visit interviews, the data collected on current candidates includes measures of proficiency in various competencies, portfolios, or spreadsheets tracking their progress in completing program requirements. Programs indicated that the feedback collected from current candidates includes pre- and post-program self-evaluations, surveys, and course evaluations. The programs are also collecting internship evaluations from students, site supervisors, and/or program staff.
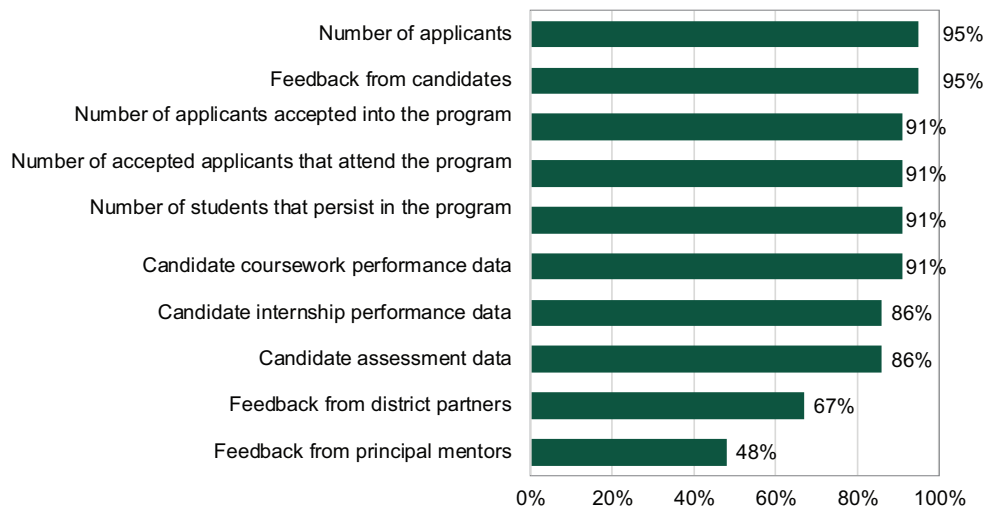
Figure 21. What data about current candidates do your program currently collect for program evaluation or program improvement? (*n*=21)

However, when it comes to collecting data on program graduates and their outcomes, programs acknowledge this is a weak spot. Many programs track the number of program graduates (89 percent) and collect feedback from graduates, and more than half collect placement data for principal or assistant principal positions (see Figure 22). But, even after taking into account the fact that 17 percent of respondents did not have any graduates at the time of the survey, less than a quarter of programs report collecting any data on retention in principal or AP positions, performance data for principals or APs who graduated from the program, or feedback from principal or AP supervisors. Performance data collected included licensure exam pass rates and data from statewide student assessments. The site visit interviews revealed that much of these data are typically collected in an informal and unsystematic format. For example, feedback from graduates often comes from informal meetings or discussions, and information on placements may be gathered through e-mails or other ad hoc contacts.
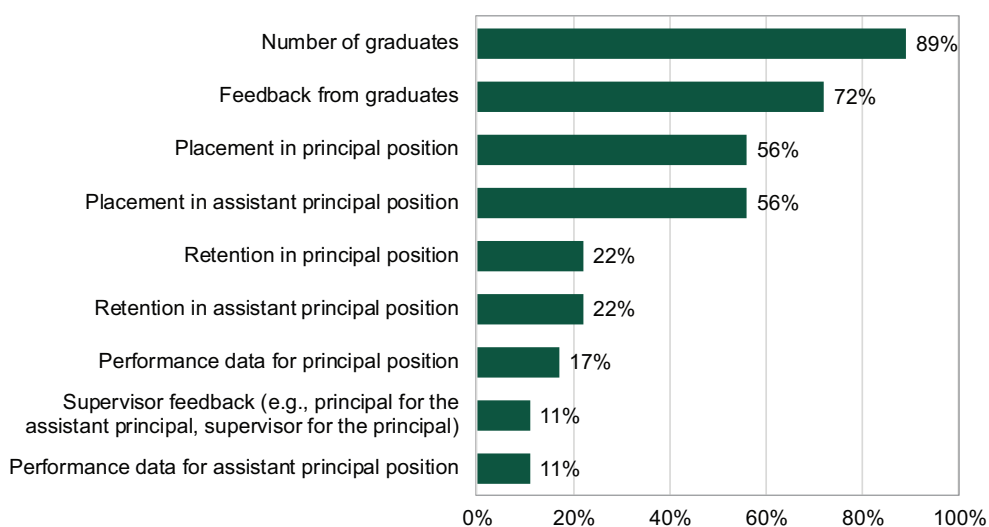
Figure 22. What data about graduates from your program do your program currently collect for program evaluation or program improvement?[8] (*n*=21)

A few programs have begun to use these data for program evaluation and improvement purposes (see Exhibit G). Some programs also noted that they were able to incorporate the new program standards into their existing data systems, such as *Taskstream*, to facilitate reporting and sharing of data internally or with ISBE. Other programs, however, stated that their data collection efforts have not changed as a result of the redesign, or that they feel their program is too new for data to be meaningful. More programs were optimistic about the potential for using data in the future. For example, one program hopes to track candidates from the pre-application stage through employment to help identify obstacles in the principal preparation pipeline. As one participant noted, "If you want to create educational leaders that can work with school communities around the change process," program personnel need to be role models when it comes to continuous improvement.

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[8] Note that 16.7 percent of respondents did not have any program graduates at the time of the survey and are excluded from these calculations

In-Depth: Getting serious about continuous improvement

Staff members of the University of Illinois at Chicago (UIC)'s Program in Urban Education Leadership are consistently involved in a process of gathering data and analyzing it in an effort to improve their program. In this process, data are collected on candidates across the continuum of their involvement with the program—from the time they apply to the program through their participation in the program to when they have completed in the program and are working in the field as assistant principals or principals. The data is then analyzed and used to help improve various components of the program in a continual feedback loop.

This is an intensive effort that is bolstered by the work of four full-time researchers who work for the Center for Urban Education Leadership (the Center). According to Dr. Sam Whalen, the Center's Director of Research, the Center's "mission is primarily focused on the ongoing redesign of our doctoral program along with research to move the field" with "several outreach initiatives, professional development, and [efforts to advance] new thinking in the area of principal preparation." According to Dr. Steve Tozer, the founding coordinator of the program, "the research staff is helping us do something you might call improvement science, which is really helping us gather data on our own performance and improve that performance."

The program has utilized the Center's analysis of the Doctor of Education (EdD) admissions process to improve the selection of candidates. Based on research done by the Center, the program has centralized and organized different sources of data and has moved from poorly-defined criteria and protocols to an improved interview rating sheet for candidate admissions using 10 criteria. Thus, the admissions process is now based on a rubric that is more supported by evidence rather than subjective perspective.

The program has also utilized the Center's research to reformulate the way that students are assessed during the program. Instead of having a traditional comprehensive exam to decide whether or not candidates should move on to the next phase of the program, the program has embedded assessments throughout the candidates' time in the program. According to Dr. Tozer, "At certain benchmarks through the four years of study, [candidates] have to take high-stakes assessments. And so we can give them formative feedback at that spot, or counsel them out. We have counseled out roughly 12 percent of our candidates since the beginning of the program, and we think that's important." Thus, the embedded assessments provide the opportunity for the program to provide valuable feedback to candidates and to off-ramp candidates whose performance is not up to standard.

A third way in which the program has utilized the Center's research is through tracking its graduates' placements, retention rates, performance as evaluated by district officers, and demonstrated impact on student learning outcomes every year for three years after graduation. The program uses this data to produce an "impact update" for judging its graduates' impact on schools through comparing school performance to the performance of demographically similar schools. Dr. Whalen says, "Over a 2-3 year term, we're going to see…if an entry principal is sort of moving from… middle or bottom of that group [to] moving up." According to Dr. Tozer, the "impact update" provides useful data for both the program and graduates in their improvement process.

Ultimately, these and other data analyses provide the program with useful information that the program can utilize to do a better job of preparing principals. Dr. Tozer says, "Our role [as an EdD program] is to… prepare people to make a difference in schools…I think that the things that we measure, therefore, are precisely around that. Did they get principalships? Did they stay in their principalships? Are student outcomes improving?" The analysis of graduates' placements, retention rates, performance as evaluated by district officers, and demonstrated impact on student learning outcomes enables the program to evaluate and improve upon its performance in preparing its candidates.

Discussion

Taken together, the evidence suggests that the redesign has strengthened partnerships between programs and districts in the service of preparing principals, although implementation varied widely. There is more shared responsibility, and districts have continued to remain engaged in the process, but a strong investment of resources is required for sustainability, and most partnerships are limited by time and financial constraints. Due to a combination of factors, enrollments in principal preparation programs are considerably lower than they were for general administration programs. However, candidates in the principal preparation programs are viewed as stronger, more committed, and no less diverse than their Type 75 counterparts. Programs have enhanced their recruitment strategies to boost enrollments, but small numbers have already affected program staffing and university relations. Instructional leadership is now clearly a focus of the principal preparation curriculum and school improvement and data literacy and analysis become a permanent part of the curriculum, though these are not necessary new developments. Improved field experiences, especially when closely linked to coursework, have helped increase the authenticity of preparation. There are concerns that management competencies have been overly de-emphasized in the new programs as a result of the policy, but our syllabus review indicates that much organizational content is well-represented in coursework. Although there has been little change to the format of the internship, the shift to competency-based criteria has fundamentally changed expectations for both candidates and mentor principals, but there are numerous challenges to successfully meeting all internship requirements. Special student populations have received increased coverage in both coursework and internships, but there are still concerns that these areas are insufficiently addressed. While special education experiences are commonplace, ECE and ELL content has proven more difficult to integrate. And when it comes to continuous improvement, outcome data on program graduates has been lacking.

One limitation of this study is that it does not include the perspectives of districts and educators who have limited experience with the new programs, including: potential principal candidates who have not yet decided to pursue the endorsement; current principals with Type 75 certification who have not served as mentors; and districts, ROEs, and other community-based organizations that are not partners with an approved principal preparation program. Future research in this area should strive to include the voices of these constituencies to help understand other unintended consequences or gaps resulting from this policy change.

There are many other unanswered questions about the implementation and impact of Illinois' principal preparation policy. In this section, we explore several key issues that policymakers, principal preparation programs, and other stakeholders must address in order to proceed, and that will go far toward determining the ultimate fate of these new requirements.

Weighing the costs and benefits of high-engagement partnerships

The new policy requires districts to be active partners with principal preparation programs for the training of new principals and assistant principals, moving into the role of "district as co-provider." This critical role keeps programs abreast of current issues affecting schools, supplies the pipeline for potential candidates, and strengthens principal preparation by providing authentic internship and field experiences. In return, districts that are deeply involved with their partnering program accrue many benefits: A voice to tailor principal training to meet their districts' needs; strategic succession planning to dovetail with high-quality preparation to address future leadership needs; well-prepared candidates who are ready to hit the ground running; access to professional development for their current leaders and teachers; and strong relationships with other professionals with the common goal of improving principal preparation to improve school outcomes.

But this new model of partnership is a huge shift from the status quo for both higher education and for districts. In order to fulfill this new role, colleges and universities need to be attentive and responsive to districts' needs, which may require structural changes and a re-thinking of roles and incentives amongst their staff. They must also ensure that instructors have high-quality, up-to-date, and practice-oriented skill sets, and can fulfill the qualifications required by the new policy. They may also need to support additional training for current program chairs and expanded roles for current staff to support change leadership, sustain partnerships, and expand outreach and recruitment of potential candidates. Yet, we are asking all of this in an era where investment in public education has been decreasing and in a state that has been without a budget for over a year and where there are wide discrepancies in district funding. Thus, it is important to keep in mind, and keep constant tabs on, limitations in the capacity and support currently available for those in school districts and higher education, particularly public institutions. Further, future analyses needs to disentangle the impacts of this policy (and other state policies) from the effects of these ongoing budget and financial issues.

Some programs examined in this study were successful in extending their reach to multiple districts (and other local organizations) through an advisory board that provided input and feedback concerning numerous program components and processes. Another approach may be the use of regional hubs, as suggested by ISLAC (Illinois School Leadership Advisory Council, 2016), which could facilitate the use of resources across many districts so that all would have equal access to high-quality preparation programs. Preparation programs in the hub could share effective strategies and participating districts could network together to improve recruitment and succession planning for an entire region, the hub could improve access to internship sites and qualified principal mentors and coaches. Thus, an individual program's or district's modest investment to the regional hub could yield substantial gains to improve the training and pipeline of new principals at a broader scale. Although managing these regional hubs might also be time-intensive, the idea is worth exploring.

This study revealed that some districts are more poised for high-engagement partnerships than others for various reasons, including district capacity and resources, pre-existing relationships, and geographic proximity to a preparation program. As we learned in the study, highly-engaged partnerships accrue significant benefits to both the program and the district partners, but they require substantial levels of investment in terms of funding,

time, and personnel. Although districts that only provide internships and field experiences still receive some benefit from the new programs, opportunities may be lost to further benefit their district or the nearby university program. In addition, districts with little to no involvement with principal preparation, particularly those with limited resources, or those that are geographically isolated, have even fewer chances to realize these opportunities.

Partnerships can, and probably should, vary based on community context, and districts' assessments of their needs and their capacity. But whichever partnership model a district selects (e.g., no partnership, one-on-one partnership, advisory board, or regional hub), districts and other community partners will need to weigh their perceptions of the returns on this investment to determine the degree to which they are willing to commit the resources needed to be engaged in this level of partnership. As some observers have noted, districts are the engines of these partnerships and they are best positioned to identify and tap the next generation of principals, but only they can prioritize these competing demands.

Balancing quality and quantity
The fact that these new principal preparation programs have much smaller enrollments than the previous Type 75 programs has been widely discussed. But it is often overlooked that this was largely by design—indeed, the new programs were created at least partially in response to a perpetual oversupply of general administrators and are geared to appeal to a more targeted audience who are primarily interested in becoming principals, rather than other types of administrators (or who simply want to move up the pay scale). For this same reason, the fact that candidates enrolling in the new principal preparation programs are more committed to the principalship than those who enrolled in the Type 75 programs should be equally unsurprising, as this was also by design.

At the same time, this does not mean that issues of supply and demand should be ignored. Throughout the course of this study, we heard numerous concerns about the selectivity and the requirements of the new programs unnecessarily restricting enrollments. But we also heard many concerns that the old way of preparing principals was simply not up to par, and that it was impossible to train administrators at the volume that previously existed with any meaningful degree of quality control. So, the trade-off appears to have been one of quantity for quality, of trading the "false positives" from the Type 75—signaling certificate holders were technically qualified for many positions, but actually prepared for few—for the potential "false negatives" of a new principal endorsement that may exclude some potential diamonds in the rough through, perhaps, imprecise selection criteria. If the current enrollment numbers (or something in this ballpark) are the "new normal," what does that mean moving forward?

A good first step would be to help the field get a better handle on both the supply and the demand for the new principal endorsement. Further research is needed to determine whether the reserve pool combined with graduates with certification from the redesigned principal preparation programs will be sufficient to fill Illinois need for high quality principals in both the short- and the long-term. According to ISBE, Illinois has about 450 principal vacancies annually, and will need about 2,000 principals and assistant principals through 2018 (ISBE, 2014). As previously noted, data show that, as of December 2015, almost 1,300 candidates were enrolled in principal preparation programs and that about 310 new principal endorsements had been awarded (Illinois School Leadership Advisory Council, 2016; Haller

& Hunt, 2016). These data include both first- and second-year candidates, so it is unclear how many graduates would be expected to complete each year, how this might change over time, and how soon after program completion candidates will seek to obtain principal positions. There are also over 43,000 active Type 75 (General Administrative) certificate holders statewide who are at least technically qualified to fill vacant principal positions. Though recent research has attempted to shed light on the geographic distribution of this reserve pool (Haller & Hunt, 2016), it is still unclear how many of these Type 75 certificate holders would be willing (and deemed able) to fill current or emerging principal vacancies.

Further research is also needed on the quality of the principals prepared in these new programs. It is important to know the degree to which the new programs are producing principals with the knowledge and skills that districts need and value, the rate at which districts are hiring these more thoroughly prepared candidates upon completion, and whether, once in principal positions, candidates prepared in these new programs produce better results than those trained under the old programs. The quality must be demonstrably better in order for this tradeoff to be worthwhile and to help build demand, but this remains an open question.

Instructional leadership and organizational management: Not "either/or" but "both/and"

Although our syllabus review indicated that organizational management is addressed in at least as much coursework as instructional leadership, numerous individuals interviewed for this study—both faculty and students—spoke of the shifts in focus that had occurred between "management" on the one pole, and "instruction" on the other, with some suggesting the new reforms had caused the pendulum to swing too far in the direction of the latter. There is no doubt that instructional leadership has come to the fore over the past decade, and is clearly a focus of educator preparation, not just in Illinois, but nationally. Recent research on principal effectiveness, however, argues for an expanded definition of instructional leadership that goes beyond the principal's involvement with day-to-day instruction and includes elements of organizational management as they relate to improving instruction (Louis et al., 2010; Sebastian & Allensworth, 2013; Horng & Loeb, 2010). In fact, several of these studies (Sebastian & Allensworth, 2013; Horng & Loeb, 2010) suggest that a principal's time spent in day-to-day instructional activities may actually be detrimental to important school outcomes. Instead, this line of research suggests that more emphasis should be placed on making sure principals have the skills to *organize their schools to support teachers and set the stage for good instruction* by, for example, promoting positive learning conditions; creating a workplace that supports instructional practices known to be effective; and attracting, hiring, developing, motivating, and retaining better teachers (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010). The extent to which Illinois' new principal preparation policy incorporates this broader definition of instructional leadership—or, perhaps more importantly, the extent to which each program is able to embrace it—could go a long way toward determining the ultimate effects of Illinois' redesign efforts.

Preparing other (non-principal) administrators

One particularly pressing issue lies in questions around how the system will handle all of the "other" (non-principal) administrative positions—directors, deans, chairs, coordinators, and the like—that used to be addressed via Type 75 certification. What credentials will be sought

by districts trying to staff those positions, and what educational pathways are available for individuals who aspire to serve in those positions? Some observers feel that the new Teacher Leadership endorsement can help fill some of this void, and drive enrollment numbers to aid institutional sustainability, but, as of now, these programs are not well developed and similar questions surround the demand for these programs and the marketability of the credential. But some see that a gap still remains between the Teacher Leadership and Principal Preparation programs, which may point to the need for some type of intermediate or alternative path to administrative positions.

Balancing comprehensiveness and specialization in a competency-based context
Several program personnel in this study were concerned that the new policy's prescriptive requirements limit their ability to differentiate candidates' experiences by acknowledging existing strengths and experiences. In concept, the new programs are intended to be competency-based, in that the candidate must demonstrate mastery in multiple areas to earn endorsement. In practice, however, candidates are rarely allowed to "test out" out of an area where they have already demonstrated expertise or receive credit for professional experience. So, while policymakers may, indeed, be flexible about how candidates demonstrate competency, this has not been communicated to programs, and they are interpreting the requirements as quite rigid and are not exercising this flexibility.

Regardless, this confusion points to a broader tension between a comprehensive policy with universal requirements and more flexible guidelines that allow for specialization. That is, should candidates who, for example, enter principal preparation programs with strong ELL backgrounds be asked to complete the same coursework and internship experiences as those with no ELL experience? And, if so, what additional, potentially more beneficial experiences would they be missing out on? Similarly, some have argued that ECE content and experiences are not necessary for candidates who aspire to high school principal positions, while others assert that principals need to understand how early childhood development has implications for later school success, and that the competencies emphasized in ECE (such as parent and community interaction) can provide resources at all levels of schooling. To address this issue, some argue that policymakers ought to work to determine which coursework and experiences need to be the same for all candidates, which may be differentiated based on knowledge, skills, and experience, and which (if any) could be viewed as elective, in order to encourage programs to innovate around specialization. Others counter that the new principal preparation requirements were designed to be comprehensive, and that the full range of competencies are required to ensure that all candidates acquire the background knowledge and core skills needed to succeed as a principal, regardless of context.

One strategy for striking this balance between comprehensiveness and specialization could involve increased attention to the full continuum of principal preparation, acknowledging that professional development does not end when candidates enter the workforce. Encouraging continued growth throughout the principal's life cycle "from aspiring to retiring" can provide additional opportunities to develop specialized knowledge and skills that fit the needs of principals as they develop. Some examples could include coaching support during the first few years in the principalship, ongoing professional development, and endorsement recognition or micro-credentialing that in targeted skills that that more closely meet the needs of the principal's specific community context or the student populations whom they serve. A good start to this work might be to gather evidence on

recent graduates (through surveys and professional development records) to help determine the strengths and weaknesses of the new principal preparation programs. These data could then be used by the Illinois Principals Association and other support providers to help pinpoint areas to target professional development. Further, similar steps could be taken with the current pool of Type 75 certificate holders to help identify and fill gaps in their preparation and experience, and ensure that all new Illinois principals possess the competencies needed for success in today's schools.

Simulating the benefits of a full-time internship in a part-time experience

A deeper, more intensive internship providing more authentic opportunities to experience leadership firsthand was a key element of the redesign, and the majority of the program staff members and district representatives in this study indicated that new internship is indeed much improved and more meaningful. Most candidates still complete the internship part-time however, and many program staff members, district representatives, and candidates believe that a full-time internship would be even more beneficial. They argue that completing a full-time internship would enable candidates to have more experience with the day-to-day realities of leading a school and better prepare them to step directly and successfully into principal positions.

Through the IL-PART grant, some Illinois programs are experimenting with full-time internships, and the findings from that project will provide much-needed evidence about the effectiveness of principals trained under the full-time model, relative to those who experience part-time internships. Regardless of structure, the internship experience is intended to center around the competencies that candidates acquire, rather than the number of hours they accumulate. So, if the IL-PART study shows that there are additional benefits to the full-time model, this could indicate that candidates are able to acquire certain competencies by interning full-time that are not available via the part-time experience. For example, participants in our study noted the value of understanding the "24/7" nature of the principalship and the ability to deal with emergent situations, such as an irate parent—competencies that might best be acquired in a more naturalistic and ad hoc environment that the full-time internship provides. Even if the data indicate that the full-time internships help produce higher-quality principals, the model would require serious financial investments, which might prove prohibitive to programs and the state. If that is the case, it may be worth considering how programs can realize some of the benefits of the full-time model by helping candidates acquire these important competencies through the existing part-time internship structure.

One approach that has been attempted at several programs in this study is to simulate the experience of a full-time internship via an intensive, but brief, internship experience over the summer in addition to their regular, part-time internship. In this intensive component, candidates spend several weeks in a school full-time and shadow the principal to get a better idea as to what the principal's job is like on a daily basis and build additional competencies in dealing with more ad hoc responsibilities that would otherwise be missed. Although this may not provide candidates with the same level of training as a full-time internship, it may provide a more cost-effective supplement to the part-time experience. If some districts were willing to go further, and had the capacity to invest more deeply in their future leaders, they could look to the example of CLC for guidance.

Moving beyond inputs to outcomes

Many of the biggest challenges we heard about over the course of this study revolved around the sheer volume and specificity of requirements in the new policy. At the majority of the programs we visited, were heard recommendations for reduced paperwork, more flexibility, more guidance, and more autonomy for programs in implementation. In the words of one program coordinator, the redesign has been "over-regulatory, over-compliant, [and] slow to correct things which are absolutely absurd." Some have objected to specific requirements documented elsewhere in this report, like evidence of student growth and TAP testing for admissions, or requirements for faculty supervisors and principal mentors. But even when they did not object to the increased requirements themselves, faculty and candidates alike have felt as though the rules and expectations were constantly changing, often at the last minute, and typically with little communication or support. Interestingly, one area where the most vocal proponents and the biggest critics of this policy both agree is the need to someday, ideally, move toward a focus on holding programs accountable for outcomes, and away from concerns of "micro-managing" inputs and ticking "little boxes" for requirements.

Until we reach that point, policymakers will have to consider how to balance providing guidance and support with autonomy and flexibility. As one program in this study noted about their own expectations of their candidates, "We have standards by which you must perform, not just hoops to jump through." The state may need to determine (or better communicate) where to draw a similar line demarcating which requirements are flexible and which are vital to integrity of the policy, in order to negotiate being receptive to feedback from the field, while simultaneously holding programs accountable. Both ISLAC and representatives from this study recommended the creation of a state-level office in charge of school leadership, or a "superintendent's cabinet," charged with formally gathering feedback from the field and evaluating the state's performance and policy around principal preparation on a regular basis. The "superintendent's cabinet" could assist various programs' efforts in the area of continuous improvement as well as take the lead in the collection and dissemination of a range of quality indicators for each program. There is likely a role in this process for ISBE to assist programs with tracking candidates into the field and providing data on the performance of the schools where they work. There is also a role for researchers or advocates to play in identifying and publicizing examples of where various components of the policy are and are not successful, and the conditions and strategies that enable (or inhibit) this success.

Conclusions

Illinois has been and continues to be a leader in the nationwide effort to improve principal preparation. Over the past decade-plus, many policymakers, stakeholders, and practitioners have put a great deal of effort throughout more than a decade into revising, restructuring, and implementing a new principal preparation system in Illinois in an endeavor to provide stronger training for principals with the goal of ensuring future principals would be "highly effective in leadership roles" and prepared "to improve teaching and learning and increase academic achievement and the development of all students" (Programs for the Preparation of Principals in Illinois, 2016). The findings from this study indicate that there are widespread expectations among program staff, district representatives, and other stakeholders that the redesigned principal preparation programs will ultimately create more effective school principals as well as improved student achievement and more successful schools. Although there have been several challenges along the way and continue to be aspects in need of improvement, programs and their partners have devised innovative solutions to common challenges (such as those described in Exhibits A through G of this report), and program staff members and candidates generally believe the training provided is more practical, authentic, and rigorous than it was prior to the redesign.

There are lingering concerns, however, in terms of the future principal pipeline. Although staff members from many programs believe that enrollments are sufficient to sustain their programs, many stakeholders continue to worry that the number of principals that are currently in the preparation pipeline will not be sufficient to fill all principal vacancies statewide in the not-too-distant future. In addition, the new, more intensive way of preparing principals has required many programs to invest more resources into each candidate, which is particularly problematic given current funding and budget crises in the state. Ultimately, the primary concern is having sufficient quantity and quality of principals to staff all schools successfully, not just to keep principal preparation programs in operation.

Many policymakers and practitioners—including ISLAC, the Illinois Council of Professors of Educational Administration (ICPEA), ISBE, and principal preparation programs throughout the state—continue to work hard to support and move forward these efforts. Future research is needed to examine the transition from the new programs to the principalship, with the long-term goal of investigating the translation of the principal's training and experiences into on-the-job effectiveness and improved school environment and student outcomes in the schools they lead. Provided that the areas of concern are monitored and addressed, our findings indicate the future of principal preparation in Illinois looks promising.

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Appendix A: Project Advisory Board

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Representative Linda Chapa La Via, *Illinois legislator*

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Appendix B: Methodology

Site Visits

During the spring and fall of 2015 and the winter of 2016, we conducted site visits to institutions that offered the new principal preparation endorsement and interviewed key university faculty, administrators, staff, and groups of candidates, as well as one of their external partners to gather in-depth information about the implementation process, catalysts and challenges to change, and resources needed to succeed. The site visits enabled us to determine how the new policies were being enacted on the ground level, to delve more deeply into specific issues emerging from the stakeholder scan, and to hear from multiple stakeholder perspectives at each selected institution and some of their external partners (see Table B1).

Table B1. *Programs and External Partners that Participated in Site Visit Interviews*[9]

Principal Preparation Program	External Partner
DePaul University	Chicago Leadership Collaborative
	Community Consolidated School District 146
Governors State University	South Holland School District 151
Illinois State University	Bloomington School District 87
McKendree University	Belleville Township School District 201
National Louis University	Chicago Leadership Collaborative
	Waukegan Public School District 60
North Central College	Naperville Community Unit School District 203
Northeastern Illinois University	Chicago Leadership Collaborative

	Partnership Board:
	     Hawthorne School District 72,
	     Lake County Regional Offices of Education,
	     Rush NeuroBehavioral Center, &
	     Suburban Cook County Regional Offices of Education

Northern Illinois University	Plainfield School District 202
	Wheaton Community Unit School District 200
Saint Xavier University	Pathways In Education - Illinois
Southern Illinois University Edwardsville	Carlinville Community Unit School District 1
	Jersey Community Unit School District 1
University of Illinois at Chicago	Chicago Leadership Collaborative
Western Illinois University	Quincy Public School District 172

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[9] Many of the programs that participated in the site visits had more than one external partner, but only one external partner was selected to participate in the site visits. The exception to this was the programs that had the Chicago Leadership Collaborative as one of their external partners. In three of those four programs, we also interviewed an additional external partner.

We selected 12 different principal preparation programs for the site visits. The sites were purposively sampled to be representative of all approved programs in terms of type (public or private), size (small, mid-size, large), and location (Chicago, suburban Chicago, collar counties, downstate). For example, because approximately one-third (nine of the 26) of the programs are in the downstate region, we planned for one-third (four of the 12) of the site visits to be programs located downstate. However, in soliciting programs for participation, we encountered an unexpectedly large number of refusals. Nine programs declined to participate, citing an overload of work, including the fact that several programs were in the midst of redesigning their superintendent programs. Programs that declined tended to be smaller and private. The sample for the site visits, therefore, is somewhat more representative of larger programs which tended to be public institutions (see Table B2). By region, the distribution of the sample for this component of the study is similar to that of programs statewide.

Table B2. *Characteristics of Programs Participating in Site Visits*

Institutional Characteristics		All Institutions (N=26)	Institutions Participating in Site Visits (N=12)	Institutions Not Participating in Site Visits (N=14)
Type	Public	12 programs	7 programs	5 programs
	Private	14	5	9
Proposed Size	Small (< 25)	10	3	7
	Mid-size	9	4	5
	Large (50+)	7	5	2
Region	Chicago	8	4	4
	Suburban Chicago	6	3	3
	Collar Counties	3	1	2
	Downstate	9	4	5

During each site visit, we interviewed between three and 14 individuals (with an average of nine per site) and conducted one focus group per site visit with approximately 10 candidates currently enrolled in the principal preparation program. Interviews with program staff typically included the program coordinator, the education dean, the faculty internship supervisor, and other faculty, depending on the staff size. In order to obtain a variety of different candidate perspectives in a site visit of one or two days, we conducted a focus group instead of individual candidate interviews. Candidate focus groups took place during an existing class period. In some cases, classes consisted of at least two cohorts of candidates that could provide a variety of perspectives. But in a few cases, focus groups included in more homogenous group, typically in their first year of the program, prior to having experienced the internship. For each program, we also interviewed at least one representative from one of their district partners. District representatives included superintendents, human resource managers, and mentor principals.

Each interview lasted approximately 45-60 minutes and questions were informed by the results of the statewide scan (see Klostermann et al., 2015) along with program and other documentation, recommendations from the CSEP Symposium in October 2013, and in consultation with project's advisory board members. Questions differed depending on the interviewee's role, and topics included how implementation strategies, substantive changes compared to prior years, alignment with the vision of key stakeholders, successes and challenges, strategies for overcoming challenges, resource constraints, buy-in from faculty and candidates, descriptions of the candidate pool, and changes to

internships and coursework. For the district and community partners, we also focused on questions about the principal mentoring and internship experiences.

Interviews were recorded and transcribed. Transcripts were then coded for both focus areas that coincided with the interview protocol (such as internship, course curricula, attention to special populations) and also for themes that emerged from similarities or contrasts within and across sites. Case summaries also provided comparison of findings across sites.

Syllabus Review
The goal of the syllabus review was to supplement the interview data with evidence about implementation of key policy components in the coursework of a sample of programs. These key components included: Instructional leadership, school improvement, data literacy and analysis, organizational management, and special student populations (special education, ELLs, and ECE). We requested syllabi information from ISBE and from programs participating in the site visits. Materials were analyzed for both breadth—the number of different courses in which the topic is addressed— and depth—the number of different ways (e.g. goals, reading, assessment, field experiences, etc.) a topic is addressed within a given course.

ISBE provided electronic copies of all of the programs' proposals submitted for re-approval. Many, but not all, of the site visit programs provided copies of their course syllabi. In order to thoroughly review the materials, we only included information from programs for which we had received individual course syllabi, rather than simply a list of course titles or brief descriptions of courses. The collected syllabi varied in structure, but generally included seven core elements: Course descriptions, objectives, standards, course schedules, assignments, required readings, and required field experiences. Specific lecture topics and readings were also collected where available, but were missing from many syllabi. Using these sources and selection criteria, we were able to include 14 of the (then) 26 approved programs in the syllabi review analysis. Of the 14 programs used in the syllabi analyses, four were received from program coordinators of site visit programs with syllabi dated between April-June 2015. The remaining 10 were included in the program proposals obtained from ISBE, with dates ranging from March 2012-May 2013. As shown in Table B3, the sample is more representative of private and suburban institutions, while underrepresenting Chicago and public programs. In addition, information on the syllabi may not necessarily exactly match the enacted curriculum due to updates or modifications over time. For these reasons, the syllabi review should not be considered an exhaustive or representative analysis of course content, but instead a descriptive sample and general overview of how programs are addressing the new requirements through coursework.

Table B3. *Characteristics of Programs Participating in Syllabus Review*

Institutional Characteristics		All Programs (N=26)	Programs Participating in Syllabus Review (N=14)	Programs Not Participating in Syllabus Review (N=14)
Type	Public	12 programs	4 programs	8 programs
	Private	14	10	4
Proposed Size	Small (< 25)	10	5	5
	Mid-size	9	5	4
	Large (50+)	7	4	3
Region	Chicago	8	3	5
	Suburban Chicago	6	5	1
	Collar Counties	3	1	2
	Downstate	9	5	4

In reviewing the syllabi, content was coded as related to specific competencies if it met certain criteria. Course content was recorded as "data literacy and analysis" when it involved data collection, analysis, and communication, or any research-related tasks such as literature reviews or research projects. Text was coded as "school improvement" if it referenced school improvement, school improvement planning, or action plans. For the instructional and organizational leadership functions, definitions were based on those of Grissom and Loeb (2011). Instructional leadership was defined as activities that support or improve the implementation of curricular programs in the classroom, and content included activities such as professional development, curriculum, observing and evaluating teachers, and other functions that actively support instruction. Organizational leadership was defined as tasks that involve overseeing the organization and functioning of the school in pursuit of longer-term goals, and content included activities such as developing a safe school environment, hiring staff, managing budgets and resources, and defining the school's mission and vision. Content was coded for special education if it referenced special education students or teachers, IEPs, IFSPs, or RTIs. Content was coded for early childhood if it referenced ECE students or teachers, prekindergarten, and IFSPs. ELL content was included if it referenced ELL students or teachers.

Syllabi were reviewed and coded information pertaining to the competencies. Any text related to these competencies in course descriptions, objectives, standards, course schedules, lecture or discussion topics, assignments and assessments, field experiences, and required readings, was recorded on an Excel spreadsheet. Based on these spreadsheets, summary tables were constructed for each competency area.

Statewide Survey of Principal Preparation Programs

During the fall of 2015, researchers surveyed the program coordinator from each approved principal preparation program to explore their experiences and practices and to help us determine how well the information gathered from the site visits generalized statewide. The survey questions examined in more detail the salient themes found in the statewide scan. These included: Partnerships, staffing, candidate selection, candidate recruitment, coursework, internship, data and continuous improvement, program costs, enrollment, and outlook. By the time this survey was distributed, 28 new principal preparation programs had been approved, and the survey was distributed electronically to all 28. Twenty one programs completed and submitted the survey for a 75 percent response rate.[10] As displayed in Table B4, private institutions, small programs, and programs from the Chicago suburbs as well as collar counties were all underrepresented amongst the respondents. Responses are reported as simple frequencies throughout this report, and few cross-group comparisons were tabulated due to the small sample size.

Table B4. *Characteristics of Programs Participating in Online Survey*

Institutional Characteristics		All Programs (N=28)	Programs Participating in Online Survey (N=21)	Programs Not Participating in Online Survey (N=7)
Type	Public	12 programs	11 programs	1 program
	Private	16	10	6
Proposed Size	Small (< 25)	12	7	5
	Mid-size	9	8	1
	Large (50+)	7	6	1
Region	Chicago	8	7	1
	Suburban Chicago	7	4	3
	Collar Counties	4	2	2
	Downstate	9	8	1

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[10] Four institutions responded to the survey multiple times. Since we only solicited one response per program, for these we used the answers from their first response. However, if an item was blank in their first response, we used the answer from the second response, if one was present.

Overview of General Participation Level in the Study

The site visits, syllabus review, and online survey provided three different ways principal preparation programs could participate in this study. Of the three components, programs were most likely to have participated in the survey. Meanwhile, about half of all the state's principal preparation programs were included in the syllabus review and similar is true for the site visits. Only a few programs chose to not participate in any way, yielding an overwhelming majority (24 of 28) of programs represented in this study in at least one of these three components (see Table B5). Six programs involved in all three components of the study. The four programs that did not contribute to the study were all private institutions in the greater Chicagoland region, but northern private schools are well-represented among the programs that participated in all three of the components of this study.

Table B5. *Characteristics of Programs at Different Levels of Participation*

Institutional Characteristics		All Institutions (N=28)	Programs Participating in all 3 Components (N=6)	Programs Participating in at Least One Components (N=24)	Programs Not Participating any Components (N=4)
Type	Public	12 programs	1 program	12 programs	0 programs
	Private	16	5	12	4
Proposed Size	Small (< 25)	12	1	9	3
	Mid-size	9	3	8	1
	Large (50+)	7	2	7	0
Region	Chicago	8	2	7	1
	Suburban Chicago	7	3	6	1
	Collar Counties	4	0	2	2
	Downstate	9	1	9	0

It is also worth noting that three programs that participated in some component of this study were also involved in IL-PART, a nationally funded project by the U.S. Department of Education and led by CSEP. This grant provides $4.6 million of additional supports over five years to promote principal leadership through principal prep programs and program-district partnerships, which undoubtedly influences their practices and experiences. Their programs are also reflected to some extent in each of the three components.

Appendix C: Supplementary Data Tables

Table C1. *Survey Question: Overall, how satisfied is your program staff with the support of your district partner?* (*n*=20)

Response	Frequency
Very dissatisfied	0 programs
Somewhat dissatisfied	1
Somewhat satisfied	7
Very satisfied	12

Table C2. *Survey Question: In the next five (5) years, there will be too few qualified principal candidates to fill principal openings in Illinois.* (*n*=20)

Response	Frequency
Very True	10 programs
Somewhat True	5
Somewhat False	2
Very False	3

Table C3. *Survey Question: Please indicate the extent to which you believe the following to be true.* (*n*=20)

	Very True	Somewhat True	Somewhat False	Very False
Policy changes to principal preparation programs will be difficult to sustain over time.	7 programs	6	4	3

Table C4. *Survey Question: How would you characterize the following potential outcomes of the redesign?* (*n*=21)

	Very Beneficial	Somewhat Beneficial	Somewhat Detrimental	Very Detrimental
More selective criteria for admissions	5 programs	12	1	3

Table C5. *Survey Question: Since the redesign, how difficult has your program found recruitment to be?* (*n*=20)

Response	Frequency
Much more difficult than before the redesign	8 programs
Somewhat more difficult than before the redesign	6
About the same as before the redesign	4
Somewhat easier than before the redesign	2
Much easier than before the resedign	0

Table C6. *Survey Question: Since the redesign, how much time is your program spending on recruitment?* (*n*=20)

Response	Frequency
Much more time than before the redesign	11 programs
Somewhat more time than before the redesign	5
About the same as before the redesign	3
Somewhat less time than before the redesign	1
Much less time than before the redesign	0

Table C7. *Survey Question: How many cohorts of new candidates do you typically admit to your program each year?* (*n*=17)

Response	Frequency
1 Cohort	8 programs
2 Cohorts	5
3 Cohorts	2
4 Cohorts	2

Table C8. *Survey Question: Since the redesign, our program staff size has:* (*n*=21)

Response	Frequency
Somewhat increased	1 program
Stayed the same	8
Somewhat decreased	7
Substantially decreased	5

Table C9. *Survey Question: To what degree have the requirements of the redesign affected the workload of program faculty and staff?* (*n*=20)

Response	Frequency
Decreased a lot	0 programs
Decreased somewhat	0
Stayed the same	0
Increased somewhat	7
Increased a lot	13

Table C10. *Survey Question: To what extent have the redesign requirements had an impact on the overall cost for your program?* (*n*=20)

Response	Frequency
Substantially increased	8 programs
Somewhat increased	11
Remained unchanged	0
Somewhat decreased	0
Substantially decreased	1

Table C11. *Syllabus Review: Instructional Leadership Summary*

Program	N Courses Reviewed	Courses with Instructional Leadership Content Only in Objectives or Descriptions	Courses with Instructional Leadership Content in Lecture/ Discussion	Instructional Leadership Field Experiences Outside Internship	Courses with Readings on Instructional Leadership
A	19	—	9	4	5
B	12	—	3	2	3
C	12	3	2	1	2
D	11	—	6	4	3
E	11	1	5	2	6
F	14	—	8	2	5
G	14	1	4	4	4
H	17	—	8	7	10
I	14	—	3*	5	3
J	10	2	2	4	4
K	12	1`	—	4	—
L	11	—	—	6	1
M	12	1	7*	4	5
N	8	1	4	2	2

* Syllabi do not list lecture or discussion, but note major or main topics in each course

Table C12. *Syllabus Review: Data Literacy and Analysis Summary*

Program	N Courses Reviewed	Courses with Data Literacy and Analysis Content Only in Objectives or Description	Courses with Data Literacy and Analysis Content in Lecture/ Discussion	Data Literacy and Analysis Field Experiences Outside Internship	Courses with Readings on Data Literacy and Analysis
A	19	—	3	—	1
B	12	—	—	2	1
C	12	—	2	1	1
D	11	1	3	2	2
E	11	1	—	1	1
F	14	1	6	—	—
G	14	1	2	—	1
H	17	1	7	3	2
I	14	2	1*	3	1
J	10	—	2	2	—
K	12	6	—	1	1
L	11	2	—	3	1
M	12	3	1*	3	1
N	8	2	2	—	—

* Syllabi do not list lecture or discussion, but note major or main topics in each course

Table C13. *Syllabus Review: School Improvement Summary*

Program	N Courses Reviewed	Courses with School Improvement Content Only in Objectives or Description	Courses with School Improvement Content in Lecture/ Discussion	School Improvement Field Experiences Outside Internship	Courses with Readings on School Improvement
A	19	2	3	—	—
B	12	—	—	2	1
C	12	—	1	1	—
D	11	—	1	3	—
E	11	—	1	—	1
F	14	1	4	—	0
G	14	1	2	—	2
H	17	2	—	—	1
I	14	—	1*	1	1
J	10	—	—	2	—
K	12	1	—	2	1
L	11	3	—	3	—
M	12	2	1*	2	1
N	8	—	2	—	—

* Syllabi do not list lecture or discussion, but note major or main topics in each course

Table C14. *Syllabus Review: Organizational Management Summary*

Program	N Courses Reviewed	Courses with Organizational Management Content Only in Objectives or Description	Courses with Organizational Management Content in Lecture/ Discussion	Organizational Management Field Experiences Outside Internship	Courses with Readings on Organizational Management
A	19	1	4	3	2
B	12	—	2	—	2
C	12	—	4	1	3
D	11	—	8	5	2
E	11	2	6	2	6
F	14	1	6	1	2
G	14	2	5	2	3
H	17	1	8	5	8
I	14	—	1	5	4
J	10	—	3	5	4
K	12	1	1*	6	3
L	11	—	—	6	1
M	12	—	1	8	3
N	8	—	4	3	4

* Syllabi do not list lecture or discussion, but note major or main topics in each course

Table C15. *Survey Question: As a result of the redesign, the ability of graduates to lead school improvement has:* (*n*=20)

Response	Frequency
Substantially increased	4 programs
Somewhat increased	13
Stayed the same	2
Somewhat decreased	0
Substantially decreased	1

Table C16. *Survey Question: As a result of the redesign, do you believe the quality of training Illinois principal candidates receive has improved or declined in the following areas:* (*n*=20)

	Substantially Improved	Somewhat Improved	Stayed the Same	Somewhat Declined	Substantially Declined
Data use and analysis	5	10	4	0	1

Table C17. *Survey Question: As a result of the redesign, do you believe the quality of training Illinois principal candidates receive has improved or declined in the following areas:* (*n*=20)

	Substantially Improved	Somewhat Improved	Stayed the Same	Somewhat Declined	Substantially Declined
Field experiences	7	8	4	0	1

Table C18. *Syllabus Review: Special Education Summary*

Program	N Courses Reviewed	Courses with Special Education Content Only in Objectives or Description	Courses with Special Education Content in Lecture/ Discussion	Special Education Field Experiences Outside Internship	Courses with Readings on Special Education
A	19	—	7	—	—
B	12	1/12	—	1	—
C	12	1/12	2	1	1
D	11	2/11	3	1	—
E	11	2/11	2	1	2
F	14	—	5	1	2
G	14	—	3	4**	—
H	17	—	4	2	—
I	14	—	2	1	—
J	10	—	5	3**	3
K	12	3/12	—	—	—
L	11	—	—	9	—
M	12	—	—	1	—
N	8	—	6	2	1

*** One field experience optional*

Table C19. *Syllabus Review: English Language Learners Summary*

Program	N Courses Reviewed	Courses with ELL Content Only in Objectives or Description	Courses with ELL Content in Lecture/ Discussion	ELL Field Experiences Outside Internship	Coueses with Readings in ELL
A	19	1	6	3	—
B	12	1	—	—	1
C	12	3	1	—	—
D	11	2	1	1	—
E	11	—	1	—	—
F	14	3	3	1	1
G	14	1	1	—	1
H	17	—	3	1	3
I	14	4	1	1	—
J	10	—	3	1	1
K	12	—	—	—	—
L	11	—	—	7	—
M	12	—	10*	—	—
N	8	—	5	2	1

* Syllabi do not list lecture or discussion, but note major or main topics in each course

Table C20. *Syllabus Review: Early Childhood Education Summary*

Program	N Courses Reviewed	Courses with ECE Content Only in Objectives or Description	Courses with ECE Content in Lecture/ Discussion	ECE Field Experiences Outside Internship	Coueses with Readings in ECE
A	19	—	5	—	—
B	12	—	—	1	—
C	12	1	—	—	—
D	11	—	1	1	—
E	11	—	1	—	—
F	14	—	1	—	—
G	14	—	—	1	—
H	17	1	—	—	—
I	14	—	—	—	—
J	10	5	1	—	—
K	12	—	—	—	—
L	11	—	—	2	—
M	12	—	10*	—	—
N	8	—	1	1	1

* Syllabi do not list lecture or discussion, but note major or main topics in each course

The Illinois Education Research Council at Southern Illinois University Edwardsville was established in 2000 to provide Illinois with education research to support Illinois P-20 education policy making and program development. The IERC undertakes independent research and policy analysis, often in collaboration with other researchers, that informs and strengthens Illinois' commitment to providing a seamless system of educational opportunities for its citizens. Through publications, presentations, participation on committees, and a research symposium, the IERC brings objective and reliable evidence to the work of state policymakers and practitioners.

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