

School Leader Preparation: A Blueprint for Change

Submitted to the Illinois Board of Higher Education
by the Commission on School Leader Preparation
in Illinois Colleges and Universities

August 2006

SCHOOL LEADER PREPARATION: A BLUEPRINT FOR CHANGE

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August 2006

Mr. James Kaplan, IBHE Chairman
Members of the Illinois Board of Higher Education
431 East Adams, 2nd Floor
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Dear Mr. Chairman and Members of the Illinois Board of Higher Education:

The Commission on School Leader Preparation in Illinois Colleges and Universities is pleased to submit to you this School Leader Preparation report, which as the title reflects, truly is a blueprint for change. This document is the culmination of work that began when the Commission was formed in August of 2005 in response to mounting concerns about the need to improve higher education programs that prepare educational leaders.

The Commission was comprised of leaders from P-12 schools, colleges and universities, business organizations, professional education organizations, the Illinois State Board of Education, and the Illinois Board of Higher Education. Each member appreciated the opportunity to have participated in efforts to enrich the quality of leader preparation for individuals serving in our nation's schools. Special thanks is extended to all Commission members, as well as to The Wallace Foundation, the Illinois Board of Higher Education, and the Center for the Study of Educational Policy at Illinois State University for their financial support.

The purpose of this report is to recommend specific goals for state policymakers, university presidents, educational administration program leadership, and school districts to improve the preparation and development of current and future school leaders.

Purpose and Process

Several national studies have shown that the quality of school leaders is directly connected to student achievement, which is why increased attention is now being placed on the excellence and structure of training provided to our school leaders. America's administrative preparation programs are under pressure to justify their current practices and programs, transform the way school leaders are prepared, or close.

Given this reality, the Commission's purpose was to consider and evaluate the findings and recommendations of *Educating School Leaders* (Levine, 2005), examine how principals are prepared in Illinois, and propose goals for improving principal preparation throughout the State of Illinois. While the Commission was primarily focused on principal preparation, some of the recommendations made have implications for the preparation of multiple school leadership candidates.

These recommendations emerged over a period of several months as Commission members:

- Reviewed and evaluated recent reports on principal preparation;
- Examined Illinois educational administration programs and school leaders' perceptions of those programs;
- Investigated the external influences that impact principal preparation programs;
- Reviewed promising school leader preparation models and programs; and
- Developed recommendations for improving principal preparation throughout Illinois.

The Commission's work reaffirms the need to invest time and resources in the effort to better equip our nation's and our state's educational leaders. Change will not be immediate, however, it is definitely within reach. Commission members are confident that the specific goals and recommendations detailed in this report will benefit educators and their students well into the future. It is a future that is in our hands, if we will seize the opportunity.

Respectfully submitted by the Commission cochairs,

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EXECUTIVE SUMMARY

Illinois is in an educational crisis. National and state tests of student achievement show that the state has some of the largest achievement gaps for poor and minority students in the nation. Large percentages of Illinois children are not meeting state or national standards, regardless of their income or race. According to the Illinois State Board of Education (ISBE), Illinois has hundreds of schools and districts designated for federal and state improvement status, and that number continues to rise. One of the surest ways to improve student learning is to improve the quality of school leadership, which in turn requires an improvement in school leadership preparation programs. It is the goal of the Commission that aspiring leaders across the state have equal access to high quality preparation programs.

Illinois' Most Pressing Challenges

The considerable variation in quality between school leader preparation programs in Illinois is a significant obstacle. While many programs are high quality and others are in the process of making improvement, there is still wide variability in admissions standards, coursework, clinical experiences, student assessment, and faculty qualifications across the state. This variability poses a problem, as not all aspiring leaders have access to the same high quality programs that will prepare them to improve the quality of schools and raise student achievement, especially in high-need schools.

The Commission identified three statewide challenges facing Illinois and its leader preparation programs that must be addressed in order to reduce and eliminate the student achievement gap throughout the state.

Challenge One: Recruiting and Admitting the Best Potential Leaders

Securing more effective school leaders begins with recruitment strategies utilized by districts and educational administration programs. Inadequate admission standards and students' self-selection often do not produce the committed, high quality leaders needed in our schools—especially in our hard-to-staff, low-performing schools. School leader preparation programs need to reshape recruitment efforts to attract candidates with the knowledge, skills, and dispositions that are characteristic of effective school leaders.

Challenge Two: Focusing Preparation Programs on Improving and Sustaining P-12 Student Achievement

Because student achievement is directly linked to leadership in our schools, more must be done to prepare those individuals who aspire to leadership positions. The Commission identified six weaknesses in Illinois principal preparation programs that must be addressed, including an irrelevant and outdated curriculum, inconsistent and inappropriate use of practitioner or clinical adjunct faculty to complement academic faculty, and inadequate clinical instruction that is not sufficiently comprehensive to support learning the many facets of the principalship. Inadequate partnerships between school districts and higher education to meet the learning needs of students in schools through improved school leadership is another weakness, as is failure of leadership preparation programs to assess the quality of graduates adequately, including through

assessments that provide evidence of their success as leaders who improve schools. Unclear distinctions between Ph.D. and Ed.D. programs must also be addressed.

Challenge Three: Ensuring Quality School Leader Preparation Programs

The state's quality assurance process has three key areas that need to be improved, beginning with an outdated certification process. The exam used to certify principal candidates is insufficient for assessing the knowledge, skills, and dispositions necessary for effective school leaders. It is not closely tied to the Interstate School Leaders Licensure Consortium (ISLLC) standards. A second weakness involves certifications that do not support a distributed leadership paradigm. Scholars and professional organizations in the field recommend that policymakers forgo the reliance on models that situate all leadership skills and responsibilities in one person—the principal. Licensure policies that reflect a paradigm of distributed leadership in which teachers and staff are engaged in leadership roles should instead be developed. Finally, Illinois has inadequate assessments and disjointed accountability processes. School leader preparation programs are accountable to the Illinois Board of Higher Education (IBHE) and the ISBE. The standards and processes followed by these separate boards have little in common. Communication between the agencies during program approval and review is not required, and often does not occur.

Goals and Recommendations

In response to low student achievement, preparation program criticisms, and the challenges to improve higher education opportunities for educational leaders, this report focuses on goals and recommendations for change. The goals center around three general areas that are most crucial for the state of Illinois at this time. The recommendations are geared primarily to the preparation of the school principal, on whom all other leadership in a well-organized school should depend.

Goal One: Recruit Strategically

Principal preparation programs often do not attract the best potential school leaders. Preparation programs consequently need to reshape recruitment efforts to attract the best potential leaders to improve student achievement, especially in schools that are hard to staff.

Recommendation One: Restructure Admission Criteria and Recruit High Quality Principals

Implementation:

- Initiate marketing plans that outline a strategy to advertise and promote preparation programs that attract a competent and diverse applicant pool.
- Adopt admission criteria based on the critical attributes known to improve student performance, and which holistically examine each candidate's qualifications and potential for leadership.
- Implement programs that create collaborations between preparation programs and primary feeder school districts, enabling them to grow their own leadership talent pool.

- Enlist faculty in educational administration and teacher education programs to identify students who demonstrate characteristics of effective leadership.

Goal Two: Focus Preparation Programs

The only legitimate response to the criticisms and challenges relative to the quality, content, and focus of school leader preparation programs is that broad, strategic change must occur. Preparation programs should focus on preparing leaders who can improve student achievement and overcome the myriad challenges facing schools today.

Recommendation Two: Improve Programs Using Rigorous Assessment Data

Implementation:

- Revamp the assessment system to determine if candidates demonstrate the knowledge and skills necessary to meet the needs of P-12 schools and to improve student learning; identify program improvements needed to consistently produce candidates who can effectively lead schools; and use findings to bolster the collaborations between school districts and higher education, and ultimately improve practices and programs in school leadership preparation.
- Require that principal preparation programs be approved by the state with the submission of assessment processes, findings, and action plans for making improvements mandatory.
- Require all Illinois school leader preparation programs to participate in the Education Administration Graduate Assessment Advisory Group project developed by the Illinois Association of Deans of Public Colleges of Education.
- Provide to the state and public the data collected from each program's assessment system.
- Establish advisory groups at the college and university level to assist with program assessment that ensures the programs are high quality, and to make certain that needs of schools are met.
- Form a task force through the IBHE to assist colleges and universities in establishing clear and distinct guidelines between Ph.D. and Ed.D. programs in educational leadership.

Recommendation Three: Create Meaningful Clinical and Internship Experiences

Implementation:

- Require meaningful clinical and internship experiences that ideally extend an entire year. The internship should be a degree requirement in every program. Candidates should only be allowed to begin an internship after they are qualified by program faculty and have passed the certification exam. Students should be expected to demonstrate evidence of mastering ISLLC standards, as would be appropriate for an entry-level administrator.
- Strengthen university-school partnerships to better utilize field experiences available through school leader preparation programs.
- Provide meaningful training for mentors at the university level.
- Employ clinical faculty at the university level to supervise interns and assess their performance in the field relative to the goals of the preparation program.

- Find a variety of sources to fund internships, including but not limited to school district scholarships with post-certification employment agreements, university-funded scholarships and/or tuition waivers, scholarships funded by professional associations, or state-funded scholarships—particularly for leadership commitments to the lowest performing schools throughout the state.
- Design key assessments for the internship using best practices that include explicit definitions of who will use the assessment information, what is to be assessed, methods of assessment, what constitutes acceptable evidence, and accuracy (Stiggins, 2005). Show evidence that assessment processes are rigorous enough to make sharp distinctions in candidate performance, including distinctions that lead to formal remediation and to counseling low-performing candidates out of the program.
- Revise the ISLLC-based Illinois Standards for School Leaders so that field experience requirements and evaluations, as well as internship requirements, are consistent with Educational Leadership Constituent Council (ELCC) standards.

Goal Three: Improve Statewide Assessment and Coordination

Statewide coordination and oversight of school leader preparation programs in Illinois must be improved. Specifically, three areas that need to be addressed relate to the certification exam, the certification structure, and the accountability mechanisms used by the ISBE and the IBHE.

Recommendation Four: Establish a Rigorous Certification Exam

Implementation:

- Replace the current leader certification exams with the School Leaders Licensure Assessment and the School Superintendent Assessment, both developed by the Educational Testing Service.

Recommendation Five: Revise the Certification and Endorsement Structure

Implementation:

- Reserve the Type 75 certificate for principals only.
- Initiate an ISBE and Illinois State Teacher Certification Board joint review of certification requirements for school leadership positions other than the principalship, which currently requires a Type 75 certificate, to determine if these positions require the same knowledge and skills as the principalship. If not, change the statutory language that leads districts to require Type 75 certification for these positions. Create other pathways to leadership that allow teacher evaluation to be conducted by leaders who are certified other than with the Type 75, but whose leadership credential can accrue to Type 75.
- Develop through collaboration of colleges, universities, the ISBE, and school districts, certificate programs that correspond to the new areas of endorsement.

Recommendation Six: Coordinate a Rigorous Program Review and Approval Process

Implementation:

- Contract at the state level the services of an external third party (e.g., Southern Regional Education Board or the Institute for Educational Leadership) to review **all** preparation programs—public and private—to determine which programs should continue and which should close.
- Coordinate and develop through the IBHE and the ISBE a stringent program review and approval process in which the two agencies work collaboratively to evaluate programs and exercise their joint authority to close those found to be low quality and ineffective.
- Amend Illinois statutes to provide the IBHE with additional authority and/or review tools for recommending probationary status and closure of programs at public and private institutions.
- Appoint a statewide representative to be an active participant in the Interstate Consortium on School Leadership, and to participate in the review of the ISLLC standards and the ELCC standards that is currently underway.

Conclusion

The quality of our schools and the effectiveness of those who lead our schools will determine the future of our children. Their success hinges on our recognition that school leaders play a critical role in shaping the environments in which children learn. Their future can and will be enriched if the Commission’s recommendations are implemented. Each recommendation is within reach if state leaders and key entities aggressively work to initiate the suggested changes. The Commission recognizes the need for such shared responsibility, and therefore charges the following groups to take the action needed to guarantee a better tomorrow for our students and our state.

The Illinois Board of Higher Education should:

- Ensure wide dissemination of this report.
- Revise, strengthen, and take active state leadership for Goal 2 of *The Illinois Commitment*, which should be revised to read: “Higher education will join elementary and secondary education to improve teaching and learning at all levels, and proactively work to improve all programs that train teachers, leaders, and auxiliary staff so that all who receive a certificate have the knowledge and skills necessary to improve student achievement.”
- Provide funding to ensure that the Education Administration Graduate Assessment survey will be administered, analyzed, and reported annually.
- Seek legislative support for funding clinical faculty roles to be filled by experienced administrators who can show clear evidence of having improved student learning in schools.
- Provide funding to support pilot testing of innovative programs.
- Explore ways in which preparation programs can be rewarded for quality admissions and training.

- Require IBHE staff to provide annual updates on the progress of each recommendation to the IBHE at their August meetings and to Commission members.
- Reconvene the Commission in the fall of 2009 to reevaluate the condition of school leader preparation in Illinois.

The Illinois State Board of Education should:

- Take steps to reserve the Type 75 certification for principals only, and to utilize a more rigorous certification exam.
- Revise the certification and endorsement structure.
- Engage a qualified consultant to review all current preparation programs within the next two years.
- Lead the development of a new collaborative program review and approval process, through which the ISBE and IBHE review programs.
- Provide funding to ensure that the Education Administration Graduate Assessment survey will be administered, analyzed, and reported annually.
- Seek legislative support for funding clinical faculty roles to be filled by experienced administrators who can show clear evidence of having improved student learning in schools.

The Governor should:

- Convene the Joint Education Committee or an otherwise appropriate statewide P-16 entity to review the report, determine priorities, and take the necessary steps to assure implementation of the recommendations across all sectors of our state.

The Legislature should:

- Support legislation recommended by the Joint Education Committee or an otherwise appropriate statewide P-16 entity to improve school leadership.
- Support legislation qualifying school personnel to evaluate certified personnel through a practical means other than earning principal (Type 75) certification.
- Provide funding to support full-time internships for qualified school leader candidates.
- Make allocation of new funding for clinical faculty roles to be filled by experienced administrators who can show clear evidence of having improved student learning in school a high priority.
- Support legislation and funding to promote innovative partnerships and routes to principal certification.
- Create a system of public accountability to measure the combined efforts of various educational entities in their efforts to improve school leadership.

College and University Presidents should:

- View administrator preparation programs as labor-intensive clinical programs, and treat them accordingly.

- Direct College of Education deans to staff administrator preparation programs with balanced faculty, and with current and former school leaders who can show clear evidence of having improved student learning in schools.
- Fund faculty salaries at levels comparable to the fields from which they are being recruited (e.g. from school districts).
- Recognize clinical faculty as essential, not auxiliary, to program success.
- Welcome partnerships with local school districts, as well as provide funding and forums for faculty and program collaboration.

School Boards should:

- Establish partnerships with colleges and universities for the identification, preparation, and ongoing support of effective school leaders.
- Hire school leaders prepared by accredited programs designed to prepare leaders for the kinds of schools and communities they serve, with a focus on the knowledge and skills to improve student achievement.
- Support leaves of absence for certified employees participating in field experiences and internships required for certification as school leaders.

School leaders assume tremendous responsibilities for the daily well-being and the lifelong success of our children. Illinois citizens should not be content with hiring school leaders who may be “good enough.” These principals must be extraordinary leaders who can instill the desire for academic excellence in children and faculty at the school site, while managing myriad other demands that are part of today’s principalship. Reaching this goal requires that school leader preparation programs provide a level and type of training that is reflective of all that has been learned over the last few decades and that continues to transform based on the knowledge learned through ongoing strategic partnerships with our schools. The Commission believes that Illinois has the capacity to provide schools and their communities with the best leaders. The challenge is whether Illinois has the will.

INTRODUCTION

Student achievement in Illinois is in crisis. The 2005 National Assessment of Educational Progress (NAEP) results show Illinois with the largest gap between low-income and non low-income student performance in fourth grade mathematics, and the largest gap in fourth grade reading scores between these two groups compared to neighboring Midwest states. Illinois is also among the worst six states in the nation for reading and math gaps between fourth grade white students and their black and Hispanic peers (Sandel & Batchu, 2005). Overall, Illinois students consistently perform poorly on the national measure, with roughly 60 to 65 percent of students unable to score at the “proficient” level or above.

On state tests, which may be considered to have lower standards than NAEP, very little improvement has occurred over the past seven years. Elementary and middle school students are tested using the Illinois Standards Achievement Test (ISAT). High school students are tested using the Prairie State Achievement Examination (PSAE) in the spring of their eleventh grade year. The PSAE includes the ACT college entrance examination, which is an important indicator of college readiness.

Despite some improvements in certain subjects such as eighth grade reading, large percentages of students today fail to meet minimum standards, particularly in districts with high concentrations of poor and minority students. Results from the 2005 ISAT show that between 21 and 46 percent of Illinois students in the third and eighth grades do not meet state standards in reading, math, and science. The 2005 PSAE results show that test performance worsens as students progress. Between 63 and 76 percent of low-income high school juniors did not meet the minimum state standards on reading, math, and science on the 2005 PSAE. A statewide study of 2002 high school graduates determined that 34 percent of graduates were not ready for college. A breakdown of this data by region showed a range on the college readiness measure between 38 and 71 percent (see Appendix 1).

State test scores, aggregated at the school level, determine whether schools are making adequate yearly progress under the federal No Child Left Behind Act. In addition, state law provides for a variety of interventions and sanctions for underperforming schools. According to the Illinois State Board of Education (ISBE), Illinois has hundreds of schools and districts designated for federal and state improvement status, and the number of schools in state improvement status continues to rise (see Appendix 1).

The nation’s economic strength has always depended upon its workforce. The workforce of tomorrow will require at least some higher education and training beyond high school if individuals are going to thrive in an increasingly competitive global economy. And yet Illinois students are losing ground. Throughout the state, students’ learning needs are not being adequately met due to a variety of factors in our state’s school system, including inadequate school leadership. One of the surest ways to improve student learning is to improve the quality of school leadership. Improving the quality of school leadership in turn requires an improvement in school leadership preparation programs.

The quality of administrator preparation across the state is uneven, endangering the future of thousands of children. The Commission therefore contends that all education administration programs in Illinois must engage in continuous formal program assessment and improvement efforts if student-learning outcomes are to improve significantly statewide. All education administration programs in Illinois would benefit from an assessment of the various components. Each program has strengths and weaknesses. Current levels of student achievement demand that preparation programs accentuate their strengths and address their weaknesses. It is the goal of the Commission that aspiring leaders across the state have equal access to high quality preparation programs.

CHALLENGES

Illinois faces some serious obstacles in the effort to produce highly qualified school leaders who can improve student achievement. One of the biggest challenges for current and prospective students of principal preparation programs is the considerable variation in quality between the state's preparation programs. Some educational administration programs are high quality, some are in the process of improving, while others are in need of improvement. This variability poses a problem, as not all aspiring leaders have access to the same high quality programs that will prepare them to improve the quality of schools and raise student achievement, especially in high-need schools.

Currently, there is a single pathway that all school leaders take. Candidates enroll in a school leader preparation program to receive the training needed to earn administrative licensure. The state of Illinois oversees the training process using a structure to regulate requirements for certification, as well as approve and review school leader preparation programs. After completing the preparation programs and licensure requirements, administrator candidates can apply for and secure school leadership positions.

The Commission's review of Illinois principal preparation programs revealed that while many programs in the state share some of the same nationwide problems that Levine (2005) identified, many education administration faculty members in Illinois have been and are working to reform their programs. And yet the Commission identified three statewide challenges that remain and must be addressed in order to close the student achievement gap throughout the state. They are:

1. Recruiting and admitting the best potential leaders;
2. Focusing preparation programs on improving and sustaining P-12 student achievement; and
3. Ensuring quality school leader preparation programs.

Challenge One: Recruiting and Admitting the Best Potential Leaders

Securing more effective school leaders requires recruitment strategies to draw the best potential students. Data from the ISBE indicates a surplus of certified individuals in Illinois (ISBE, 2004; 2005). Being certified, however, does not necessarily mean that an individual is qualified to be an effective school leader. This is true because of minimal admission criteria in many Illinois preparation programs, and in many programs outside of Illinois. In addition, applicants often self-select into a leadership preparation program for a variety of reasons, including program convenience, salary schedule advancement, eligibility for leadership positions other than a school administrator, or to become a school principal or district leader (Levine, 2005; Southern Region Education Board, 2002). Unfortunately, inadequate admission standards and a self-selection process often do not produce the committed, high quality leaders needed in our schools.

School leader preparation programs consequently need to reshape recruitment efforts to focus more on the knowledge, skills, and dispositions that are traits of effective leaders. Admission and graduation criteria should be built around a variety of these characteristics, which have been identified by several organizations as critical attributes

of school leaders. Examples include but are not limited to the following.

- Believes in, values, and is committed to a school vision of high standards of learning (CCSSO, 1996, p. 10).
- Demonstrates instructional knowledge (NLNS, 2005).
- Demonstrates the ability to bring together and communicate effectively with stakeholders concerning the implementation and realization of a vision (NPBEA, 2002, p. 3).
- Knows a range of effective learning theories and practices, with the ability to model, practice, and coach and assist teachers to support instructional improvement (CPS, 2004).
- Fosters ethical and moral behavior (NISL, n.d.).
- Analyzes data using a variety of strategies (NAESP, 2002).
- Provides evidence of potential as a transformative instructional leader (Tozer, 2006).

These characteristics are crucial to the success of school leaders, however, they often cannot be identified through traditional admission criteria and methods. Changes must be made to screen applicants for these attributes, and to create consistency in the admissions process. The Commission's review of admission standards and graduation requirements for school leader preparation programs in Illinois revealed minimal and inconsistent standards for both admission and graduation. Most of the admission requirements for master's programs include a bachelor's degree, a minimum undergraduate grade point average (GPA) ranging from 2.5 to 3.0, either the Illinois Basic Skills Test or a graduate admissions exam, references, and a writing sample or personal statement. A smaller number of institutions require a resume, work experience, usually requiring a teaching certificate, and/or an interview. Admission requirements and the standards used to evaluate prospective students' admissibility vary widely. In some cases, they are either vague or unknown. (For a full description of admission requirements for all Illinois programs, see Appendix 2).

Most Illinois institutions reported that graduation from a school leader preparation program requires that students complete a minimum number of credit hours and maintain a minimum GPA. Some indicated that internships, a practicum, or a certain number of clinical hours were required. Other requirements included portfolios, comprehensive exams, and research projects or dissertations, however, there is little consistency from one institution to the next regarding graduation requirements. In addition, the specific standards institutions used to determine whether a student is ready to graduate are vague or unknown. This creates the impression that the standards can be raised or lowered depending on the student, or that passing a specified number of classes is the primary consideration.

The Southern Regional Education Board (Norton, 2002) recommends utilizing a joint screening process between university and school system leaders to identify more appropriate measures of high quality applicants. Assessment tools such as The Gallup Organization's *Principal Perceiver* and other competency-based instruments can also help identify prospective candidates with the characteristics of effective school leaders. Other screening mechanisms not commonly utilized include observations and videos of

classroom and peer teaching, portfolios, simulations and role-plays, and candidate analysis of case studies.

The characteristics and the recruitment methods described above are especially critical in preparing individuals to lead hard-to-staff, low-performing schools. These schools struggle to find qualified administrators. Lack of resources, lower salaries, high teacher turnover, and sanctions for low student performance often dissuade qualified leaders from working at these schools. In-depth analyses of national and state-level data reveal several problem areas relative to the recruitment and supply of school leaders in hard-to-staff schools. Large urban school districts and districts with high populations of low-income and minority students frequently report a shortage of applicants (Farkas, Johnson, & Duffett, 2003; Roza, Celio, Harvey, & Wishon, 2003). Often these districts are beset by a combination of challenging characteristics, including a large population of students from impoverished homes, high minority student populations, high staff turnover, and a large number of unqualified and inexperienced teachers (Gates, Ringel, Santibanez, Ross, & Chung, 2003; Papa, Lankford, & Wyckoff, 2002; Wallace Foundation, 2003). Research funded by The Wallace Foundation found that such districts are also faced with poor working conditions, inadequate professional development, lack of fiscal resources, and increasing accountability and achievement goals (Gates, et al., 2003; Papa, et al., 2002; Roza, et al., 2003).

The findings of these reports are alarming because several studies of high-poverty, high-performing schools show that strong and sustained leadership is one key characteristic that separates these schools from high-poverty, low-performing schools (e.g., McGee, 2004; Muijs, Harris, Chapman, Stoll, & Russ, 2004).

Challenge Two: Focusing Preparation Programs on Improving and Sustaining P-12 Student Achievement

Throughout the last half of the 20th century, assessments of modern principal preparation programs have been uniformly critical. In 1960 the American Association of School Administrators called the preparation of school leaders a “dismal montage” (Murphy, 1999, p.184). Twenty years ago, Peterson and Finn (1985) catalogued chronic deficiencies ranging from the lack of agreement within the profession regarding the skill set all administrators should have to no universal competency test and insufficient rigor within preparation programs. More recently, programs have been criticized for inadequate instructional leadership training within the curriculum, a lack of collaboration with school districts, inattention to providing content relevant to the job demands of principals, poor curricular scope, outdated content that fails to reflect current research on effective leadership skills, and a lack of clinical experiences (Hoachlander, Alt, & Beltranena, 2001; Jackson & Kelley, 2002; McCarthy, 1999).

Years of study on comprehensive school reforms have revealed what is necessary to improve student achievement (Marzano, 2003). Yet often in many administrator preparation programs, candidates are exposed to an incoherent curriculum with only bits and pieces of contemporary theory and practice. Much of the coursework is still grounded in management and motivational and psychological theory of the industrial age that is not representative of best practice research, reflective practice, or the real challenges in today’s schools. Illinois is not immune to these problems. The Commission identified six

areas in which the state is weak in preparing principals. In general, Illinois principal preparation programs are characterized by an irrelevant curriculum, weak faculty, inadequate clinical instruction, lack of strategic partnerships with school districts, insufficient student and graduate assessment, and inappropriate degrees.

An Irrelevant Curriculum

According to Levine (2005), principals believe that programs do not adequately prepare them to function in the current school environment, and that the curriculum is largely outdated. More than 80 percent of principals surveyed for Levine's national study reported taking the following nine courses during their program.

1. Instructional leadership
2. School law
3. Educational psychology
4. Curriculum development
5. Research methods
6. Historical and philosophical foundations of education
7. Teaching and learning
8. Child and adolescent development
9. The school principal

These "technical courses" seemed to make up the core curriculum for most principal preparation programs, however, only 63 percent of principals found such coursework to be helpful and only 56 percent of principals indicated that the coursework was of high quality. Levine found that the courses are "little more than a grab bag of survey courses" and that "the quality of the courses was generally rated lower than their value" (p. 28). He found the curriculum to lack cohesiveness and the courses to be perceived as low quality and of little value to principals.

In Illinois, the Interstate School Leaders Licensure Consortium (ISLLC) standards influence preparation programs. The National Council for the Accreditation of Teacher Education (NCATE) uses the Educational Leader Constituent Council (ELCC) standards, based on the ISLLC standards, as the criteria to accredit educational administration programs. In the state, 15 (38 percent) of the 39 administrator preparation programs that prepare principals are NCATE accredited. (For a full listing of NCATE accredited programs, see Appendix 3). In addition, Illinois is one of 41 states that bases school leader standards on the ISLLC standards (Sanders & Simpson, 2005). The ISBE reviews programs every seven years, assessing their performance based on alignment with the Illinois Professional School Leader Standards, which were developed from the ISLLC standards.

Despite recent efforts in Illinois to improve leadership programs using various ISLLC-related standards, there is strong evidence that the curricular shortcomings described in Levine's study continue to be a serious problem within the state. In the fall of 2005, researchers at the Illinois State Action for Education Leadership Project (IL-SAELP) surveyed 759 principals in Illinois and found that 89 percent of the respondents felt that their programs failed to adequately prepare them for the realities of being a principal. Areas in which they felt they were least prepared included:

- Working in diverse school environments (41 percent);

- Working with differing socioeconomic groups (41 percent);
- Knowledge of multi-ethnic/racial populations (39 percent);
- Working with external constituents, such as parents and with school bureaucracies (35 percent); and
- Addressing the growing movement toward testing and accountability (31 percent)

Only nine percent of the Illinois principals reported that their preparation program was the most helpful component of the preparation and training they received to improve teaching and learning in their schools, as compared to 64 percent who said their on-the-job experiences were the most helpful. Of those who thought on-the-job experiences were most beneficial, 49 percent described their experiences in a school leader preparation program as irrelevant to practice because of the focus on theory. Illinois principals also said their preparation programs lacked quality mentoring experiences and exposure to practicing principals and school settings.

Illinois principals stated that they would have benefited from more preparation in new methods of leadership, technology, establishing a common vision for the school, working with community stakeholders, working with teachers in the areas of conflict resolution, conducting teacher evaluations, and providing feedback to help teachers improve. They also desired better instruction on how to link curricula to standards, implement best practices, and manage the many programs and curricula in the school. Principals also said they needed more training in assessing student achievement and using this data to monitor their schools' progress toward reaching their goals and to identify areas for improvement.

Nationally and in Illinois, leader preparation programs are deemed to be of low quality and of little value. They are perceived as lacking cohesiveness and relevancy to current school environments, in part because they prepare school leaders to be managers. Preparation programs should instead develop instructional leaders who function effectively in diverse school settings, work with all socioeconomic groups, have knowledge of multi-ethnic/racial populations, are comfortable working with external constituents, and are capable of addressing increasing demands for accountability regarding student achievement.

A Weak Faculty

Levine reported that the individuals teaching in education administration programs are “distressingly weak” (p. 35). Program alumni reported that traditional tenured and tenure-track faculty members are too disconnected from practice and spend little time working with local school districts. They are also often required to teach courses in subject matters with which they have no expertise or experience. Levine found that only six percent of faculty members have had experience as a principal, and only two percent have been superintendents. Program graduates also complained that even faculty members with experience were of little value because they had been out of administration too long. Students also lamented that adjunct faculty members “were too narrow in perspective, too little informed about current research, too unprepared in the subject area of the class, and too ineffective as instructors” (p. 37). In fact, only 53 percent of adjunct faculty members themselves reported that they “only teach a course I know a lot about”

(p. 37). In addition to the adjuncts being unqualified, students reported that class time primarily consisted of personal anecdotes.

Another concern is a major imbalance between theory and practice. According to Levine, this gulf is generated by the increasing number of off-campus programs. Of the 25 schools visited by Levine, 15 offered off-campus programs. One school offered instruction at 29 sites. These arrangements often require that current faculty members teach both on- and off-campus courses. In some instances, colleges and universities hired a large number of adjunct faculty members in order to fulfill commitments to programs at multiple sites. Levine also found a lack of engagement between faculty members and P-12 schools, which often creates significant disparities between what is taught in the classroom and what occurs in the field. For instance, at many research universities, scholarly research in the field is valued more than service in the schools. This often results in a disconnect between what is taught in the classroom versus the needs of school leaders in practice.

Once again, many of the concerns outlined by Levine are echoed in the Illinois data. More than half of the principal preparation programs in Illinois are primarily supported by the use of part-time, non-tenure track or adjunct faculty. Only 34 percent are tenured or tenure-track faculty members. Two institutions, Keller Graduate School and North Central College, utilize only non-tenure track or adjunct faculty members. In comparison, Bradley University and Southern Illinois University at Edwardsville rely solely upon tenured or tenure-track faculty members. About half of the programs at public universities rely primarily on tenured or tenure-track faculty members, while the other half have an even split between tenure-track and adjunct faculty. Programs at private universities rely much more heavily on adjunct faculty than do the public universities. All but two programs at private universities employ a higher percentage of non-tenured track vs. tenure track faculty to teach their programs. Ninety-three percent of the non-tenure track or adjunct faculty members have experience as school administrators, and 64 percent of tenured or tenure-track faculty members have such experience.

Based on this information, Illinois institutions have a much higher percent of faculty members with administrative experience than the programs studied by Levine. No additional information, however, is currently available on the qualifications and effectiveness of program faculty in Illinois. While the number of tenured or tenure-track faculty members compared to adjuncts in Illinois programs is similar to Levine's findings, it is unclear as to whether a problem exists relative to that balance or the qualifications and effectiveness of the education administration faculty. Therefore, while the numbers may indicate or suggest an imbalance in Illinois, the real problem seems to be a lack of information about the balance of faculty qualifications and experiences that lead to program effectiveness.

Inadequate Clinical Instruction

Levine found that while most programs require a clinical experience during the preparation process, the rigor and structure of these experiences is inconsistent. He concluded that "clinical experience tends to be squeezed in while students work full time and generally occurs in the school where the student is employed," and that it is viewed

as something “to be gotten out of the way, not as a learning opportunity” (p. 40). He also found that as long as students completed the required number of hours, they received credit regardless of the quality of their experience or the outcomes. Students also reported that the experiences they received were often not relevant to their coursework. Program graduates indicated a strong desire for more meaningful experiences through mentoring and paid internships or apprenticeships based in school settings. They also called for these activities to be more closely linked with the classroom component of their preparation programs. Thirty-five percent of alumni in Levine’s study indicated that “one of the most important changes education schools could make would be to require more clinical experience” (p. 40).

As previously noted in describing the graduation requirements of Illinois preparation programs, few mandate an internship or clinical experience to earn the degree. This is despite a documented desire among school leaders for such an opportunity. Survey responses from Illinois principals showed that 49 percent ($n=759$) said that preparation programs were lacking in daily exposure to practicing principals, school settings, and the daily responsibilities of the principalship (IL-SAELP, unpublished raw data, 2005). In an open-ended question, 10 percent ($n=78$) of the principals recommended that preparation programs include an internship requirement to give principal candidates “real-life” experiences as a principal before they enter the field (IL-SAELP, unpublished raw data, 2005).

A recent study of internships conducted by the Illinois Council of Professors of Educational Administration found that while ELCC standards prompted several programs to revise the internship component, there are inconsistencies in the specific requirements for internship/clinical experiences among the programs, which suggest variability in the quality and rigor. Ten of 27 responding institutions required some field-based experiences in coursework. The number of clock hours varied from 75 to 200, however, as did the structure of the internship experience. For example, one program embedded the internship experiences in coursework, and only in special circumstances was a student required to intern at multiple sites (Tripses, Philhower, Halverson, Noe, & Morford, 2005).

Lack of Strategic Partnerships with School Districts

School leader preparation programs often have inadequate partnerships with the school districts they serve (Hoachlander, Alt, & Beltranena, 2001; Jackson & Kelley, 2002; McCarthy, 1999). The primary client of school leader preparation programs is consequently the individual who seeks to be admitted and complete the program, rather than the school districts and the students graduates will serve. This inevitably results in preparation programs that almost exclusively emphasize the priorities of the leadership candidate, making the needs of school districts, schools, and children secondary. Individuals seek admission to preparation programs for a variety of reasons, including those unrelated to improving student achievement. If student achievement in Illinois is to improve, preparation programs need to view schools and school districts as their primary beneficiaries versus those individuals aspiring to lead.

Insufficient Student and Graduate Assessment

Little or no evidence exists nationally to determine how effective school leader preparation programs are in producing successful school leaders. The same is true in Illinois, although an initiative to assess program graduates is currently underway. Current Illinois student achievement data relative to state and national achievement standards suggest that school leader preparation programs are not producing sufficient numbers of school leaders who can improve and sustain student achievement in Illinois. Preparation programs must be enhanced if student achievement is to improve. Frequent and rigorous evaluations of potential school leaders should occur throughout the preparation program. Students who do not demonstrate sufficient ability and capacity to become effective school leaders should be counseled to withdraw from the program, and should not be recommended for certification. Evaluation should continue after graduates secure leadership positions. Programs should be expected to demonstrate that graduates are improving student-learning outcomes in schools.

Inappropriate Degrees

In many fields, the Ph.D. is the degree awarded to researchers and the Ed.D. is reserved for practitioners. In education administration, the Ph.D. can be awarded to practitioners as well as researchers. The result, according to Levine, is that many practitioners work toward a degree that is intended for academic researchers and has little or no relevance to their jobs. Many programs also reported lower dissertation standards to pass practitioners who lack the scholarly ability, and yet aspire to the Ph.D. Levine believes that this apparent disconnect and lowering of academic expectations contributes to school administrators poor preparation and performance.

Twelve Illinois higher education institutions offer doctoral degrees in education leadership, and all but one offer the Ed.D. Southern Illinois University at Carbondale only offers the Ph.D. Illinois State University and the University of Illinois at Urbana-Champaign offer both the Ed.D. and the Ph.D. Though the Ed.D. is the dominant degree in Illinois, it is uncertain as to whether the degree is being awarded primarily to practitioners, researchers, or a combination of both.

Challenge Three: Ensuring Quality School Leader Preparation Programs

For more than 20 years, scholars in the field have been calling for changing school leader preparation certification and licensure requirements to focus on evidence of knowledge and skill rather than relying on accumulated course credits for licensure (Grogan & Andrews, 2003; Hess, 2003; Peterson & Finn, 1985; Waters & Grubb, 2004). And yet program quality is currently not based on a review of course content, but rather mandatory reports that are required by NCATE. Each report evaluates a program on seven student performance standards derived from the ISLLC standards.

A recent study of state licensure programs presents an even more critical analysis of state systems currently in place. Adams and Copland (2005) found that very few states have developed a certification system that primarily focuses on the concepts of student learning—and Illinois was not among them. The majority of states instead rely on certification systems that focus on individual characteristics, such as degrees earned or background checks, with little or no mention of the organizational or learning-focused

skills administrators need to effectively lead schools. The authors concluded that state licensure requirements are misaligned with the demands for improving student achievement placed on school leaders by federal and state policies.

Unresolved issues of quality assurance impede school leader preparation programs in Illinois. The Commission determined that the state's system for overview and evaluation is characterized by an outdated certification process, certificates that do not support a distributed leadership paradigm, and the dual problem of inadequate assessments and disjointed accountability processes.

Outdated Certification Process

In looking for prospective candidates for a principal position, human resource directors often turn to the traditional qualifications—certification and years of teaching experience. These are not deemed the best criteria, however, as discovered by researchers who studied superintendents' satisfaction with their principals' performance. Superintendents participating in the study stated that certification was not a good predictor of performance (Roza, Celio, Harvey, and Wishon (2003). In other words, “certified does not mean qualified” (Davis, et al., 2003).

Equally troublesome is the fact that the exam currently used in Illinois to certify principal candidates is insufficient to assess the knowledge, skills, and dispositions needed for effective school leadership. Many program faculty report they have had students pass the exam after taking only a few courses in their preparation program. The exam is not closely tied to the ISLLC standards, which is cause for concern. It is also troubling that the exam was developed specifically for Illinois and therefore does not allow a state-by-state comparison of pass rates. The exam currently used is further deficient in that it does not facilitate reciprocity of certification credentials between Illinois and other states.

These shortcomings have been addressed in the School Leaders Licensure Assessment (SLLA), which was developed by the Educational Testing Service (ETS). This exam is the most comprehensive in the field. It is a rigorous, case-based assessment that is tied to the ISLLC standards. The SLLA also allows for comparisons between states that use the exam, eliminating the problem of reciprocity of certification credentials. In addition to the District of Columbia, sixteen states currently use the exam to certify principal candidates. They are Arkansas, California, Connecticut, Indiana, Kansas, Kentucky, Maine, Maryland, Mississippi, Missouri, New Jersey, North Carolina, Pennsylvania, South Carolina, Tennessee, and Virginia. Many of these are the most progressive states in school leadership reform,

Certificates Misaligned with Distributed Leadership Paradigms

To date there has been a reliance on the “super principal,” which situates all leadership skills and responsibilities in one person. Scholars and professional organizations in the field recommend that policymakers forgo this model and instead develop licensure policies that support a paradigm of distributed leadership (Adams & Copland, 2005; Elmore, 2000; Institute for Educational Leadership, 2001; National Board of Professional Teaching Standards, 1991). Through a distributed leadership framework, school administrators engage teachers and staff who have the expertise necessary to work

toward and achieve a common vision that focuses on improving school performance and student achievement (Rosenholtz as cited in Elmore, 2000). The result is that teachers and staff share in the leadership processes that guide decision-making, curricula development, instruction, and student and teacher assessments.

Louisiana, Mississippi, and Virginia currently offer a teacher leader endorsement in their licensure system. After reviewing the licensure system in Delaware, policymakers decertified several positions that formerly required administrative certification but were not related to learning. Examples include business and building/grounds managers. This opened up the pool to allow districts to hire people with expertise in specific fields, such as finance (IL-SAELP, unpublished raw data, 2005). Since most licensing requirements call for an average of three years of teaching experience, most principals and superintendents began their careers as teachers. Not all teachers who desire leadership roles and enroll in school leader preparation programs, however, aspire to the principalship or superintendency (DeAngelis, 2003; Levine, 2005). Furthermore, with increasing demands placed on school leaders, one person cannot do it all effectively. A solution to this may be the creation of multiple, differentiated certificates or endorsements for teachers who want to contribute to the leadership in their schools, but do not aspire to the principalship.

Inadequate Assessments and Disjointed Accountability Processes

School leader preparation programs in Illinois are accountable to the Illinois Board of Higher Education (IBHE) and the ISBE. The IBHE is the coordinating body for higher education institutions in Illinois, while the ISBE is the regulatory agency for early childhood and P-12 Illinois schools. These agencies are responsible for approving new education administration programs and reviewing existing ones.

Colleges and universities seeking approval for new education administration programs must have degree-granting authority from the IBHE. For board approval, public universities must demonstrate that they meet the needs of the regions, as well as a market need for graduates of the proposed program. Private institutions, however, are not required to demonstrate need. The review process for established programs at public universities is completed on an eight-year cycle. Here again, programs at private institutions are not required to submit review items. Documents submitted to NCATE or other accreditation agencies may also be submitted to the IBHE as a substitute to the IBHE program review, if the review was undertaken within two years of the scheduled IBHE program review (Alexander, 2006).

To gain ISBE approval, institutions submit a proposal that is judged against standards related to the program content by a team with expertise in the field. Similar to the IBHE review process, institutions have to demonstrate demand for graduates of the proposed program. The review team ultimately forwards its recommendation to the State Teacher Certification Board, which recommends to the ISBE that the program either be initiated or continued. The ISBE reviews established programs on a seven-year cycle.

While it appears that both agencies have formulated thorough approval and review processes, the reality is that little consistency and communication occurs between the agencies in the approval and review of academic programs. (See Appendices 4 and 5 for a flowchart of IBHE and ISBE program review processes). This is evident in their

different program review cycles. In addition, the agencies assess programs using different standards. The IBHE relies on standards used as outlined in the Illinois Administrative Code. These criteria are intended to evaluate programs in the context of an entire institution. For instance, institutions are required to demonstrate how each new program aligns with the mission of the institution. ISBE reviews are done using the ELCC standards, which are based on the NCATE accreditation process for school leader preparation programs.

It is not clear how well the two state agencies verify program implementation and adherence to the professional school leader standards. It is also uncertain whether the two governing boards require evidence that the programs are indeed meeting the standards or addressing the needs of their originally intended audiences. Beyond these pitfalls, the lack of coordination between the agencies requires extra work for institutions in the approval and review stages. Inconsistent messages regarding the quality indicators programs should use to develop, implement, and assess educational administration programs are also problematic.

Yet another troublesome issue is the fact that the IBHE cannot easily close ineffective programs. In the case of public institutions, the board can flag them for priority review if significant improvements are needed but cannot require that a program be closed. When a program is flagged, institutions submit interim reports on their improvement process. Institutions also have discretion to suspend enrollment in the flagged program, however, Southern Illinois University at Edwardsville is the only public institution to have closed an educational administration program in the last 20 years. Private institutions receive even less scrutiny. They may expand programs without board approval and are not subject to a regular program review process. The board can close programs at independent institutions if they substantially deviate from the conditions under which the initial approval was awarded, however, the process is long and tedious.

Overcoming the Challenges

The challenges of recruiting and admitting the best potential leaders, focusing preparation programs on improving and sustaining P-12 student achievement, and ensuring quality school leader preparation programs are without question daunting. Yet the Commission is confident that there is hope each obstacle can be overcome. A number of high quality school leadership programs demonstrate the potential that preparation programs can achieve in producing effective school leaders. These programs stand as models from which we may learn how to make needed improvements in Illinois.

Appendix 7 includes an in-depth description of selected programs highlighted by Levine in his report. Two of these programs are partnerships between a university-based educational leadership program and a local school district. The faculty members and district leaders share responsibilities in teaching, aligning coursework to the districts' leadership needs, and providing internship and mentoring experiences within the district. Two programs specialize in preparing principals for urban schools. Another model describes changes made by the State of Massachusetts in administrator and preparation program approval regulations to create certification paths that open the door to nontraditional educators and leaders outside of education. Massachusetts also allows nontraditional providers to offer educational leadership preparation programming. Yet

another model presents the work of a freestanding governmental agency in England that provides a variety of preparation and professional development programs to promote a national focus on student achievement.

Although the Commission did not conduct an in-depth study of these programs, preliminary reviews reveal that they are shedding the ineffective traits of traditional preparation programs criticized by Levine (2005), and offering relevant curricula that prepare school leaders to meet the challenges of today. Research and best practices show us what principals need in order to improve schools and help students succeed. The following section draws on this research and a wide array of best practices to describe goals that the Commission deems can and should be implemented in Illinois. Doing so will address the challenges, which in turn will close the student achievement gap in Illinois.

GOALS AND RECOMMENDATIONS

We need change agents in today's schools. We specifically need leaders who are willing to challenge the status quo by creating constructive conflict among staff and the community to put an end to the policies and practices that hinder quality teaching and high student achievement. Principals need to be strong moral agents who spotlight the inequalities in our education system that result in achievement gaps for Illinois' most vulnerable students. Finally, we need leaders who acknowledge that leadership is a relationship not just between the principal and the faculty and staff, but with parents and community members as well. Individuals in each sector must be bound by mutual trust and accountability that moves everyone to adapt and meet the challenges of the environment, while fostering a caring environment within and around the school (Donaldson, 2001; Marzano, Waters, & McNulty, 2003).

Illinois has the ability to find such school leaders, but only through significant change. The Commission has identified specific goals for such change to occur. The goals center around three general areas that are most crucial for the state of Illinois at this time. They are:

1. Recruit Strategically;
2. Focus Preparation Programs; and
3. Improve Statewide Assessment and Coordination.

Moving from theory to practice requires action, which is why the Commission has included in this report a list of specific recommendations that detail how each goal can be implemented. While many of the recommendations apply to school leaders in general, each is geared primarily to the school principal. The purpose of each is the same, namely to state in explicit terms what can and should be done to guarantee that principals are effective instructional leaders who make high achievement for every student the guidepost on which all functions of the school and staff are focused.

It is important to note the critical role that partnerships and collaboration must play to effectively implement these three goals and each recommendation detailed in the pages that follow. The partnerships will vary depending on the recommendation. Some will require a strong alliance between colleges and universities and their local school districts. Others will rely on collaboration and coordination between different state agencies. Although there is no overarching goal that addresses partnerships and collaborative efforts, the central role they play in implementing the envisioned changes should be apparent and remain firm in the reader's mind.

Goal One: Recruit Strategically

Principal preparation programs do not always attract the best potential leaders for a variety of reasons. To address this challenge, preparation programs need to reshape their recruitment efforts. Recruiting should not only be intentional, but must go beyond the current selection criteria and admissions processes.

Educational administration programs must admit only the most able applicants, limiting the pool of those prepared to those most likely to become effective principals. Ability should be determined by demonstrated accomplishments as a learner, as a teacher, and as a leader of adults. Preparation programs should form partnerships with school

districts and regional offices of education to actively seek nominees that meet high standards.

Recommendation One:

Restructure Admission Criteria and Recruit High Quality Principals

Implementation:

- Develop and implement for each preparation program a marketing plan that outlines a strategy to advertise and promote the programs that attract a competent and diverse applicant pool. The plan should take into consideration the needs of schools and the types of leaders who can meet those needs. With these types of leaders in mind, the marketing plan should target those areas where such potential leaders live and work. Prospective candidates may come from public or private schools, from the business field, or from nonprofit organizations.
- Adopt for educational administration programs admission criteria based on the critical attributes known to improve student performance, and which holistically examine each candidates' qualifications and potential for leadership. To do so requires establishing minimum standards that take into account academic accomplishments (e.g., undergraduate GPA and scores on graduate admission exams), demonstrated evidence of past leadership behaviors and success, evidence of significant teaching proficiency that improved student learning, and sufficient oral and written skills. Applicants who may not meet the minimum criteria, particularly nontraditional applicants, should be allowed to submit an essay, portfolio, or additional materials demonstrating how their academic and leadership experiences, ethnicity, gender, etc., would contribute to their effectiveness as a principal. Utilization of more appropriate admission criteria should be a component of the program's assessment system (see Appendix 6), and part of the consolidated review process by the ISBE and IBHE (see Recommendation Six on page 35).
- Implement a "grow-your-own" program for each preparation program through collaboration with primary feeder school districts or a regional group of districts. The goal is to grow the talent pool within districts and develop individuals into leaders for their schools. Local school district leaders have intimate knowledge of their staff's leadership potential and aspirations. Districts will benefit from targeting talented personnel who will return with advanced leadership skills to improve teaching and learning in the district. Universities should provide incentives to attract students into the pool of applicants by providing subsidies, tuition waivers, scholarships, and other appropriate incentives. Programs and districts must be willing to look for people who are different from those who have traditionally been recruited for school leader positions.
- Encourage collaboration between faculty in educational administration programs and their colleagues in teacher education programs to identify students who demonstrate leadership characteristics. Faculty from both programs should offer a leadership course or other activities to introduce pre-service teachers and teachers in graduate programs to leadership concepts that ensure they establish an understanding of the link between teaching and leading.

Implementation Costs:

- None specified

Goal Two: Focus Preparation Programs

The only legitimate response to the criticisms and challenges relative to the quality, content, and focus of school leader preparation programs is that change must occur. Training programs should focus on preparing leaders who can improve student achievement and overcome the myriad challenges facing schools today.

Future leaders would be better served by curriculum that is designed to meet their specific needs. A revised curriculum should be grounded in research on effective schools, and include meaningful internship experiences that connect classroom learning to workplace experience. The internship should be a degree requirement in every program. Candidates should only be allowed to begin an internship after they are qualified by program faculty and have passed the certification exam. Similar to medical school training, the internships should be a residential experience. Students should have the benefit of trained, highly qualified mentors; have a clear understanding of the relationship between theory and practice; and be expected to meet a coherent set of outcomes. Ideally this internship experience should last a year.

At the conclusion of the internship, students should be expected to demonstrate evidence of mastering Illinois Professional School Leader Standards, as would be appropriate for an entry-level administrator. They should also have become sensitized to the disparate conditions in Illinois' education system through encounters in a variety of school settings. Illinois has one of the nation's largest education gaps, resulting in poor schools suffering the consequences of inadequate resources to support quality teaching and high student achievement. Candidates in principal preparation programs must therefore experience the challenges leaders face in these difficult school environments, and learn successful strategies for overcoming obstacles to create high-achieving schools.

Another critical component of the Commission's recommendations is the expectation that all principal preparation programs in Illinois will be able to collect, analyze, and report evidence of their effectiveness. This will assure state governing entities that program goals are being met. More importantly, these measures will engage program faculty and the school systems they serve in ongoing, focused dialogue about how to improve the quality of leadership preparation programs to serve the needs of students in P-12 schools (see Appendix 6 for a recommended assessment system).

Recommendation Two: Improve Programs Using Rigorous Assessment Data

Implementation:

- Establish an assessment system that determines whether candidates demonstrate the knowledge and skills necessary to meet the needs of P-12 schools to improve student learning; that identifies program improvements necessary to consistently produce candidates who can succeed in schools; and that results in findings that inform the collaborations between school districts and higher education, which are necessary to improving practices and programs in school leadership preparation.

- Stipulate that principal preparation program approval by the state of Illinois is contingent on the submission of copies of the program's assessment processes, the findings of the assessment, and action plans for making program improvements. Programs may choose different approaches to their assessment plans, but all three elements must be clearly detailed in program assessment design if programs are to receive IBHE approval.
- Require that all Illinois school leader preparation programs participate in the Education Administration Graduate Assessment Advisory Group project. Developed by the Illinois Association of Deans of Public Colleges of Education, the project measures a program's impact on school leaders' ability to be effective, and the extent to which the needs of the districts are being met. Data collected from this project could be a part of the preparation program's overall assessment system. Funding for the project should come from a partnership of the IBHE, ISBE, and participating institutions.
- Provide to the state and public the data collected from the program's assessment system. Data should include exam pass rates, placement rates, career advancement, graduate and employer satisfaction, and impact on student learning.
- Establish advisory groups among colleges and universities to assist with program assessment. These groups would help ensure the programs are high quality, and make certain that needs of schools are met. Program faculty should include their colleagues from business, medical, and other fields related to but outside of education to identify other leadership models and training program practices. An evaluation of whether or not these models and practices would improve the curricula and field-based experiences of educational administration programs should be completed.
- Form a task force through the IBHE to assist colleges and universities in establishing clear and distinct guidelines between Ph.D. and Ed.D. programs in educational leadership. If institutions are developing an Ed.D. or Ph.D. program in educational leadership in addition to their current offerings, the IBHE should require that the new programs be distinct from current programs. Ph.D. programs should focus on preparing individuals as education scholars and researchers who will provide the theoretical and leadership research for the future, and who will work primarily in research and policy positions. Research within these programs should focus on critical leadership issues, such as school improvement, student achievement, and preparation of school leaders. Certification-based coursework should not be included within Ph.D. programs. Ed.D. programs should focus on the preparation of educational leaders for P-12 schools. These programs should focus on leadership that leads to increased student achievement. Ed.D. programs should include coursework relative to certification requirements, field experiences in a variety of school settings, a significant internship component, and a school improvement research project that demonstrates leadership for learning.

Implementation Costs:

- \$250,000 estimated annually to participate in Education Administration Graduate Assessment Advisory Group project

- \$20,000 to \$40,000 one-time cost for task force on Ph.D. and Ed.D. programs

Recommendation Three: Create Meaningful Clinical and Internship Experiences

Implementation:

- Require meaningful clinical and internship experiences that ideally extend an entire year. The internship should be a degree requirement in every program. Candidates should only be allowed to begin an internship after they are qualified by program faculty and have passed the certification exam. Students should be expected to demonstrate evidence of mastering ISLLC standards, as would be appropriate for an entry-level administrator.
- Enrich field experiences through a partnership between school leader preparation programs and various school districts. Preparation programs should utilize diversified field experiences that provide potential leaders with the best possible experiences. Such learning experiences should also involve regularly scheduled seminars where groups of interns meet with university supervisors to talk about issues, reflect upon their experiences, and develop problem-solving expertise through specific case studies. These experiences should be integrated throughout the program, take place in a variety of school settings, and should increase in complexity and length over time.
- Provide meaningful training for mentors at the university level. Mentors should provide feedback to the university on the quality of their training. Universities should collaborate with local superintendents and potential mentors to communicate the importance of mentors' roles in preparing future school leaders.
- Employ clinical faculty at the university level to supervise interns. Clinical faculty would not have teaching responsibilities or be required to meet publishing and other tenure-track requirements. They would instead have chief responsibility for supervising students as they assess the learning and performance of candidates in the field, and align each with the preparation program's goals.
- Find a variety of sources to fund internships, including but not limited to school district scholarships with post-certification employment agreements, university-funded scholarships and/or tuition waivers, scholarships funded by professional associations, or state-funded scholarships, particularly for leadership commitments to the lowest performing schools throughout the state. All scholarships should require a joint application from the preparation program and the school districts where the interns will be placed.
- Design key assessments for the internship using best practices that include explicit definitions of who will use the assessment information, what is to be assessed, means of assessment, what constitutes acceptable evidence, and accuracy (Stiggins, 2005) and show evidence that assessment processes are rigorous enough to make sharp distinctions in candidate performance, including distinctions that lead to formal remediation and counseling low-performing candidates out of the program.
- Revise the ISLLC-based Illinois Standards for School Leaders so that field experience requirements and evaluations, as well as internship requirements, are consistent with ELCC standards.

Implementation Costs:

- \$40,000 per year, per full-time intern
- \$10,000 per year, per program to train mentors
- Approximately \$60,000 per year, per program to hire a clinical faculty member

Goal Three: Improve Statewide Assessment and Coordination

Finally, there is a need for improved statewide coordination and oversight of school leader preparation programs in Illinois. Specifically, there are three areas that need to be addressed.

First, the current certification exam does not adequately assess an individual's potential to be an effective school leader. Illinois should adopt more rigorous administrator certification tests that reflect the reality of school leader experiences and actual decisions faced by practicing principals. Preparation programs should "qualify" candidates so that they may only take the exam upon recommendation from their programs

Second, the certification structure does not correspond to the current organizational structure of schools, or the way in which schools utilize the Type 75 certificate. The Type 75 certificate should be reserved for the principalship. The ISBE and State Teacher Certification Board should revise the certification requirements for the various positions that make up school leadership, including principal, superintendent, and department chair.

Third, the accountability mechanisms used by the ISBE and the IBHE have little in common in terms of timing or requirements. These boards should collaborate to develop a single, strong approach to reviewing and approving programs using the National Council for the Accreditation of Teacher Education/Educational Leadership Constituent Council (NCATE/ELCC) standards as measures of quality. The program review and approval process must be as stringent as possible.

Recommendation Four: Establish a Rigorous Certification Exam

Implementation:

- Replace the current school leader certification exams. The ISBE should use the School Leaders Licensure Assessment and the School Superintendent Assessment, both developed by the ETS. The ETS exams utilize vignettes with related focus questions, case study analysis, and document-based exercises to determine whether a candidate is qualified and capable of being an effective school leader. The ETS exams are rigorous, tied to the ISLLC standards, allow state-by-state comparisons on pass rates, and facilitate reciprocity between states that use the licensure exams.

Implementation Costs:

- \$465 registration and test fees at the candidate's expense

Recommendation Five: Revise the Certification and Endorsement Structure

Implementation:

- Reserve the Type 75 certificate for principals only.

- Initiate an ISBE and Illinois State Teacher Certification Board joint review of certification requirements for school leadership positions other than the principalship that now requires a Type 75 certificate. Currently, any position that requires teacher evaluation as a responsibility requires Type 75 certification. If it is determined that these positions do not require the same knowledge and skills as the principalship, then the statutory language that leads districts to require Type 75 certification for these positions should be changed. Create other pathways to leadership that allow teacher evaluation to be conducted by leaders who are certified other than with the Type 75, but whose leadership credential can accrue to Type 75 certification. State legislation would include a grandfather clause for those already in the field with Type 75 certification, but who currently serve in evaluative roles other than the principal.
- Develop through collaboration of colleges, universities, the ISBE, and school districts certificate programs that correspond to the aforementioned areas of endorsement. Such programs should provide appropriate coursework, field and internship experiences, and specify appropriate learning outcomes that match the knowledge and skills of the position. Coursework in these programs should align and overlap with other leadership programs to allow transfer of courses for credit if a candidate chooses to pursue other endorsements or Type 75 certification at a later date. (It was not the charge of the Commission to provide recommendations related to the design and content of these programs.) Initially, the ISBE should administer a Request for Proposal and provide three to five institutions with planning funds to assist with the development of such certificate programs.

Implementation Costs:

- None specified

Recommendation Six: Coordinate a Rigorous Program Review and Approval Process

Implementation:

- Contract at the state level the services of an external third party (e.g., Southern Regional Education Board or the Institute for Educational Leadership) to review **all** preparation programs—public and private—during an established one-year period. The review should include recommendations regarding which programs should remain open and which should close. Illinois should close low quality programs and establish mechanisms for approving new programs based on rigorous standards. This process should be implemented before state agencies develop a new process to close ineffectual programs. It may also be used as a process to develop a single, collaborative program review and approval process by the ISBE and IBHE.
- Coordinate and develop through the IBHE and ISBE a single, stringent program review and approval process. This process will benefit preparation programs and state agencies by creating a system in which the two agencies collaboratively review programs and exercise their joint authority to close low quality, ineffective programs that are not educationally or economically justified. The two state

agencies should strengthen the use of the NCATE/ELCC standards to hold programs accountable for the graduates they produce. Additional criteria that fulfill the functions of the state agencies may need to be included, such as the fit of the program to the college's mission, but this should not impede the ability of the state agencies to complete a collaborative review. All education administration programs should be required to reapply for approval using the new, more stringent process.

- Amend Illinois statutes to provide the IBHE additional authority and/or review tools for recommending probationary status and closure of programs that do not meet the standards under which original approval was granted. Such authority should be over public and private colleges and universities, and should be applied to programs that are no longer educationally or economically justified.
- Appoint a statewide representative to be an active participant in the Interstate Consortium on School Leadership. The consortium is currently in the process of reviewing the ISLLC standards, with plans to review the ELCC standards. The state superintendent should consult with ISBE staff, preparation program faculty and staff, and professional educator organizations to identify a representative to the consortium. The state superintendent would then contact the chief council for state school officers with the nomination and secure the funds necessary to support active participation.

Implementation Costs:

- \$250,000 one time cost to state for third party review
- \$5,000 annual cost for Illinois representative on national consortium

CONCLUSION: **The Future of Illinois' Children is in *Our* Hands**

The quality of our schools and the effectiveness of those who lead our schools will determine our children's future. Their future consequently lies in our hands. Their success hinges on our recognition that school leaders play a critical role in shaping the environments in which children learn. Their future can and will be enriched if the Commission's recommendations are implemented. Each recommendation is within reach, if state leaders and key entities create an impetus to produce change. Without such collaboration progress will be not achieved because, as detailed throughout this report, the process of creating and regulating leadership preparation programs is complex.

For example, school leaders in Illinois are products of our higher education system's graduate programs. Although colleges and universities prepare school leaders, responsibility for the quality of these programs is shared by the IBHE and ISBE. The IBHE approves and reviews programs as academic offerings. The ISBE uses a series of approvals and reviews to determine which programs' graduates may apply for certification.

Though these boards have primary responsibility for the extent to which the Commission's recommendations are implemented, others throughout Illinois must likewise partner in the effort. For instance, the Governor and General Assembly have an obligation to support efforts that improve student achievement, such as enriching school leader preparation programs. College and university presidents also have a crucial role to play as educational and administrative leaders of the state's precious higher education resources. The ways in which they publicly promote and support or ignore and underfund the school administrator preparation programs on campuses across the state communicate the value of those programs to the missions of each individual institution. School boards likewise are accountable for hiring only the most qualified school leaders to watch over Illinois' children.

Because the role of each entity is so tightly interwoven, the Commission recognizes the need for shared responsibility in the quest for change. This report would consequently be incomplete without directly addressing those who will ultimately determine the extent to which the Commission's work will be utilized to improve and sustain student achievement in Illinois. The Commission therefore charges the following groups to take the action needed to guarantee a bright tomorrow for our students and our state.

The Illinois Board of Higher Education should:

- Ensure wide dissemination of this report to all educational constituents, as well as the Governor, legislators, and the business community.
- Revise, strengthen, and take active state leadership for Goal 2 of *The Illinois Commitment*, which should be revised to read: "Higher education will join elementary and secondary education to improve teaching and learning at all levels, and proactively work to improve all programs that train teachers, leaders, and auxiliary staff so that all who receive a certificate have the knowledge and skills necessary to improve student achievement."

- Provide funding to ensure that the Education Administration Graduate Assessment survey will be administered, analyzed, and reported annually.
- Seek legislative support for funding clinical faculty roles to be filled by experienced administrators who can show clear evidence of having improved student learning in schools.
- Provide funding to support pilot testing of innovative programs, including partnerships between higher education institutions and local school districts or alternative providers.
- Explore ways in which preparation programs can be rewarded for quality admissions and preparation, rather than for high numbers of candidates taking classes.
- Require IBHE staff to provide annual updates on the progress of each recommendation to the IBHE at their August meetings, and to Commission members.
- Reconvene the Commission in the fall of 2009 to reevaluate the condition of school leader preparation in Illinois.

The Illinois State Board of Education should:

- Take steps to reserve the Type 75 certification for principals only, and to utilize a more rigorous certification exam.
- Revise the certification and endorsement structure.
- Engage a qualified consultant to review all current preparation programs within the next two years.
- Lead development of a new collaborative process through which the ISBE and IBHE review and jointly approve or disapprove new programs, review current programs, and close ineffective programs.
- Provide funding to ensure that the Education Administration Graduate Assessment survey will be administered, analyzed, and reported annually.
- Seek legislative support for funding clinical faculty roles to be filled by experienced administrators who can show clear evidence of having improved student learning in schools.

The Governor should:

- Convene the Joint Education Committee or an otherwise appropriate statewide P-16 entity to discuss this report, evaluate the recommendations, and develop tangible and immediate policies, administrative practices, and legislative solutions that will be supported by the leaders of our state and its state-level education boards.

The Legislature should:

- Support legislation recommended by the Joint Education Committee or an otherwise appropriate statewide P-16 entity to improve school leadership.
- Support legislation qualifying school personnel to evaluate certified personnel through a practical means other than earning principal (Type 75) certification.

- Provide funding to support full-time internships for qualified school leader candidates.
- Make allocation of new funding for clinical faculty roles to be filled by experienced administrators who can show clear evidence of having improved student learning in schools a high priority.
- Support legislation and funding to promote innovative partnerships and routes to principal certification.
- Create a system of public accountability by which successful improvement of school leadership through the combined efforts of the IBHE, ISBE, General Assembly, colleges and universities, and local school boards will be measured.

College and University Presidents should:

- View administrator preparation programs as labor intensive, clinical programs and treat them accordingly. In order to be successful, these programs must enroll small, cohesive cohorts of well-qualified candidates. Each candidate must participate in ongoing field experiences in association with coursework, as well as an intensive and extensive full-time internship following the completion of coursework.
- Direct College of Education deans to staff administrator preparation programs with balanced faculty and with current and former school leaders who can show clear evidence of having improved student learning in schools so that candidates are exposed to rich research, model practitioners, and on-the-job experience.
- Fund faculty salaries at levels comparable to the fields from which they are being recruited (e.g. from school districts).
- Recognize clinical faculty as essential, not auxiliary, to program success.
- Welcome partnerships with local school districts, as well as provide funding and forums for joint faculty and program collaboration.

School Boards should:

- Establish partnerships with colleges and universities for the identification, preparation, and ongoing support of effective school leaders.
- Hire school leaders prepared by accredited programs designed to prepare leaders for the kinds of schools and communities they serve, with a focus on the knowledge and skills to improve student achievement.
- Support leaves of absence for certified employees participating in field experiences and internships required for certification as school leaders.

Our schools are complex. They are full of children and adults whose lives reach far beyond the walls of the school buildings, the sounds of school bells, or the extended hours of schools serving as community centers. School leaders assume tremendous responsibilities for the daily well-being and the lifelong success of other people's children. Illinois citizens should not be content with hiring school leaders who may be "good enough." They must be extraordinary, and so should their preparation programs. The Commission believes that Illinois has the capacity to provide schools and communities with the best leaders. The challenge is whether Illinois has the will.

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Appendices

**APPENDIX 1:
Student Achievement Data**

**Table 1
2005 ISAT Results—Percent of Students NOT Meeting State Standards**

	Reading		Math		Science	
	3rd	8th	3rd	8th	4th	7th
Statewide	33	27	21	46	29	25
Collar-County excluding Chicago	27	23	14	38	22	21
Chicago	58	40	44	67	56	45

**Table 2
2005 ISAT Results—Percent of Students NOT Meeting State Standards**

	Reading	Mathematics	Science
Statewide	40.5	47.2	47.5
Downstate	40.1	47.9	47.2
Collars excluding Chicago	35.5	39.4	40.2
Chicago	58.9	72.9	74.1

Table 3
2005 PSAE Results—Percent of Students NOT Meeting State Standards

	Reading		Mathematics		Science	
	Low-Income	Non-Low	Low-Income	Non-Low	Low-Income	Non-Low
Statewide	63	33	75	38	76	38
Chicago	64	37	78	52	80	52
Evanston	68	22	76	25	80	27
Oak Park/River Forest	53	21	75	31	74	28

*Note: These figures represent those taking the PSAE. It does not include students that have dropped out by the spring of the junior year. In Chicago, between 40 to 50 percent of the students have dropped out by this time.

Table 4
Improvement at the state and federal levels

	Schools			Districts		
	2002-03	2003-04	2004-05	2002-03*	2003-04	2004-05
Federal Improvement	562	660	629		242	240
State Improvement	668	939	951		279	279

*Note: districts were not designated for improvement until the 2003-2004 school year.

Table 5
Illinois Class of 2002 – College Readiness

	Percent Not Ready or Minimally Ready for College
Chicago Public Schools	71
Northeast Region (excluding Chicago)	38
Northwest Region	46
West Central Region	45
East Central Region	42
Southwest Region	46
Southeast Region	46

Source: Presley & Gong, 2005

APPENDIX 2:
Admission Requirements for
Illinois School Leader Preparation Programs

Master's Program

Aurora University*

Degree earned: M.A.
Degree required: Bachelor's
Minimum GPA: 2.75

Benedictine University*

Degree earned: M.Ed.
Tests required: GRE
Personal statement
Interview

Bradley University

Degree earned: M.A.
Certificate only option available
Degree required: Bachelor's
Minimum GPA: 3.0
Tests required: MAT (395); GRE (960/3.5)
Resume and three references
Writing sample
Personal statement
Interview

Chicago State University

Degree earned: M.A.
Degree required: Bachelor's
Minimum GPA: 3.00
Tests required: Basic Skills
Two references
Personal statement
Resume
Two years of work experience

Concordia University

Degree earned: M.A.
Certificate only option available
Degree required: Bachelor's
Minimum GPA: 2.50
Tests required: Basic Skills
Two references
Personal statement
Two years of work experience

DePaul University

Degree earned: M.A./M.Ed.
Certificate only option available
Degree required: Bachelor's
Minimum GPA: 2.75
Resume and two to three references
Writing sample
Personal statement
Two years of work experience
Other: Evidence of adequate background

Dominican University

Degree earned: M.A.
Certificate only option available
Degree required: Bachelor's
Minimum GPA: B
Tests required: Basic Skills
Three references
Writing sample
Certification
Interview
Other: Proficiency in oral and written English communication and two years of student contact

Eastern Illinois University

Degree earned: M.S.Ed.
Certificate only option available
Degree required: Bachelor's
Minimum GPA: 2.75
Personal statement
Work experience
Certification
Other: Admission to graduate school, and brief bio info.

Governors State University

Degree earned: M.A.
Certificate only option available
Degree required: Bachelor's
Minimum GPA: 2.75
Tests required: Basic Skills, GRE
One reference
Two years of work experience
Certification

Illinois State University

Degree earned: M.S./M.S.Ed.
Certificate only option available
Degree required: Bachelor's
Minimum GPA: 3.0
Tests required: GRE (900/4.5)
Resume and two references
Writing sample
Personal statement
Two years of teaching experience, with four preferred
Certification
Other: Record of helping students succeed; demonstrated leadership ability

Keller Graduate School

Degree earned: M.B.A.
Certificate only option available
Degree required: Bachelor's
Minimum GPA: 2.7
Tests required: GRE, GMAT, or Keller
Two years of work experience by the time the program is completed
Certification
Interview

Lewis University

Degree earned: M.A./M.Ed.
Degree required: Bachelor's
Minimum GPA: 2.75
Tests required: Basic Skills
Two references
Writing sample
Personal statement
Two years of work experience
Certification
Interview
Other: Meet requirements of IL HB150

Loyola University of Chicago

Degree earned: M.A./M.Ed.
Certificate only option available
Degree required: Bachelor's
Minimum GPA: 3.0
Resume and three references
Personal statement
Other: Official transcripts

McKendree College

Degree earned: M.A.Ed.
Minimum GPA: 3.0
Resume and three references
Writing sample
Two years of work experience
Certification
Interview
Other: Oral communication assessment

National-Louis University

Degree earned: M.Ed.
Degree required: Bachelor's
Minimum GPA: 3.0
Tests required: MAT; Basic Skills
Resume and four references
Writing sample
Personal statement
Work experience
Other: Certification preferred, but not required

North Central College

Degree earned: M.A.
Degree required: Bachelor's
Personal statement
Certification
Interview
Other: Any Illinois teacher certification or school service personnel (T73)

Northeastern Illinois University

Degree earned: M.A.
Degree required: Bachelor's or master's
Minimum GPA: 2.75
Tests required: GRE
Two references
Personal statement
Two years of work experience
Certification

Northern Illinois University

Degree earned: M.S.
Minimum GPA: 3.0
Tests required: GRE (800/3.5)
Two references
Personal statement
Two years full-time teaching experience, or Type 73
Certification
Other: Principal endorsement
Additional information: GRE waived if student holds a master's degree from an accredited program, and finished with a 3.2 GPA or higher

Olivet Nazarene University

Degree earned: M.A./Ed.
Certification
Interview
Other: Moral character; ability to pursue rigorous studies

Quincy University

Degree earned: M.S.Ed.
Certificate only option available
Degree required: Bachelor's
Minimum GPA: 3.0
Tests required: MAT
Two references
Writing sample
Personal statement
Work experience
Certification

Roosevelt University

Degree earned: M.A.
Certificate only option available
Minimum GPA: 2.7
Two references
Writing sample
Certification

Saint Xavier University

Degree earned: M.A.
Minimum GPA: 3.0
Resume and two references
Personal statement
Two years of work experience
Certification

Southern Illinois University at Carbondale

Degree earned: M.S.Ed.
Certificate only option available
Minimum GPA: 2.7
Tests required: GRE or MAT
Three references
Personal statement

Southern Illinois University at Edwardsville

Degree earned: M.S.Ed.
Certificate only option available
Degree required: Bachelor's
Minimum GPA: 2.5
Tests required: MAT
Three references
Writing sample
Personal statement
Two years of work experience

University of Illinois at Springfield

Degree earned: M.A.
Certificate only option available
Degree required: Bachelor's
Minimum GPA: 3.0
Certification

University of Illinois at Urbana-Champaign

Degree earned: M.S./M.Ed.
Degree required: Bachelor's
Minimum GPA: 3.0
Resume and three references
Writing sample
Personal statement
One year of teaching experience
Certification
Other: Reference check and teaching licensure

University of St. Francis

Degree earned: M.S.
Degree required: Bachelor's
Minimum GPA: 2.75
Tests required: Basic Skills
Two references
Writing sample
Certification
Other: Computer competency
Additional information: Two-step process, with second step admission to the program; two-years of teaching or school service personnel experience; transfer six hours, complete 12 hours with 3.0 GPA; complete first portfolio assessment

Western Illinois University

Degree earned: M.S. Ed.
Certificate only option available
Degree required: Bachelor's
Three references
Writing sample
Two years of work experience
Certification
Interview
Additional information: Approved plan of study, with a B or better in first two courses

Doctoral Program

Aurora University*

Degree earned: Ed.D.
Resume and three references
Writing sample

Chicago State University

Degree earned: Ed.D.
Degree required: Master's
Minimum GPA: 3.50
Tests required: GRE
Resume and three references
Personal statement
Writing Sample

Concordia University

Degree earned: Ed.D.
Certificate only option available
Degree required: Master's
Minimum GPA: 3.50
Tests required: GRE or MAT
Two references
Personal statement
Work experience
Certification

DePaul University

Degree earned: Ed.D.
Degree required: Master's
Resume and three references
Writing sample
Personal statement
Work experience
Certification
Interview
Other: Attend orientation; demonstrated leadership or the potential for leadership
Additional information: Willing to make time commitment; likely to be successful in challenging doctoral program; welcomes opportunity to interact with faculty, peers, and colleagues in a search for effective answers to troubling problems in education.

Illinois State University

Degree earned: Ed.D./Ph.D.
Certificate only option available
Degree required: Master's
Minimum GPA: 3.4
Tests required: GRE (1,000/4.5)
Resume and three references
Writing sample
Personal statement
Two years of work experience
Certification

Lewis University

Degree earned: Ed.D.
Degree required: Master's
Minimum GPA: 3.0
Tests required: GRE
Two references
Writing sample
Personal statement
Five years of work experience
Interview

National-Louis University

Degree earned: Ed.D.
Degree required: Master's
Minimum GPA: 3.25
Tests required: GRE within last five years
Resume and four references
Writing sample
Personal statement
Two years of leadership in education work experience
Interview
Other: Type 75 certification recommended

Northern Illinois University

Degree earned: Ed.D.
Minimum GPA: 3.20
Tests required: GRE (900/4.0)
Three references
Writing sample
Interview

Roosevelt University

Degree earned: Ed.D.
Degree required: Master's
Minimum GPA: 3.25
Tests required: GRE or MAT
Resume and three references
Writing sample
Interview

Southern Illinois University at Carbondale

Degree earned: Ph.D.
Certificate only option available
Minimum GPA: 3.5
Tests required: GRE or MAT
Five references
Writing sample
Personal statement
Three years of work experience
Interview
Additional information: Two-tier process of GPA plus test score; writing sample plus interview

University of Illinois at Chicago

Degree earned: Ed.D.

Degree required: Master's

Minimum GPA: 3.0

Tests required: GRE or MAT

Resume and three references

Writing sample

Personal statement

Work experience

Certification

Interview

Other: Formally present analysis of underperforming school; demonstrate commitment to leading low performing school; record of instructional excellence

University of Illinois at Urbana-Champaign

Degree earned: Ed.D./Ph.D.

Minimum GPA: 3.0

Tests required: GRE

Resume and three references

Writing sample

Personal statement

One year of work experience

Certification

Interview

Other: Principal licensure

Additional information: Ed.D. option also available to students with master's in education who want to earn principalship licensure. For these students, a teaching license is required for admission.

Western Illinois University

Degree earned: Ed.D.

Degree required: Ed.S. or equivalent

Minimum GPA: 3.0

Resume and three references

Writing sample

Personal statement

Work experience required

Certification

Interview

Other: Demonstrated commitment to school improvement; superintendent endorsement

Certificate of Advanced Study/Post-Master's Certificates

National-Louis University

Degree earned: C.A.S.
Degree required: Master's
Minimum GPA: 3.5
Tests required: Basic Skills (if not current)
Resume and four references
Writing sample
Personal statement
Work experience
Certification

University of Illinois at Springfield

Degree earned: Certificate
Degree required: Master's
Tests required: GRE
Three references
Writing sample
Transcripts
Administrative endorsement
Administrative experience (preferred)
Personal Statement
Resume

University of Illinois at Urbana-Champaign

Degree earned: C.A.S.
Minimum GPA: 3.0
Resume and three references
Writing sample
Personal statement
One year of teaching experience
Certification
Other: Reference check, and teaching licensure
Additional information: Available for either principalship or superintendency

Specialist

Eastern Illinois University

Degree earned: Ed.S.
Degree required: Bachelor's
Minimum GPA: 2.75
One reference
Personal statement
Work experience
Certification
Other: Type 75 certification required for general administration program

National-Louis University

Degree earned: Ed.S.
Degree required: Master's
Tests required: GRE within the last five years
Resume and four references
Writing sample
Personal statement
Two years of successful school supervisory or administrative work experience
Other: Type 75 certification recommended

Northern Illinois University

Degree earned: Ed.S.
Degree required: Master's
Minimum GPA: 3.20
Tests required: GRE (900/3.5)
Three references

Southern Illinois University at Edwardsville

Degree earned: S.D.
Certificate only option available
Degree required: Master's
Minimum GPA: 3.25
Tests required: MAT (38)
Three references
Writing sample
Personal statement
Two years teaching experience for general administration program; two years administrative experience for superintendency program

Western Illinois University

Degree earned: Ed.S.
Degree required: M.S.Ed.
Minimum GPA: 3.0
Three references
Two years of work experience
Certification
Other: General administration certificate
Additional information: Approved plan of study, B or better in first two courses

Principal Certificate Only (no degree)**Bradley University**

Degree earned: Certificate
Degree required: M.A.
Minimum GPA: 3.0
Tests required: Waived

Resume and three references
Writing sample
Personal statement
Interview

Chicago State University

Degree earned: Certificate
Degree required: Master's
Minimum GPA: 3.00
Tests required: Basic Skills
Personal statement
Resume and two letters of recommendation
Two years of K-12 teaching experience
Verification of employment
Other: Two sets of official transcripts

Concordia University

Degree earned: Certificate
Two references
Personal statement
Certification

Dominican University

Degree earned: Certificate
Degree required: Master's
Minimum GPA: B
Three references
Writing sample
Certification
Interview
Other: Proficiency in oral and written English communication, and two years of student contact

Eastern Illinois University

Degree earned: Certificate

Degree required: Master's

Minimum GPA: 2.75

Personal statement

Work experience

Certification

Other: Admission to graduate school, and brief bio information

Governors State University

Degree earned: Certificate

Degree required: Master's

Minimum GPA: B

Tests required: Basic Skills, GRE

Three references

Two years of teaching experience

Certification

Illinois State University

Degree earned: Certificate

Degree required: Master's

Minimum GPA: 3.0

Tests required: GRE (900/4.5)

Resume and two references

Writing sample

Personal statement

Two years of teaching experience, with four years preferred

Certification

Other: Record of helping students succeed, and demonstrated leadership ability

Keller Graduate School

Degree earned: Certificate

Degree required: Bachelor's

Minimum GPA: 2.7

Tests required: GRE, GMAT, or Keller

Two years of work experience by the time the program is completed

Certification

Interview

Loyola University of Chicago

Degree earned: Certificate
Degree required: Master's
Minimum GPA: 3.0
Resume
Personal Statement
Other: Official transcripts

North Central College

Degree earned: M.A.
Degree required: Bachelor's
Personal Statement
Certification
Interview
Other: Any Illinois teacher certification or school service personnel (T73)

Saint Xavier University

Degree earned: M.A.
Resume and two references
Personal Statement
Two years of work experience

Southern Illinois University at Carbondale

Degree earned: Certificate
Minimum GPA: 3.0
Three references
Writing sample
Two years of teaching experience
Certification
Additional information: Rolling admission

Southern Illinois University at Edwardsville

Degree earned: Certificate
Degree required: Master's
Minimum GPA: 3.0
Tests required: MAT
Three references
Writing sample
Personal Statement
Two years of work experience

University of Illinois at Springfield

Degree earned: Certificate
Degree required: Bachelor's
Minimum GPA: 3.0
Certification

Western Illinois University

Degree earned: Certificate
Degree required: M.S.Ed.
Minimum GPA: 3.0
Three references
Writing sample
Two years of work experience
Other: Teaching certificate
Additional information: Approved plan of study, B or better in first two courses

Superintendent Certificate Only (no degree)

Concordia University

Degree earned: Certificate
Minimum GPA: 3.50
Two references
Personal Statement
Work experience
Certification
Other: Type 75 general requirement

Illinois State University

Degree earned: Certificate
Degree required: Master's
Minimum GPA: 3.4
Tests required: GRE (900/4.5)
Resume and two references
Writing sample
Personal Statement
Two years of work experience
Certification

Southern Illinois University at Carbondale

Degree earned: Certificate
Degree required: Master's
Minimum GPA: 3.0
Three references
Writing sample
Two years of work experience as a principal
Certification

Southern Illinois University at Edwardsville

Degree earned: Certificate

Degree required: Master's

Minimum GPA: 3.25

Tests required: MAT (38)

Three references

Writing sample

Personal Statement

Two years of teaching for general administration program; two years
administrative experience for superintendency program

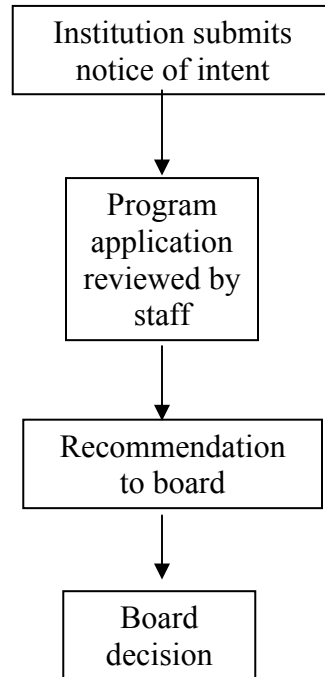
*Information not verified by institution

**APPENDIX 3:
NCATE Accreditation Status of
School Leader Preparation Programs**

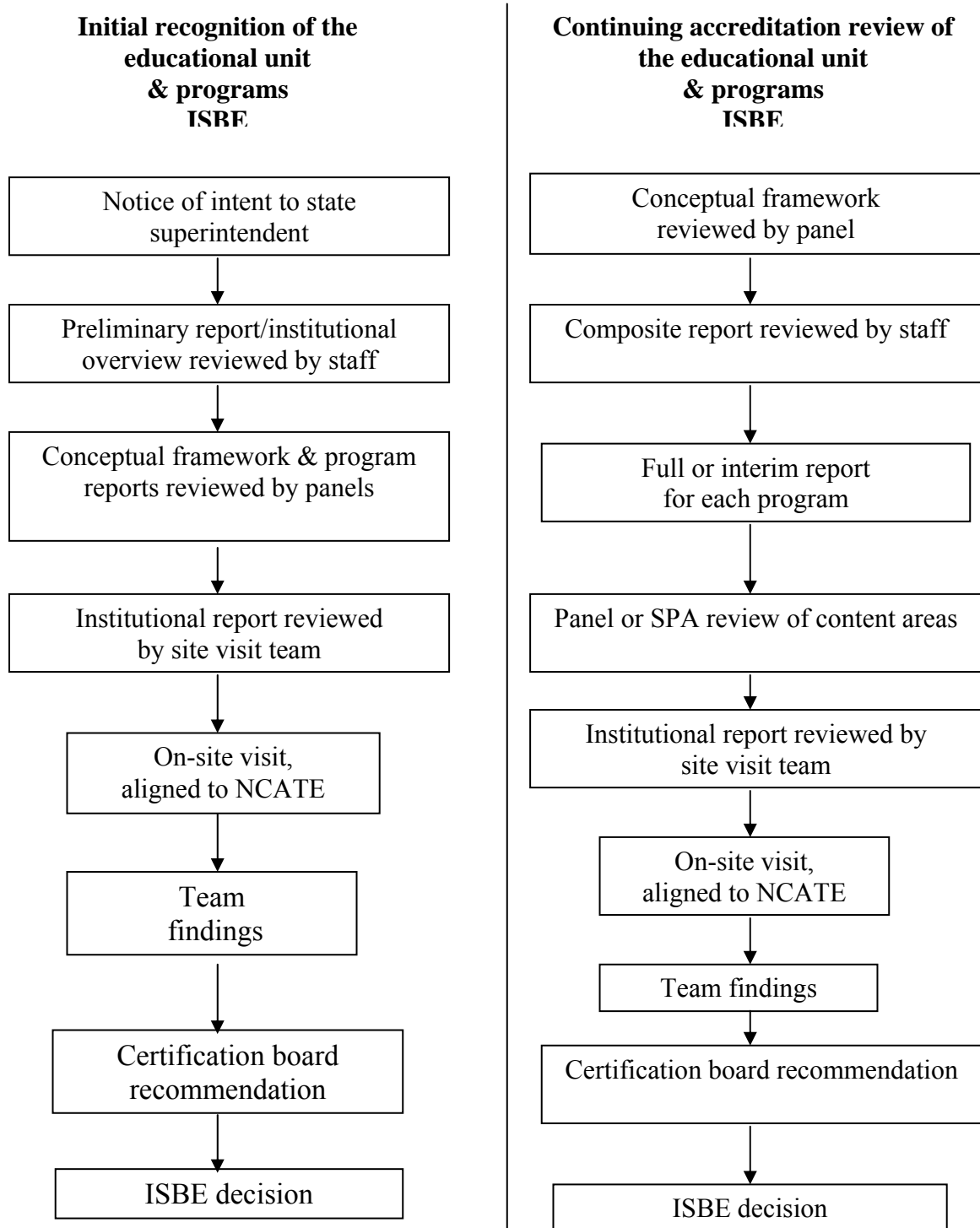
<u>Institution</u>	<u>NCATE</u>	<u>Comments</u>
Aurora University	no survey response	
Benedictine University	no survey response	
Bradley University	yes	
Chicago State University	yes	
Concordia University	yes	
DePaul University	yes	Ed.D. is not accredited
Dominican University	no	Seeking for 2007 program valuation
Eastern Illinois University	yes	
Governors State University	yes	
Illinois State University	yes	
Keller Graduate School	no	Have a small program and feel that ISBE criterion parallels NCATE accreditation
Lewis University	yes	
Loyola University of Chicago	yes	
McKendree College	no	Currently in candidacy with site visit scheduled for Nov. 11-15, 2006
National-Louis University	yes	
North Central College	no	Program is accredited by ISBE
Northeastern Illinois University	yes	
Northern Illinois University	yes	
Olivet Nazarene University	yes	
Quincy University	no	No plans. There are a variety of differing philosophies on the value of NCATE accreditation.
Roosevelt University	yes	
Saint Xavier University	yes	
Southern Illinois University— at Carbondale	yes	

Southern Illinois University— at Edwardsville	yes	
University of Illinois— at Chicago	no	No plans right now but after spring of 2007 the college select either NCATE or TEAC
University of Illinois— at Springfield	no	Accredited through ISBE using the NCATE standards
University of Illinois— at Urbana-Champaign	no	College of Education is currently considering applying for NCATE accreditation, but has not yet reached a decision.
University of St. Francis	no	Currently seeking
Western Illinois University	yes	

**APPENDIX 4:
IBHE Program Approval Process**



APPENDIX 5: ISBE Program Review and Approval Process



APPENDIX 6: Recommended Assessment System for Illinois Principal Preparation Programs

A critical component of each recommendation made by the Commission is the expectation that all principal preparation programs in Illinois will be able to collect, analyze, and report evidence of their effectiveness. This will assure state governing entities that program goals are being met. More importantly, these measures will engage program faculty and the school systems they serve in ongoing, focused dialogue about how to improve the quality of leadership preparation programs to serve the needs of students in P-12 schools. Three primary goals guide recommendations for conducting rigorous student and program assessments in principal programs in Illinois. They are:

1. The need to determine whether candidates demonstrate the knowledge and skills necessary to meet the needs of P-12 schools, which need effective leadership to improve student learning;
2. The need to determine what program improvements are necessary to consistently produce candidates who can succeed in urban schools; and
3. The need to guide the collaborations between school districts and higher education that are necessary to improving practices and programs in school leadership preparation.

The central thrust of the Commission's assessment recommendations is this: for principal preparation programs to be approved by the state, it must be shown how each of the above goals will be accomplished. Programs may choose different approaches to their assessment plans, but all three of the goals above must be clearly served in program assessment design if programs are to receive IBHE approval.

Goal 1: Candidate Ability to Improve Student Learning in Schools

The ultimate measure of success for Illinois principal preparation programs will be whether graduates successfully lead the improvement of student learning in Illinois schools. Therefore, each program seeking approval from the state must identify how it will collect measures of school improvement in the schools and systems led by their graduates. For elementary schools and secondary schools alike, student-learning measures should include school wide performance on standardized exams, especially regarding year-to-year improvement in test scores. Special attention should be given to school performance on NCLB measures of Adequate Yearly Progress. At the high school level, data on the student performance of schools led by graduates should be collected by preparation programs. At a minimum the scores from the PSAE exam that is now required of secondary school students in Illinois should be monitored. Use of plan and explore data should also be considered. At the high school level, programs should also indicate how they will collect and examine data on other indicators of success in schools led by their graduates, including student dropout rates, freshman failure rates, and other indicators of student progress toward graduation and post-secondary success.

Programs may also provide other measures of school improvement that are considered to be indicators that correlate with student learning improvement.

Characteristics of successful schools that have emerged from the effective schools research or the Consortium on Chicago School Research (see their “essential supports” for school improvement) correlate well with improved student learning. Use of teacher professional capacity, student-centered learning climate, relational trust, and program coherence indicators will also focus members of the school community on the characteristics of successful schools.

In addition, each program should be able to articulate how it will obtain other direct input from the schools and districts it serves with respect to how program graduates are performing. This may include gathering data on:

- Percent of graduates employed in the field, especially in high-need schools and school systems;
- Career advancement achieved by program graduates; and
- Graduate/employer satisfaction with the program.

Finally, because programs cannot wait until students have taken leadership positions before providing them with formative and summative feedback, each principal preparation program should require annual reviews of each student’s academic and professional progress. Annual reviews may require submission of a program-prescribed portfolio to be assessed by program faculty. This portfolio will include evidence of progress from coursework as well as from field experiences. Programs should recognize their responsibility to counsel students out of the program if they are unable to produce compelling evidence of progress that meets the program’s goals.

Goal 2: Continuous Program Improvement

Each program will be responsible for continual monitoring of program quality, which should involve relying on the expertise of an advisory committee. An annual program review process should be completed to determine if the program is responding adequately to the needs of students, the districts from which they come, and to faculty and state expectations of a quality program. This program review will use data from several candidate assessment points, as well as data from graduates’ performance in schools. One required data point will be pass rates of graduates on end-of-program certification ISBE examinations for the school leader certificate. Others that should be included are admissions data, faculty balance, progress assessments, exit data, impact data, and student satisfaction data.

- Admissions data involves indicating that the admissions process upholds high standards relative to the leadership needs of schools. Programs should collect data showing that candidates demonstrate promise of, and commitment to, school leadership— particularly for schools in need of improvement. Admissions documents should include at a minimum evidence of academic success in higher education, letters of recommendation, a candidate goal statement, and evidence of instructional excellence. Letters and goal statements should address the applicant’s potential for, and commitment to, excellence in school leadership. They should also given an indication of the applicant’s demonstrated excellence in professional education practice. Because the stakes are so high for principal selection, and the numbers of school principals are relatively low compared to teachers and school leaders of all kinds, it is reasonable to expect an interview

- requirement for admissions. Interpersonal skills are so important to school leadership that it is doubtful a paper-based admissions processes alone can be sufficient for determining candidate potential to lead schools effectively.
- Faculty balance ensures that education administration programs have faculty members with the necessary expertise and experience required to offer a curriculum that appropriately blends theory and practice to meet the program’s goals. Programs should review and address this issue during the ISBE and IBHE approval and review processes. There should ideally be a balance of three types of education administration faculty members, including faculty members with theoretical and practical knowledge in fields outside of, but related to, education, such as sociology, business, and educational and organizational psychology. Faculty with documented past experience as effective school leaders are also essential to the program, as are faculty members who are either currently practicing or have very recently served as practicing administrators with documented impacts on student achievement. Program candidates should have exposure to all types of faculty while participating in coursework and field experiences throughout their training. If program chairs find that faculty members do not have the expertise to teach some subject areas, such as organizational theory or research methods, then program chairs should recruit faculty from other departments or colleges to teach these courses.
 - Progress assessments that gauge professional knowledge and skills should be conducted before and after the required internship in all leadership programs. The field experiences themselves should be accompanied by formal observation and assessments that are completed by program faculty and mentor administrators who supervise internship placements. The purpose of these regularly scheduled assessments is to identify strengths and help candidates improve weaknesses.
 - Exit data other than state exams is essential to provide a final program assessment. This data can be used to determine candidate readiness to lead processes of school improvement. Exit data may include professional portfolios, exams, or other evidence that students are being held to high standards of academic and professional performance.
 - Impact data is evidence of student impact on leadership of P-12 schools. This ties to data collected for goal 1, which should be instrumental in annual program review processes.
 - Student satisfaction data that provides good indicators of the extent to which students believe they are being well served by the program design and conduct should be collected. This data should include student assessments of the quality of instruction, field supervision, advising, assessment and feedback, and overall coherence of these essential program features.

Goal 3: Informing College/School District Collaborations

Because school leadership programs should be developed in collaboration with public school personnel, feedback from the schools should be systematically sought as input from one important program client. The appointment of key school leadership personnel—not just retirees—to a Principal Preparation Program Advisory Board

designed to ensure ongoing collaboration and annual program review is one means to collect this district-level feedback. This advisory board should assist in shaping the assessments necessary to determine the effectiveness of the Ed.D. program, including detailed feedback from candidates and program graduates. Board members will also assist in analyzing data generated when meeting goals one and two as stated above.

APPENDIX 7: Model Principal Preparation Programs

1. LEAD in Springfield Public School District #186

In 2002, the Wallace Foundation created the Leadership for Educational Achievement in Districts (LEAD) grant. LEAD is designed to establish sustainable academic improvement, strengthen a district's internal capacity, increase external support, and establish a professional development district that emphasizes strong leadership. The grant funded 12 "high-need districts who demonstrated willingness and capacity to reform its leadership practices to improve student learning." Springfield District #186 was one of the 12 school districts selected from across the country to participate. LEAD Springfield's work is done in partnership with the Illinois State Action for Educational Leadership Project.

LEAD has numerous components, each critical to improving student achievement in the district. One of the main components is a two-year master's degree cohort program developed and implemented through a partnership with Illinois State University. Each semester one course is taught by an Illinois State faculty member and one is taught by a District #186 administrator. All course materials are tied to the district's needs, and each course contains a one-week internship with a district principal. The program also provides new principal mentoring for first- and second-year principals. Current and retired master principals meet weekly with new principals, and also attend monthly professional development sessions with them.

As a result of LEAD, the District #186 office notes that school principals have become more committed to spending half their time being instructional leaders. The principal mentors have been crucial, as approximately half of the district's principals retired within the last four years. Within the next year and a half, the district will work to ensure the continuation and long-term sustainability of various LEAD program components.

2. Ed.D. in Urban Education Leadership at the University of Illinois at Chicago

The doctoral program in urban education leadership offered by the University of Illinois at Chicago (UIC) is designed for "talented teachers and school leaders who aspire to transform low-performing urban schools into effective learning environments for students and teachers." Approved by the Illinois Board of Higher Education in 2004, this cohort program is a joint effort between the policy studies area in the College of Education and the Chicago Public Schools, which funds first-year students in full-time administrative internships. Currently, 27 UIC candidates hold administrative positions as principals, assistant principals, and system level administrators in the Chicago Public Schools. Another 10 are full-time interns.

The program integrates theory with practice through a three-year clinical curriculum that is designed and taught by UIC faculty in conjunction with principals and system-level instructional officers with experience as successful urban school transformers. Former and current principals provide students with mentoring and coaching experiences specific to their school or system setting throughout their program. Students also have the option to select concentrations that lead to the Type 75 General

Administrative Certification or the Illinois Superintendent Endorsement. Candidates already holding the Type 75 may opt for an advanced leadership development strand customized to their position. After the three-year clinical experience, students are expected to complete a thesis research project that focuses on real problems related to leadership practices and designed to improve student learning.

The Ed.D program in Urban Education Leadership is highly selective and assessment-driven. Candidates are evaluated frequently on their commitment, knowledge, and performance as change agents in urban settings. Students who satisfactorily meet all assessment criteria may qualify for the Type 75 after one year of full-time, clinical internship and coursework. The doctoral degree requires a minimum of three years of clinical and course experience be completed.

3. New Leaders for New Schools

The New Leaders for New Schools program is designed to “effectively prepare and support individuals who have an unyielding belief in the potential of all children to achieve academically, a record of success in leading adults, and demonstrated instructional knowledge (with a minimum of two years of teaching experience in a P-12 setting).” The program focuses on preparing leaders in urban public schools nationwide and locally in Baltimore, California’s Bay Area, Chicago, Memphis, New York City, and Washington, D.C.

The three-year program is highly selective and rigorous. In the first year, participants attend classes; experience ongoing instructional and leadership skill development; and complete a full-time, one-year residency program in an urban school. During the residency program, participants are assigned a mentor principal, meet regularly with leadership coaches, complete numerous projects based on their needs and the school’s needs, and develop a portfolio documenting how they fulfill principal leadership competencies. During the second and third years, participants receive coaching and mentoring tailored to their individual needs. Upon completion, participants are expected to join the alumni network and remain committed to high quality urban school leadership.

Since the program started in 2001, New Leaders for New Schools has trained and supported more than 150 school leaders. Of that total, 40 percent are African-American. Graduates of the program have impacted an estimated 75,000 urban school students. Early indicators suggest that New Leaders graduates who have been principals for two or more years have seen significant student gains in reading and math. By 2008 the program is expected to have trained more than 300 leaders placed in 40 percent or more of the urban schools in Chicago, New York City, and Washington, D.C. Within the next 10 years, New Leaders for New Schools plans to train and support a total of 2,000 New Leaders, impacting 1 million students nationwide.

4. England’s National College for School Leaders

The National College for School Leaders is a freestanding government agency located in Nottingham, England. The college works with school leaders and the education community to “provide a single national focus for leadership development, research and innovation, be a driving force for world-class leadership in our schools and the wider

community, provide support to and be a major resource for school leaders, and stimulate national and international debate on leadership issues.” The college is focused on leadership development; research and development; and online learning, networks, and information for the purpose of improving student achievement. All programs are based on a common framework that assumes the following five career stages of leadership.

- Emergent Leadership—teachers just beginning to assume leadership and managerial responsibilities.
- Established Leadership—experienced leaders, often mid-level administrators, not necessarily interested in advancement.
- Entry to Headship—aspiring and newly appointed school head (i.e., principal).
- Advanced Leadership—leaders with four or more years of experience who are interested in further development.
- Consultant Leadership—experienced leaders ready to facilitate, mentor, and coach.

The college offers a variety of programs, all of which are tailored to one of the above phases. Most programs can be completed in 12 months or less, and require participants to attend a small number of face-to-face sessions while taking courses. In addition to standard teaching methods, the programs utilize varying combinations of technology-mediated instruction, coaching, mentoring, on-the-job learning, continuing assessment, 360-degree feedback, portfolios, self-assessments, peer learning, cohorts, and simulations. The college absorbs most of the program costs, charging the participant’s school or district a small fee or none at all.

In 2003, the college opened nine regional centers and established partnerships with more than 200 organizations to increase the availability of their programs and the cohesiveness of school leader training. Programs are delivered throughout England by teams of facilitators, which consist of staff from the college and its partner organizations. These include Local Education Authorities (e.g., school districts), higher education institutions, private firms, and professional associations.

5. Massachusetts

In 2003, the Massachusetts Board of Education implemented significant changes to the state’s *Educator Licensure and Preparation Program Approval Regulations*. The changes provided “licensed educators, nontraditional educators, and career-changing candidates from other professions to pursue licensure as an administrator in the Commonwealth of Massachusetts.” As a result, most aspiring administrators are no longer required to complete a master’s degree. Candidates instead have three options for obtaining licensure.

One option is to complete a program of study that has the Board of Education approval. These programs are offered by a variety of entities, including higher education institutions, professional associations, school districts, charter schools, and private organizations. The National Center on Education and the Economy, the Massachusetts Elementary Principals’ Association, and the Boston Public Schools are just a few of the many organizations with board-approved programs.

A second option is an Administrative Apprenticeship/Internship. This path requires a minimum of 300 hours, or experience in the role in which the candidate wants

to be licensed. Candidates are responsible for identifying a school district to support the experience. They must seek out a licensed administrator in an equivalent position who is willing to undergo mentor training and then provide supervision. The district is responsible for providing access to appropriate workshops to ensure the candidate will meet the Professional Standards for Administrators.

The third option is a Panel Review, which is only available to superintendent candidates and individuals who meet specific prerequisite experiences. Candidates for the superintendent and assistant superintendent licensure are granted preliminary licensure if they have a minimum number of years in an executive management or leadership role, or in a variety of roles in an educational setting. They must also pass a communication and literacy skills test. To obtain the initial license, superintendent candidates must work three years in an educational setting before completing the panel review process. They may elect to complete either an approved post-baccalaureate program or an administrative apprenticeship/internship. Candidates for all other licensures can only select the panel review option if they have completed a post-baccalaureate degree in management or administration at an accredited institution, or if they have three years experience in an executive management/leadership, supervisory, or administrative role.