Results After the January 30 Meeting of the Superintendent Advisory Group:

Consensus:

- **Approved provider:** To be an approved provider of superintendent preparation, the institution should be an approved principal preparation provider.

- **Clinical preparation:** Programs should be redesigned around clinical preparation.
  - Internships:
    - **Language drafted and accepted by the group:** A combination of time and summative mastery of competency-based activities linked directly to the standards which can be completed in a minimum of twelve months.
    - **Field-based experiences vs. internship experiences:** Field-based experiences should give candidates ability to explore and learn course content; ties theory and practice within a course. Internship is a summative demonstration of mastery of competencies. Field based experiences are typically observing activities while internships are about leading those activities.

- **Partnerships between professional organizations and preparation providers:** Providers and professional organizations should strengthen their ties to maximize the knowledge and expertise of both organizations and be more efficient with resources.
  - CAEP (the new national accrediting agency for educator preparation programs) will be pushing partnerships for all educator preparation programs. Principal prep programs already have them and have found great value them—can they expand to include superintendent programs? Or, do we want to make the partnerships look differently for the superintendent programs? Is this a separate partnership?
  - **Partnerships are very important. If you are a partner—all in and contributing certain things. Professional organizations t could provide support.**
  - **Partnership definition:** ISBE is hoping that the partnership will be more than advisory, but that partners are at table making decisions.
  - **Language drafted and accepted by the group:** Professional organizations (for example IASA, IASB, IASBO) will work in a partnership capacity (as defined by a written partnership agreement) with providers to broker internships, workshops, and other provider/organizations activities;
  - Providers will partner (as defined by a written partnership agreement) with “local” school districts and professional organizations for program input, delivery, and evaluation.
    - (Note: Last year, Illinois certified 206 superintendents. So there are approximately 200 superintendent interns that need to be placed each year.)

- **Superintendent supervisory:** Exclude 1st year superintendents from serving as a supervisor unless there would be a need for an exception (e.g., a new superintendent
comes into the district in which an intern is already placed). Regional superintendents should not be allowed to supervise candidates.

- **Selection/application process:** Aspiring candidates must submit a portfolio that includes: past leadership experiences, a writing sample, resume, recommendations, and be interviewed.

- **Competency-based programs:** Programs should be competency-based:
  - However, no consensus yet on a final set of competencies.
  - If we have competency-based programs, the superintendent state exam will directly relate to the competencies. If person takes the superintendent state exam early in program—pass the test in all modules, then why can’t the state confer the endorsement? That would be an endorsement conferred by the state and not a university.
  - Institutions would need to have policies and procedures in place to show that they would have a system to assess whether a candidate needed all of the courses. For the state exam—there would have to be enough items to have sub areas and enough depth to be able to use it to proficiency candidates. ISBE will not place people for internships. Institutions will have to have a policy and procedure to assess competencies—if there is anything they want to be mandatory to complete. Because university is one to sign off when intern goes into district.
  - If coming from out of state: ISBE would issue a provisional if pass BST and content test. If pass assessments, complete internship, then would get endorsement.
  - As Illinois is moving to new licensure system—ISBE is reviewing renewal requirements for educator endorsements. If mandating support for first year—then have to have finances to go with it. If say programs have to mentor—same issue. What if a candidate doesn’t immediately take a position until 5 years later—is the institution still beholden to support candidate?
  - **Next Steps:** Competencies for candidates in Superintendent Preparation Programs will be developed over the next month or so. A small group will convene to review, revise and draft the competencies and bring to the larger group for feedback and approval.

- **Years of administrative experience:** How many years of leadership experience should be required? The law states that the aspiring superintendent should have 2 years of administrative experience.
  - **NOTE:** A change in years of leadership experience would require a change in legislation.
  - **Consensus:** Do not change this language. Do not need teaching time as a requirement.

- **Alternative route to the Superintendent Endorsement?** Should there be an alternative route?
NOTE: A change in the alternative route would require a change in legislation.

Consensus: Do not change this language in the law. A competency-based system of preparation and endorsement will eliminate the need for an alternative route.

- **Central office titles:** Should the superintendent endorsement be reserved for persons who have “superintendent” in the title?
  - There appears to be a gap in preparation. We have principal preparation for assistant principals and principals and superintendent preparation. Should there be a separate endorsement and preparation for other central office staff?
  - NOTE: Requiring the superintendent endorsement for any title with superintendent in it would require a change in legislation.
  - Consensus: This is a district consideration. Do not change the law. The superintendent endorsement should NOT be reserved for persons who have “superintendent” in their job title.

- **Central office staff supervising candidates?** Should other central office staff be allowed to supervise candidates?
  - Consensus: This is not a problem—as long as superintendent maintains oversight and still retains the responsibility for signing off on the internship. Some central office personnel may be able to provide better experiences for the intern than the superintendent could (e.g., HR director, Curriculum & Instruction Director, Business Manager/Financial Officer) So, the competencies that the candidate is learning to master should drive who works with the candidate to provide the most meaningful learning experience.
  - Next Steps: Define qualified on-site mentor

- **Timing of superintendent exam:** When do the candidates take the exam? Before the last semester of the internship, or at the end of the last semester?
  - NOTE: There is already a requirement in place that is under review.
  - Currently in law states you have had to pass content exam before student teaching, internship, residency. Trying to take out internship out of the law. If possible—did not want to require candidates to take exam before internship because they learn a lot in internship.
  - Define internship as last semester.
  - There will be new exam and what it will look like. Right now, exam is not current, confusing, etc.
  - Advocate/Recommend that before last semester of internship. Leave timing alone.
  - This is an issue currently under review at ISBE.

- **Requiring a diversity of experiences?** The principal preparation program criteria require a diversity of experiences at all grade levels, and in working with a diversity of student/community populations. Should the superintendent preparation program criteria require the same? How should diversity be defined? The endorsement is a P-12
endorsement, so how do aspiring candidates get a whole systems perspective in their preparation?

- **The intent is to give candidates knowledge, skills and experiences that gives them a systems orientation to fulfill the content requirements associated with a P-12 focus of the endorsement.** So, there needs to be some thought as to how course content, field experiences, and the internship may be integrated to provide that systems focus in the program.

- **Leadership Standards:** Which of the standards should superintendent preparation programs align to? ISLLC or ELCC?
  - **Consensus:** Adopt ELCC for District Leaders as they are focused on the standards associated with district leadership and geared toward preparation programs.
  - Competencies will be aligned with ELCC for District Leaders.

**Topics that were tabled for future discussion:**

- **What is the definition of administrative experience?**
  - Is a teacher leader (with the teacher leader endorsement) considered eligible for the superintendency? Does teacher leadership constitute administrative experience.
  - Only certain endorsements would qualify you for administrative experience.
  - **Table this for next time**

- **Online programs**
  - Is there a clearinghouse or ranking program for how good online programs are?
  - No. CAEP is looking at what kind of ranking system would be effective (for programs in general)
  - How can online programs develop these relationships with districts for placements, partnerships, etc.?
  - With the principal preparation programs, we were specific that to be able to judge dispositions, etc. of candidates—there had to be some interaction between faculty and candidate.
  - CSBO—has program online. Has gotten a good ranking from US News & World Report—quality instructors, student engagement, placement in jobs. But don’t want to lose face-to-face—so at least X% face-to-face. Then have asynchronous activities with candidates—get a diversity of delivery options across the program.
  - To do: Copy and paste—online principal prep language associated with online program
  - **Table it for next meeting.**

- **Competencies:** See comments above. To be developed by a small group.

- **On-site mentor:** See comments above. Definition to be developed.
• **Partnerships:** See comments above. Definition/parameters to be developed.

**Timeline:** ISBE would like to wrap up the recommendations of the Superintendent Advisory Group in April. Afterwards, ISBE will proposal rules to go out this summer. This gives about a 2 year timeline for implementing redesigned programs.