Superintendent Advisory Group

July 10, 2012

What's Ahead?
- The Advisory Group will meet quarterly to discuss the status of the Comprehensive School District Reform Act and other related issues.
- The Advisory Group will meet with the Illinois State Board of Education to discuss the progress of the recommendations made by the Advisory Group.
- The Advisory Group will meet with the Illinois Comptroller to discuss the financial implications of the recommendations.
- The Advisory Group will meet with the Illinois Attorney General to discuss legal issues related to the recommendations.
- The Advisory Group will meet with the Illinois Department of Children and Family Services to discuss the impact of the recommendations on family services.
- The Advisory Group will meet with the Illinois Department of Public Health to discuss the impact of the recommendations on public health.
- The Advisory Group will meet with the Illinois Department of Transportation to discuss the impact of the recommendations on transportation.
Superintendent Advisory Group

July 10, 2012

What's Ahead?
- The Advisory Group will meet quarterly to ensure that districts are making progress in the implementation of the English Language Arts Framework.
- The Advisory Group will serve as a forum to discuss and provide feedback on emerging policy and practice.
- The Advisory Group will work closely with the Illinois State Board of Education to ensure that the policies and practices being developed are aligned with the Framework.
- The Advisory Group will provide input on the development of the Framework.
- The Advisory Group will meet in person at least once a year.

Group Discussion

Illinois P-20 Council

Seal of the State of Illinois

Aug. 26th 1818

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Outline

I. Introduction
   A. SB 1799 Overview
   B. Previous Redesigns
      1. EMAG
      2. ECAG
      3. Principal Standards
   C. Charge and Goals of SAG

II. Topic Areas and Research Questions
   A. Grade Span
   B. Leadership Standards
   C. Selection/Admission
   D. Course Content
   E. Clinical Experiences
   F. Assessments
   G. Partnerships

III. Looking Forward
SB 1799

- Passed in August 2011
- Reconfigured Illinois' educator licensure system in an effort to simplify and strengthen the process
- Created a standard Professional Educator License
- Defined endorsements specific to grade spans, subject area and student population
- Streamlined the number of available teaching licenses from 66 to three, and makes clear the grade levels and subjects for which an educator is certified to teach by listing them upon the license itself.
- Presented the opportunity to align teacher preparation program requirements with the new certification and licensure structure
- Renamed the Illinois Teacher Certification Board as the State Educator Preparation and Licensure Board
Previous Redesigns

Early Childhood, Elementary, Middle, and Principals
Elementary & Middle School

- Drafted content standards for English Language Arts, Mathematics, Social Studies and Science based on the Common Core
- Recommended separate draft standards for Elementary (K-5), and Middle School (6-8)
- Incorporated content knowledge required by teachers as well as knowledge and application of pedagogy, assessment, and strategies for diverse students, specific to each content area
Early Childhood

- Drafting and reviewing content standards for English Language Arts, Mathematics, Social Studies, and Science for early childhood grades (K-3).
- Will continue to meet to develop additional recommendations for program requirements for the Early Childhood endorsement
Principals

The Illinois School Leader Task Force addressed the following areas of redesign:
- Grade span (K-12 or P-12)
- Leadership standards
- Candidate selection
- Partnerships with schools and districts
- Curriculum redesign (e.g., course content)
- Internships
- Outcomes-based assessments of candidate performance
- Recognizes alternative pathways for endorsement through non-profit entities

The Principal Preparation Legislation had five major components:
- Created a new and separate program; emphasizes the critical preparation necessary to become an effective school leader
- Required all degree and professional development programs to ensure program outcomes were aligned with the needs of the schools and the characteristics of educational leaders
- Required all programs and institutions to prepare leaders who can manage schools in urban and rural environments
- Required all programs to align their preparation with the needs of the schools
- Required all programs to align their preparation with the needs of the schools
The Illinois School Leader Task Force addressed the following areas of redesign:

- Grade span (K-12 to P-12)
- Leadership standards
- Candidate selection
- Partnerships with schools and districts
- Curricula redesign (e.g. course content)
- Internships
- Outcomes-based assessments of candidate performance
- Recognizes alternative pathways for endorsement through non-profit entities
The Principal Preparation Legislation had five major components:

- Created a new and separate principal endorsement that emphasizes the unique preparation necessary to become an instructional leader of schools
- Required colleges and universities to redesign their principal preparation programs to strengthen recruitment, raise rigor and standards for training, and emphasize the role of the principal as instructional leaders, not just building manager
- Recognized an alternative pathway to the principal endorsement through non-profit entities, but required such organizations to meet the same standards and rigor as traditional higher education programs.
- Established that no candidates admitted to an approved general admin prep program after September 1, 2012.
- Permitted sitting principals with a general administrative certificate (Type 75) to retain their positions and earn the new endorsement if they choose within a specified period of time.
Advisory Group Topic Areas and Research Questions

We will turn to this important issue next month, but it might be helpful to take a few minutes today to broadly discuss several of the open questions that this Committee will consider.
Teacher and Principal endorsements include preschool in their configurations, should the superintendent endorsement encompass a P-12 orientation?
Leadership Standards

• What knowledge and skills should superintendent candidates be able to demonstrate when they complete a superintendent preparation program?
• What leadership standards should be used to guide course content, clinical experiences, and assessments?
• Is there an existing set of leadership standards that include the knowledge and skills we want aspiring superintendents to learn?
• Are there other standards that should be incorporated into the program standards?
Selection/Admission

- What tools might be used for selection?
- How might the selection criteria relate to the exit criteria?
• What knowledge and skills should be presented in courses during the program?
• What is the connection between course content and clinical experiences?
• When will the internship experiences take place in the program?
• Should the internship experiences be designed according to competencies achieved, or by required length of time?
• What is the role of the assessments related to coursework and internship experiences? In program redesign, which comes first, the assessments or the courses and internships?
• How should these assessments be formatted, as outcomes?
- Who should be involved with these partnerships?
- What are the requirements for such partnerships?
- How will these be created, supported and monitored?
Group Discussion

Topic Areas

- How can we build on existing Superintendency Endorsement and Preparation Programs, what issues and questions come to mind?
- Do the topic areas just presented cover the issues that we need to discuss as part of our change?
- If any, what topic areas need to be added?
- Are we asking the right questions?
- What are the implications of the following on Superintendency Preparation Programs?
- Implementation of the Graduate Core
- Implementation of the new teacher and principal evaluation system connected with MESS

Information Needs

- What information do we need to be able to discuss and form recommendations for MESS?
- Research?
- Standards?
- Others?
- How would the group like to proceed with the work?
- As a whole, in subcommittees?
- Plan to—and, webinars, surveys, etc.
- Is anyone missing from this group that needs to be invited to the table?
Topic Areas

- When you think of revising the Superintendent Endorsement and Preparation Programs, what issues and questions come to mind?
- Do the topic areas just presented cover the issues that we need to discuss as part of our charge?
- If not, what topic areas need to be added?
- Are we asking the right questions?
- What are the implications of the following on Superintendent Preparation Programs?
  - Implementation of the Common Core
  - Implementation of the new teacher and principal evaluation systems associated with PERA?
Information Needs

- What information do we need to be able to discuss and form recommendations for ISBE?
  - Research?
  - Standards?
  - Other?
- How would the group like to proceed with the work?
  - As a whole, in subcommittees?
  - Face-to-face, webinars, surveys, etc.
- Is anyone missing from this group that needs to be invited to the table?
What's Ahead?

- The Advisory Group will meet monthly to consider distinct issues related to the certification and licensure system for Illinois’ superintendents.
- Advisory Group staff will work on compiling the information you have indicated and will present that in summary form.
- The next meeting will be in August, date and location to be determined.
- Any parting questions or comments?