

School Leadership in Illinois: Past, Present, & Future

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Timeline of Principal Preparation Redesign Efforts in Illinois 2000-2015

- 2000 Wallace Foundation grant to CSEP to launch the Illinois State Action for Education Leadership Project (IL-SAELP)
- 2001 Illinois Consortium for Education Leadership convened through IL-SAELP to develop an action plan for the state regarding leadership preparation
- 2004 IL-SAELP Executive Committee formed and membership in IL-SAELP grew to over 120 members representing professional associations, higher education, and school districts
- 2005 Art Levine's scathing report on the current state of principal preparation in the US.
- 2006 The Illinois Board of Higher Education convened the Commission on School Leader Preparation in Illinois Colleges and Universities. The Commission releases its final report *School Leader Preparation: A Blueprint for Change*
- 2006 Chris Koch becomes State Superintendent and works with IBHE to form a legislatively commissioned task force

Timeline of Principal Preparation Redesign Efforts in Illinois 2000-2015

- 2006 The Illinois School Leaders Taskforce was convened after a unanimous vote on the resolution by the general assembly
- 2008 The Illinois School Leader Taskforce releases their final report and ISBE and IBHE respond by forming 5 leadership redesign teams to develop an action plan
- 2009 ISBE and IBHE host regional meetings around the state to gather feedback on proposed changes to principal preparation
- 2010 Legislation signed into law – Public Act 096-0903
- 2011 Rules and regulations passed by ISBE and JCAR
- 2012 ISBE & IBHE begin accepting applications for new Principal Endorsement Programs
- 2014 ISBE ceased to grant Type 75/general administrative certificates
- 2015 ISBE and IBHE convene the Illinois School Leader Advisory Council to develop a 5 year strategic plan for the state to support principal preparation and development.

Key Elements of Illinois Public Act 096-0903

- Termination of programs leading to a Type 75 General Administrative Certificate
- Creation of a new Principal Endorsement attached to a Professional Educator License
- Requirement of a formal university/district partnership that is involved in the design, delivery and improvement of the program
- Selective admissions criteria for students applying to principal endorsement programs
- PK-12 licensure structure and required experience by candidates across the grade span
- Year-long, performance-based internship with specific leadership experiences required
- Competency-based assessments with a standardized scoring rubric
- Collaborative supervision of candidates by a qualified and trained faculty supervisor and mentor principal
- An 8-hour Principal as Instructional Leader Exam administered by ISBE.

I-PREP Study Design

- Mixed-methods approach
 - Statewide scan interviews with approved principal preparation programs and selected stakeholders - **COMPLETED**
 - Site visits with 12 universities/non-profit leadership organizations, and one of their district or community partners – **5 sites COMPLETED**
 - Document Review – **IN PROGRESS**
 - Online survey of all approved principal preparation programs – **COMING UP**

Benefits

- More rigorous programs and selection of candidates
- More authentic and practical principal preparation
- Better preparation to work with all students
- Deeper, more collaborative partnerships
- Consistently higher standards statewide

Challenges and Concerns

- Reduced enrollments in nearly all redesigned programs
- Reduced racial and gender diversity in candidates
- Resource limitations
 - Program, district, and principal candidate level
- Increased number and specificity of requirements

Future Outlook on Policy

- Positive outlook on the short- and long-term impacts
 - Better prepared school leaders and improved student achievement
- Concerns about narrowing principal pipeline
- Concerns about program sustainability
- Shift from academic to practical, applied principal preparation training

Similar Themes as from Scan

- Attracting stronger and more intentional candidates
- Anticipate better qualified graduates
- Stronger and more involved partnerships
- Meaningful internship experiences
- Enhanced focus and practical experience with EC, ELL, & SpED
- Concerns about enrollment drop
- Some challenges meeting all internship requirements
- Increased demand for more faculty and time, yet have smaller cohorts

New Themes from Site Visits

- Mentoring → providing mentoring training; challenge finding qualified mentors for some; primary mentor with secondary mentors for specialized areas
- District incorporating new program in their leadership succession planning
- Recruitment strategy → classes in multiple locations to increase convenience; new cohort is more diverse
- District coordinates internship experience
- Districts have greater confidence in graduates of new program

Conclusions

- In spite of challenges, there is a generally positive outlook regarding new policy's goals and its future impact
 - Better prepared school principals
 - Improved student achievement and more successful schools
- Efforts continue to find solutions to challenges
 - Illinois School Leadership Advisory Council (ISLAC), LINC Advisory Council, ISBE, IL-PART study on internships

Illinois School Leader Advisory Council

- **Making good on the promise of Illinois PA96-0903 (2010)—improving school performance through:**
- A targeted principal endorsement: P-12
- Partnerships with school districts
- Selective admissions criteria
- A performance-based internship
- Collaborative academic/practitioner support for candidates



The ISLAC charge

- develop a *five-year strategic plan* detailing how Illinois will systemically achieve a statewide approach to preparing and supporting school leaders through effective programs to provide high quality school leadership in every school in the state, regardless of location.



Two central questions for ISLAC

- What do school leaders do that leads to significantly improved student learning?
- How can Illinois provide the **systemic supports** that ensure all new school leaders are learning what they need to improve student academic performance in all Illinois schools?
- Addressed in six meetings in 2015: broad membership of stakeholder groups state-wide (handout)



ISLAC findings: key themes

- **Leadership Talent Pipeline:** robust system of recruitment and succession planning
- **State-level Leadership:** a state-level “Office of School Leadership” with inside/outside structure
- **Communities of Practice and Continuous Improvement:** implications for data systems and networked communications (NICs—Bryk, et al.)
- **Clinical Experience:** The critical importance of high-quality clinical experiences (resource implications)



TEACH LEAD

- Through Teach to Lead the USDOE hopes to *encourage, support* and *spotlight* ambitious commitments to improving outcomes for students through authentic teacher leadership.
- Teach to Lead will work to support teacher leadership efforts that:
 - Increase pathways and opportunities for teachers to exercise leadership, especially those that allow teachers to continue to teach students on a regular basis
 - Elevate teacher voice and influence in policy and practice
 - Expand existing efforts and create models for the field of what teacher-led work can look like

Teach to Lead Summit

- Illinois State Teachers of the Year Proposal
- Kentucky Summit
- Leadership Lab- Three in nation
- Convened a Meeting at ISBE





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A Union of Professionals



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Illinois Board of Higher Education



Center on
GREAT TEACHERS & LEADERS
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Illinois Teacher Leadership Network

We are committed to:



- Increasing success for all students through teacher leadership in instruction, professional collaboration, policy, and advocacy.
- Changing the culture so that everyone understands, recognizes and promotes teachers as leaders.
- Promoting best practices in the development and utilization of teacher leaders.
- Finding the resources to provide the training and support to teacher leaders and administrators as they develop cultures of differentiated leadership.
- Providing opportunities for teacher leaders to become collaborative partners with multiple stakeholders in moving school communities forward.
- Improving practices in teacher leadership through a culture of continuous improvement.

Illinois P-20 Teacher and Leader Effectiveness Committee

Chaired by Dr. Erika Hunt and Ms. Audrey Soglin

Pam Reilly Consultant

Studying Teacher Leadership

- Examining the current “state” of teacher leadership in Illinois schools by documenting what is occurring in this arena throughout schools and districts and to identify the needs of districts in this area.
 - Field surveys – teachers, principals, superintendents, school boards
- Learning about the innovative teacher leadership programs at the district, school, higher education, and state levels.
- Making recommendations about the best practices in teacher leadership at the district and university levels.
- Studying the new Teacher Leadership Endorsement programs that Universities have been implementing.



Illinois Goes International

- Pam Reilly and Joe Fatherlee, part of the U.S. team of delegates chosen to represent at the 2015 International Summit on the Teaching Profession in Banff, Canada



United States Commitments



- Continue to work to increase the number of children with access to high-quality early learning and encourage teacher leadership in this regard.
- Work to increase access for learners of all ages to high-quality career and technical education and encourage teacher leadership in this regard.
- Convene a summit in the U.S. to highlight teacher leadership and expand leadership opportunities.



Iowa's TLC Program



- Program was enacted by the Iowa Legislation in 2013.
- Five year plan that 100% of all districts in Iowa will have 25% of their staff in a teacher leadership role.
- Increases the starting salary to a minimum of \$33,500.





Iowa's Teacher Leadership & Compensation Program



- **Attract promising candidates to the teaching profession by offering competitive starting salaries and offering short- and long-term professional development and leadership opportunities.**
- **Retain effective teachers by providing enhanced career opportunities.**
- **Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.**
- **Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.**
- **Improve student achievement by strengthening instruction.**

Author Information

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