

## Illinois Principal Preparation Programs

### **Definition of a partnership – go to Providence – culture of collaboration**

**Evidence of partnership may be met by the execution of a memorandum of understanding with one or more local school districts or other “local education agencies” as partners (Use federal grant definition of LEA).**

- a. Such an MOU will articulate the type of activities which the partnership engages in, and the resources devoted to them, to support principal preparation and development;
- b. the MOU must be signed by all partners, including representatives of the University leadership program and the district or LEA;
- c. the MOU will be filed with the university accreditation papers
- d. an annual report of partnership activities and resources will be published

### **Functions of a partnership**

1. Advise on areas of mutual interest.
2. Collaborate in the design of principal preparation programs.
  - a. Conduct school-based research
  - b. Resource sharing
  - c. Collaborative service and leadership on curriculum committees, search committees, and assessment committees between universities and local school districts
  - d. Orientation of adjuncts
  - e. Innovative course delivery
3. Collaborate in the placement and supervision of candidates.
  - a. Recruitment of candidates
  - b. Mentoring
4. Evaluate partnership

**Highly selective admissions processes** that emphasize such indicators as: (1) commitment and drive in supporting all students in achieving high standards of learning; (2) evidence of accomplished classroom instruction; (3) evidence of having taken significant leadership roles in the past; (4)

District University Partnerships

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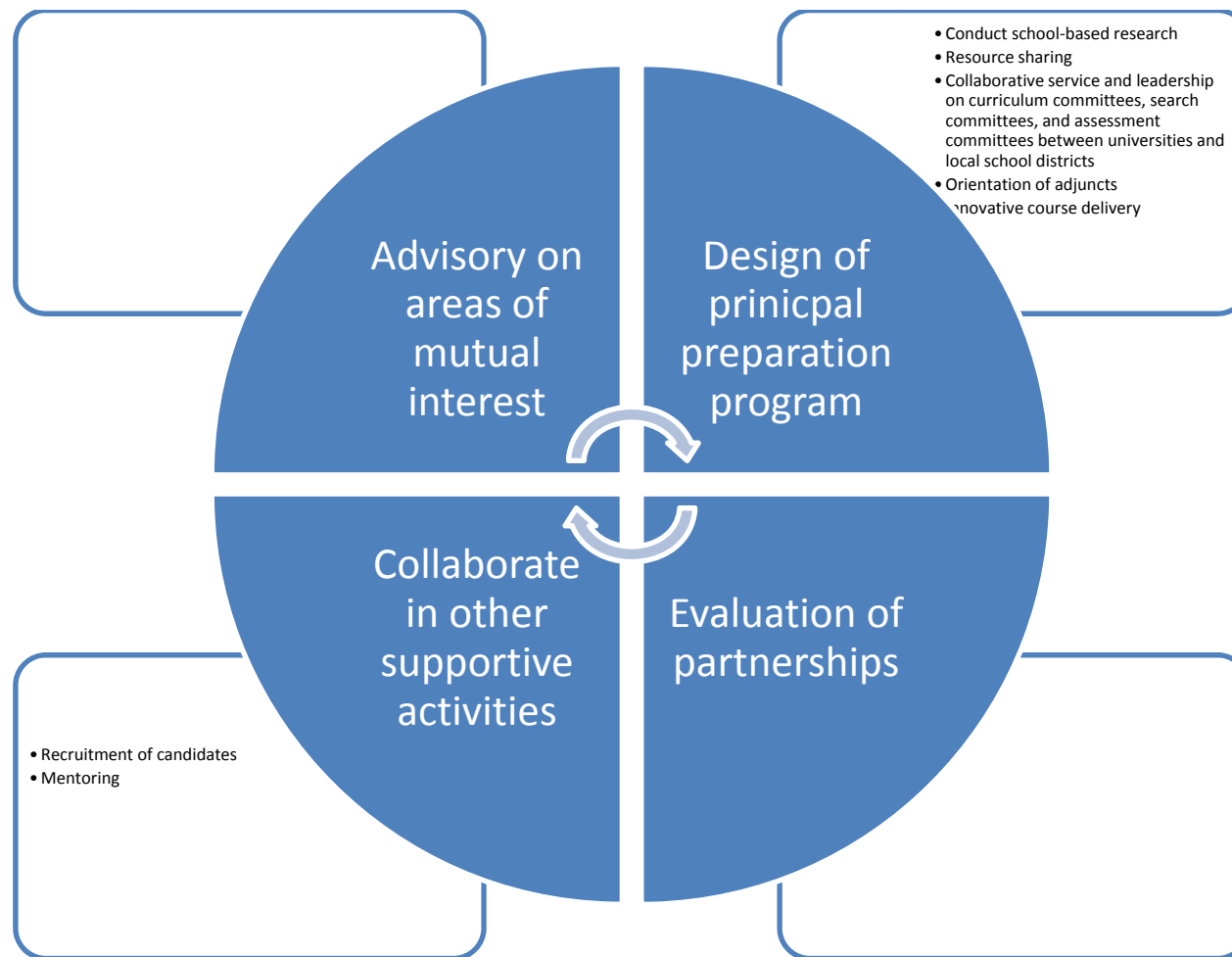
strong communications skills, oral and written; (5) analytic abilities and dispositions needed to collect and analyze data for school improvement; (6) demonstrated respect for family and community as essential assets in supporting student academic success; (7) strong interpersonal skills. For admissions processes to be sufficiently selective for the limited number of places in principal-specific endorsement programs, simple paper qualifications may not be enough, and candidate interviews should be strongly encouraged. ( Illinois School Leader Task Force Report, p. 8, Feb. 2008).

#### Minimum requirements

1. Teaching or other school personnel experience minimum of 4 years prior to final “residency” or internship
2. Entry portfolio based upon 7 points from IL School Leader Task Force Report, p. 9
3. Interview

#### Suggested “other” requirements to be determined by programs and their partnerships

1. 360 degree instrument that measures leadership potential
2. Letters of recommendation
3. Pre-requisite courses that would lead to a two-tiered admissions process
4. GPA
5. Standardized assessments designed as predictors of success in Graduate School such as GRE or MAT





**Characteristics of an effective partnership**