

September 22, 2016

Note to all Advisory Team members:

After the meeting adjourned, we heard from one of the Advisory Team members who participated via dial-in. It was Erika Hunt. Erika is from the Illinois Center for the Study of Education Policy within the College of Education at Illinois State University. A note from Erika appears below. It includes an invitation to Advisory Team members to join a webinar that she hosts. Below is the note from Erika:

At the end of the meeting, someone (I believe it was one of the chairs) requested that she would like to learn more about different clinical models and what needs to be in place to make them effective.

We have been piloting several models in Illinois including the full-year residency in Chicago Public Schools (with programs like New Leaders and University of Illinois at Chicago). We also are piloting a semester long internship with three high need districts and three university partners as part of a U.S. Department of Education grant. The semester long, full-time internship is structured like the full year but for half the duration and \$25,000 versus the \$75,000+ costs with the full year (see the attached document for some research that we have on this grant to date). We keep the costs lower by paying for a full-time substitute teacher for the semester. We have figured out how to do this and be in compliance with the affordable care act, teacher evaluation cycles, and recruiting high quality subs so as not to affect classroom instruction. We also are using it as a strategy for succession planning in districts, especially those with high leadership turnover. In addition to these models, you can see parts in our Illinois rules where we put in requirements for who can mentor the principal candidate, requirements for faculty supervisor, etc. (Section 25.337 Principal Endorsement (2013) - <http://www.isbe.net/rules/archive/pdfs/25ark.pdf>)

We offer to host a webinar for the Principal Preparation Advisory Team that talks about three things:

- 1) The full-time residency in place in Chicago Public Schools and what this looks like both at the University and the district level
- 2) The full-time semester-long residency that we are piloting through our U.S. Department of Education grant – we can bring in both a university and district partner to talk about this so that the advisory committee members get the full experience of what this looks like for both partners.
- 3) The requirements that we put in place in our state regulations that put in conditions and structure about the internship experience to lend some quality control (e.g., mentor principal requirement, university supervisor requirements, etc.)

Erika assembled a Doodle poll

<http://doodle.com/poll/d34msskbp2c7ghft>