CAMPUS SENATE AY 2006/2007
RESOLUTION 36-19

Proposal for Graduate Certificate in Pathways to the
Principalship for National Board Certified Teachers

WHEREAS, the E.D.L. Department has proposed a Graduate Certificate in Pathways to
the Principalship for National Board Certified Teachers [20 credit hours]; and

WHEREAS, the Graduate Council approved their request at the meeting of December
11, 2006;

THEREFORE, BE IT RESOLVED that the Campus Senate of the University of
Illinois at Springfield hereby approve the Graduate Certificate in Pathways to the
Principalship for National Board Certified Teachers.
A. Purpose

The EDL program would like to expand the existing Educational Leadership M.A. degree with a Type-75 General Administrative Certificate program (a program preparing graduate candidates for the principalship) and the Teacher Leadership M.A. degree with a National Board of Professional Teachers Assistance program (a program preparing experienced graduate teachers to become Nationally Certified) by offering a graduate certificate to National Board Certified Teachers – hereafter referred to as NBCTs who wish to obtain their administrative certification. The EDL program currently offers both the content infra-structure for the Type-75 General Administrative Certificate with IBHE, ISBE and the STCB approval and the online infra-structure to support this new offering. This is not an additional degree, merely an additional pathway of preparation for the principalship. This certificate will enable candidates to apply for a Type-75 General Administrative Certificate from the Illinois State Board of Education and obtain K-12 school leadership positions.

The Illinois State Action for Education Leadership Project (IL-SAELP) was issued a directive by Governor Rodney Blagojevich and the Illinois State Board of Education to make a recommendation on how to best utilize Nationally Board Certified Teachers in the State of Illinois. This group has done extensive research on what knowledge and skills NBCTs who already hold a master’s degree possess. Their recommendation was to empower these teachers with leadership skills and allow them to pursue an alternate route to their Type-75 General Administrative Certificates. One of the skill sets documented in the report includes curriculum design and instruction corresponding to EDL 511 Curriculum. Another skill set documented is educational research corresponding to EDL 505 Research. IL-SAELP also felt that NBCTs also held parts of other skill sets; for example, they have already demonstrated a vast knowledge of instruction, so they already have met some of the objectives from EDL 535 Supervision of Instruction. They have also demonstrated their abilities to understand and work within educational organizations, thus meeting some objectives of the EDL 509 Organizational Dynamics course. With this in mind IL-SAELP recommended that institutions developing programs for NBCTs should combine certain course objectives together...
creating totally new courses as each institution believed suitable. This is exactly what has been proposed with the Graduate Certificate Pathway to Type-75 Certification for National Board Certified Teachers.

<table>
<thead>
<tr>
<th>Existing EDL Course</th>
<th>Credits</th>
<th>Proposed Pathway Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 505 Research</td>
<td>4</td>
<td>Already demonstrated objectives</td>
<td></td>
</tr>
<tr>
<td>EDL 511 Curriculum</td>
<td>4</td>
<td>Already demonstrated objectives</td>
<td></td>
</tr>
<tr>
<td>EDL 502 School Law</td>
<td>4</td>
<td>EDL 536 Leadership Ethics and the Law</td>
<td>4</td>
</tr>
<tr>
<td>EDL 503 School Finance</td>
<td>4</td>
<td>EDL 537 Financial Practices in Leadership</td>
<td>4</td>
</tr>
<tr>
<td>EDL 509 Organizational</td>
<td></td>
<td>EDL 538 Organizational Leadership</td>
<td>4</td>
</tr>
<tr>
<td>Dynamics</td>
<td>4</td>
<td>EDL 539 School Culture and Governance</td>
<td></td>
</tr>
<tr>
<td>EDL 519 Principalship</td>
<td>4</td>
<td>{Some of both (EDL 519 &amp; 525) course objectives have been demonstrated}</td>
<td></td>
</tr>
<tr>
<td>EDL 525 Supervision of</td>
<td></td>
<td>EDL 540 Leadership Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Instruction</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDL 526/527 Clinical</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiences</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td>32</td>
<td>Total Hours</td>
<td>20</td>
</tr>
</tbody>
</table>

The purpose of this Type-75 General Administrative Certificate for Nationally Board Certified Teachers is to prepare collaborative, proactive educational leaders committed to improving the quality of educational leadership knowledge in a variety of organizational contexts. It is designed to acquaint UIS students with the fundamental issues that impact Illinois elementary and secondary school districts.

The courses are delivered in a hybrid model consistent with UIS graduate level standards. The courses are characterized by lectures, text reading, discussions, and projects, with an emphasis on research and writing. Courses will focus on the standards developed by the Illinois State Board of Education which must be met for the program to keep its accreditation status, which is currently fully accredited with no deficiencies noted.

A more complete and detailed list of objectives can be found in the proposed course descriptions on page 2 of this document under C. Proposed Curriculum.
B. Target Audience

K-12 teachers who have achieved NBPTS Certification and wish to obtain a Type-75 General Administrative Certificate

Discussion:

The Illinois Principal’s Association and the Illinois Association of School Administrators are able to share a large number of job listings available for qualified administrative candidates. Candidates must hold a master’s degree, hold a Type-75 General Administrative Certificate from an approved program, and must pass an examination required by the State Board of Education.

Candidates of the Graduate Certificate Pathway to Type-75 Certification for National Board Certified Teachers must hold a master’s degree, and pass the examination required by the State Board of Education. However, to benefit the NBCTs, the EDL program would create a separate educational pathway for these candidates to receive their Type-75 General Administrative Certificate by designing a curriculum around the skills and knowledge they have already demonstrated as a result of their NBPTS certification. These skills would include enhancement of leadership skills, growth of their knowledge base in the legal and financial areas and clinical experiences that are directly related to administrative duties and responsibilities. There are approximately 1600 Nationally Board Certified Teachers in the State of Illinois. There are currently over 500 new NBPTS candidates awaiting their scores from the past year. These numbers verify the need for this program and that a ready pool of candidates is available to support this proposal. This will be expanded upon in Section E - Student Demand.

C. Proposed Curriculum

Overview

- Graduate Certificate Pathway to Type-75 Certification for National Board Certified Teachers
- Hybrid program utilizing the existing infra-structures of the on-campus Educational Leadership program and the online Teacher Leadership program (the content is from the Educational Leadership program for preparing principals and part of the course format would be identical to structure used in the Teacher Leadership program)
- 20 semester hour program (500 level courses)
- Students will complete one or two courses each semester. Students will not take other courses while enrolled in EDL 540. This leaves NBCTs the option of completing the entire program within one calendar year if they so choose.
Course sequence, design, development, and delivery would be as follows:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Credit</th>
<th>Course Title</th>
<th>Professor</th>
<th>Offered for the first time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 539</td>
<td>4</td>
<td>School Culture and Governance</td>
<td>Turner</td>
<td>Fall 2008</td>
</tr>
<tr>
<td>EDL 538</td>
<td>4</td>
<td>Organizational Leadership</td>
<td>Anderson</td>
<td>Spring 2009</td>
</tr>
<tr>
<td>EDL 536</td>
<td>4</td>
<td>Leadership Ethics and the Law</td>
<td>Noe</td>
<td>Spring 2009</td>
</tr>
<tr>
<td>EDL 537</td>
<td>4</td>
<td>Financial Practices in Leadership</td>
<td>Bogle/Phillips</td>
<td>Summer 2009</td>
</tr>
<tr>
<td>EDL 540</td>
<td>4</td>
<td>Leadership Practicum</td>
<td>Day</td>
<td>Fall 2009</td>
</tr>
</tbody>
</table>

Each of these courses will be written using the current EDL/MTL mapping and assessment system. Each course will be aligned to department, college and campus goals and mission and to professional standards for school leaders (ISBE). Course objectives, goals, assessments, outcomes, readings, activities, and texts would be listed in a common format.

**EDL 539  4  School Culture and Governance**

*Description*
Competencies, role, and responsibilities of the building principal. Elementary, junior high, and senior high principalships studied. Current research, issues, and problems considered. Applications of principles in the instructional setting. Includes current curricular and instructional practice through the supervisory role. This course is specifically for Nationally Board Certified Teachers.

*Goals and Objectives*
- Observe, analyze, and reflect upon practices of principals in their administrative, supervisory, and leadership roles
- Study the instructional leadership aspect of the principalship and develop a practical plan for supporting the learning community with an emphasis on student achievement
- Develop and carry out a data-driven improvement project within your school
- Demonstrate skills required in teacher observation including data collection and analysis, and conducting pre-observation and post-conferences with teachers
- Create a model teacher evaluation plan for a school district consistent with current legal requirements.

*Illinois Professional Standards for Principals*
Meets Standards 1, 2, 3, 4, 5 & 6
EDL 538 4 Organizational Leadership

Description
Structure and functions of an organization as a social system and of individual, group, and leadership processes and behavior within it. This course is specifically for Nationally Board Certified Teachers.

Goals and Objectives
- Describe the major theoretical approaches to organizations and their applications to leadership
- Describe and apply specific concepts and techniques for leading, motivating, communicating, resolving conflict, team building, and planning organizations
- Understand historical, philosophical, and sociological trends in the conceptualization of organizations
- Demonstrate improved critical thinking skills and capacity to analyze organizational behavior
- Become more self-reflective about your own roles in organizations and your assumptions about leadership
- Provide evidence of developed leadership skills through individual class participation, group work, and facilitation

Illinois Professional Standards for Principals
Meets Standards 1, 2, 3, 4 & 5

EDL 536 4 Leadership Ethics and the Law

Description
Examination of the legal aspects of public education; statutory and case law; rights and responsibilities of boards, administrators, teachers, and students; legal principles; and specific applications. This course is specifically for Nationally Board Certified Teachers.

Goals and Objectives
- Describe and understand ethical issues related to the leadership of organizations
- Identify and discuss current legal issues in education
- Articulate an understanding of policy development of educational issues
- Research educational issues and articulate a position regarding a complex educational problem
- Prepare reflection papers addressing critical issues
- Analyze complex education issues and reflect disparate points of view

Illinois Professional Standards for Principals
Meets Standards 1, 2, 3, 4, 5 & 6
EDL 537 4 Financial Practices in Leadership

Description
Sources of school revenue, analysis of expenditure policies, intergovernmental relationships, introduction to economics of education, trends, issues, and other aspects of school finance. This course is specifically for Nationally Board Certified Teachers.

Goals and Objectives
- Apply the basic concepts of public school funding at the local, state, and federal levels
- Use the concepts of school finance in analyzing the fiscal status of your local school system
- Demonstrate knowledge of equity and adequacy in school finance and how these concepts relate to the local, state, and federal guidelines
- Understand and apply the basic concepts of taxation, assessment, and tax collection at the local, state, and federal levels
- Analyze and compute the revenues and expenditures of your local school district
- Apply the principles of fiscal planning and budgeting

Illinois Professional Standards for Principals
Meets Standards 1, 3, 4, & 6

EDL 540 4 Leadership Practicum

Description
On-site practical experiences provides students with opportunities to work with administrative practitioners in the educational enterprise. These planned and supervised experiences must be worked out amount the faculty coordinator, on-site supervisor, and student. This course is specifically for Nationally Board Certified Teachers.

Goals and Objectives
- Work with an on-site supervisor and an on-campus faculty coordinator to analyze personal strengths and weaknesses creating a personal plan of action that addresses your overall skills, lessening any gaps and reducing any overlaps
- Cooperatively work with an on-site supervisor and an on-campus faculty coordinator to enact your personal plan of action
- Participate in periodic conferences with on-site supervisor and faculty coordinator
- Maintain a written log and journal of your clinical experiences
- Prepare an addendum report at the conclusion of the first 100 hours
- Prepare a final report in the required standard style and format of all EDL graduate courses

Illinois Professional Standards for Principals
Meets Standards 1, 2, 3, 4, 5 & 6
D. Relation to Degree Programs

This is not an additional degree, merely an additional pathway of preparation for the Type-75 General Administrative Certificate offered only to Nationally Board Certified Teachers. By using the content from the Educational Leadership Degree and the online infrastructure already in place from the Teacher Leadership Program, this unique graduate certificate can be offered to experienced teachers with master’s degrees who are Nationally Certified. Because this is a specifically targeted group, there is no speculation that this new option will hinder enrollment in the Educational Leadership or Teacher Leadership degrees.

E. Student Demand

There is a demand and need for school principals in the 21st Century who possess the instructional leadership skills demonstrated by National Board Certified Teachers.

Discussion:

The critical need for trained school administrators has been widely discussed by key educational policy groups, state and national legislators, and the media. The most recent Illinois State Board of Education annual report, Educator Supply and Demand in Illinois (2003), cites the need for more female and minority administrators. The report notes that, “over the last four years, the rate at which teachers and administrators have been leaving Illinois public schools has increased dramatically” (p. 5) indicating that it is UIS’s civic responsibility to prepare individuals to fill the employment gap being caused by the vast number of retirees and to prepare dynamic, qualified leaders to become principals. Using Nationally Certified Teachers who have proven strong loyalty to the educational system may relieve this employment stress and reduce the number of teachers and administrators leaving the Illinois school system. In addition the report emphasizes, “Increasing student enrollment through 2008 is likely to further exacerbate teacher and administrator demands” (p. 6). With the projected retirements across the state, the need for additional academic options leading to a Type-75 General Administrative Certificate is critical to the future.

The Illinois State University’s National Resource Board conducted a survey of NBCTs in the State of Illinois. The results indicated a demand (approx. 60%) from these teachers to provide a quality administrative program that could be completed in a year’s time with an online component. This translates into 960 individuals who have indicated an interest in this type of program. The Educational Leadership Program can meet this demand. There are no programs in the State of Illinois addressing this need, and there are relatively few educational programs that are equipped to even attempt to meet such a demand. At the most recent University Alliance meeting at ISU, there was a general consensus that the demand and need are there, and that UIS was the best equipped to meet the current demand and needs. With the cooperative demonstration and technological advancements UIS can provide, the EDL program is best prepared to pursue this educational endeavor.
With this survey in mind and considering the number of phone calls we have received from interested students and administrators, we project a group of 15-20 students at the onset of this program. We believe that these numbers will increase as other Nationally Board Certified Teachers learn of this program and this belief has historical support from previous MTL and EDL additions.

F. **Staffing and resource requirements**

The EDL faculty will fully develop the proposed five courses for the Pathway to the Principalship Graduate certificate. The courses will reflect the standards and indicators necessary to meet ISBE requirements. Instructional methodology and course assessments will be rewritten to reflect the new hybrid course delivery while continuing to maintain the requirements needed for ISBE approval.

Certificate proposal for additional resources:

**Budget:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Development</td>
<td>$30,000</td>
</tr>
<tr>
<td>(5 courses x $6,000 per course)</td>
<td></td>
</tr>
<tr>
<td>Faculty (1.0 FTE, tenure track position)</td>
<td>$45,000</td>
</tr>
<tr>
<td>Support costs (marketing, recruitment, travel)</td>
<td>$5,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$80,000</strong></td>
</tr>
</tbody>
</table>

A precedence has been set in the Educational Leadership program that new course development will occur at the rate of $6,000 per course. It would be beneficial as our programs continue to grow that we have qualified and adequate faculty to cover teaching courses. It has been stated repeatedly by faculty and staff outside the Educational Leadership program that the Educational Leadership program is understaffed. By allowing the Pathway graduate certificate to bring with it a new faculty member, this concern would be addressed. This instructor will teach two on-line classes and one on-campus class. The precedence in the EDL program has been set for professors to teach two on-line classes and one on campus. As such this instructor will teach an on-campus class currently being taught by an adjunct professor further enhancing the quality of instruction to our students.

G. **Administrative Issues**

1. **Responsible Administrative Unit** - College of Education and Human Services, the Educational Leadership Program, and Master of Arts in Teacher Leadership (MTL) program.

2. **Admissions** - The EDL program members who currently comprise the admissions committee would continue to act in the role of admitting candidates
into the Graduate Certificate Pathway to Type-75 Certification for National Board Certified Teachers. The committee would review applicants’ prior graduate experience verifying they have earned a master’s degree, have three years of teaching experience and hold a valid state teaching license. Candidates must meet the admissions criteria of a GPA of 3.00 on a 4.00 scale for full admission. They must provide copies of all graduate credits, degrees, and all other completed paperwork required by the UIS Admissions Office. The admissions committee would verify that the candidates have passed NBPTS certification. Applications will be received on a rolling basis.

3. **Advising** - will be handled through the existing structure of the EDL admissions process. When admitted, each candidate is assigned an advisor. A welcome letter indicates the advisor name and encourages regular visits with faculty advisors each semester before course registration.

4. **Tracking** - Members of the EDL program faculty have spent a great deal of time aligning the certification course content with the Unit Conceptual Framework Assessment Process developed by the University of Illinois at Springfield’s Council on Teacher Education which includes the critical points of assessment: admissions, pre-clinical, clinical completion requirements, post clinical, program completion and post-graduate follow-up.