

Principal Preparation Terms of Agreement District – University Partnerships

Admissions

1. A cohort model will be used with each cohort limited to a maximum of 20 aspiring candidates.
2. Students are to have approval of both the university and the district to be admitted to the program.
3. Candidates must sign an agreement to apply for positions in the district within one to four years following completion of the program or as positions become available. If positions are not available or, if as a result of extenuating circumstances, the district grants permission, candidates may apply outside the district. (Exemption: Cohort 1)
4. Courses and field experiences are co-designed and co-delivered by university and districts.

Curriculum Development and Delivery

5. Curriculum is always organized around “what do principals need to know and be able to do to improve student learning?”
6. Courses will be linked and unified to meet the unique needs of the students and districts.
7. Topical seminars will be provided to cover needed context that does not fit into any course.
8. Curriculum is organized around both case studies and authentic school experiences P-12.
9. Assignments should be designed to provide aspiring leaders the opportunity to practice authentic P-12 principal leadership activities.
10. Readings should be current and linked to practice.
11. Assessment of student work should model current, research-based best practices that:
 - a. Have clear expectations
 - b. Give extensive feedback
 - c. Provide opportunities for revision
 - d. Capstone projects/ presentations should be presented and evaluated collaboratively by district and university partners.
12. Course delivery should be based on adult learning theory and best practice understanding that:
 - a. Adults learn through doing.
 - b. Adults learn through reflection.
 - c. Adults learn through collaboration.
 - d. Adults learn through observation of expert practice.
 - e. Adults learn through thoughtful, written, individualized feedback.
 - f. Adults learn through job-embedded professional practice.

Financial Model

1. The financial structure and accountability should include an agreed upon contractual agreement between the district and university partners.
2. The financial commitment and accountability for aspiring candidates should include a contractual agreement between the university, district and aspiring candidate.

Administration

3. The program will follow the school district calendar when possible.
4. Organizational and managerial tasks will be distributed among the partners along logical lines.

Continuous Improvement

1. The program should be modeled after a professional learning community.
2. Feedback should be ongoing and multileveled, allowing decisions to be based on monitoring data.
3. Throughout the program, aspiring candidates should be evaluated based on evidence of appropriate dispositions, content knowledge, and authentic performances relative to the ISLLC Standards and the Educational Leadership Redesign Curriculum Project.
4. Once in a position of assistant principal or principal, graduates should be evaluated for their effect on student achievement.
5. The focus should be on developing relationships between university and district staff as well as aspiring candidates

University Representative

Date

School District Representative

Date

Cohort Participant

Date