

Title Page & Abstract

An Interview with Dr. David Turner

Part of the Abraham Lincoln Presidential Library
Education is Key – Educational Reform Act of 1985
Oral History project

Interview # E85-A-L-2014-038

Dr. David Turner, long-time Illinois principal who discusses the impact of Illinois landmark Educational Reform Act of 1985, was interviewed on the date listed below as part of the Abraham Lincoln Presidential Library's *Education is Key – Educational Reform Act of 1985* Oral History project.

Interview dates & location:

Oct. 13, 2014 Location: Abraham Lincoln Presidential Library, Springfield, IL

Interview Format: Digital audio

Interviewer: Philip Pogue, ALPL Volunteer

Transcription by: _____

Edited by: _____

Total Pages: _____ Total Time: 1:35 / 1.58 hrs

Accessioned into the Abraham Lincoln Presidential Library Archives on March 5, 2015.

The interview is archived at the Abraham Lincoln Presidential Library in Springfield, Illinois.

Transcript
being processed

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Abstract

David Turner, *Education is Key*, E85-A-L-2014-038

Biographical Information Overview of Interview: David Turner was born in Batavia, New York in 1943. Moving to Illinois to be on the family farm, he graduated from Monticello High School in 1961. Paul earned a BA from Eastern Illinois University majoring in science, and an MA and Ph.D. in Educational Administration from Illinois State University. David was drafted into the Army, and was commissioned after successfully completing the Officer Candidate School. He taught chemistry at Manteno High School from 1970-72, and then became a high school principal at Morrison, Illinois from 1972-75. He held the same position at Porta High School in Petersburg, Illinois from 1975-92. While at Porta HS, he was involved in the construction of a new high school. In 1992, David was selected to be the Executive Director of the Illinois Principals Association (1992-2004). He worked to establish Administrators Academy credit for all principals, monitored legislation through the Management School Alliance, which included school boards, school business officials, and school central office administrators, and assisted principals with legal matters and school contracts. Upon retiring from the IPA, David taught full time at the University of Illinois-Springfield in the area of Educational Leadership from 2004-14. He had earlier done this type of teaching at Illinois State University. In both cases, David worked with prospective new school administrators.

This interview covers the impact that the 1985 Educational Reform Act reforms had on principal, from the adoption of the legislation to 2014. David discusses the work he had to do as a principal at Porta during the first years of the 1985 Reforms. This included developing new teacher evaluations and required principal training on those instruments, developing learning goals and assessments, being a curriculum leader, and promoting staff development. As Executive Director of the IPA, David reviewed how those reforms changed over time and updated the impact of the reforms to prekindergarten, the Illinois Math Science Academy, Truant/Alternative Programs, Administrator Academy Courses, and School Report Cards. He also reviewed some of the newer reforms stemming from the Performance Evaluation Reform Act (PERA), the Chicago reforms of 1995, No Child Left Behind, Common Core and Race to the Top. Finally, he covered the philosophy at the University of Illinois-Springfield in working with prospective new principals.

KEY TOPICS: 1985 Educational Reform Act; educational staff development in Illinois; the Educational Service Centers; Regional Offices of Education in Illinois; Administrators Academy; challenges facing school principals; 51% rule and principals as curriculum leaders; training for prospective principals; Performance Evaluation Reform Act in Illinois; Chicago Reform Act of 1995; No Child Left Behind; Common Core; Race to the Top

Note to the Reader: Readers of the oral history memoir should bear in mind that this is a transcript of the spoken word, and that the interviewer, interviewee and editor sought to preserve the informal, conversational style that is inherent in such historical sources. The Abraham Lincoln Presidential Library is not responsible for the factual accuracy of the memoir, nor for the views expressed therein. We leave these for the reader to judge.

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