

**Loyola University Chicago**  
**Educational Leadership**  
**Practicum in School Administration – Building Level**  
**ELPS 562 – CPELL COHORT 2**  
**Fall 2011**

Wednesday 5 – 7:30 p.m  
Loyola University Chicago School of Education  
Meeting: Aptakisic Junior High – Library, Buffalo Grove, IL

**Professionalism in Service of Social Justice**  
**REVISED August 21, 2011**

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**Course Description:**

This course provides students with the acquisition and practice of leadership knowledge and skills through clinical experiences in educational administration under the direct supervision of a practicing administrator and a university professor. This CPELL section of ELPS 562 is suitable for the student seeking an Illinois Type 75 Administrative certificate and the Masters' degree in Instructional Leadership.

**Conceptual Framework:**

Loyola University Chicago's School of Education has adopted and embraced the conceptual framework: **Professionalism in the Service of Social Justice**. During the Practicum experience we will utilize this conceptual framework as a lens through which to examine students' leadership endeavors. Specifically, we will develop and honor the practice of leadership behaviors that promote just and equitable educational services to all members of our learning community. In particular, the following School of Education conceptual framework standards will be directly assessed using LIVE-TEXT:

- CF2: Candidates demonstrate knowledge and skills in a variety of school and professional settings. (Formative and Summative Reflections)
- CF3: Candidates demonstrate an understanding of issues of social justice and inequity. (School Improvement Plan Analysis)
- CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients. (Host administrator evaluation) (School Improvement Plan Analysis)
- CF6: Candidates demonstrate professional decision-making skills and behaviors in advancing social justice and service. (Formative and Summative Reflections)

**What is CPELL? What makes this cohort program unique?**

Funded by a grant through the U.S. Department of Education's Office of English Language Acquisition, Chicagoland Partners for English Language Learners (CPELL)'s

purpose is to provide a school-based comprehensive professional development program that will significantly improve classroom instruction for Limited English Proficient (LEP) children, or English Language Learners (ELLs). The project has multiple components. First, two cohorts of Instructional Leadership graduate students will be established to increase the number of school leaders who are experts in the educational needs of ELLs. Second, in partnership with local school districts, a community of 660 teachers and administrators of LEP students will be recruited from partner local school districts, and these individuals will have access to professional development on best practices for teaching and supporting ELLs, which will build capacity within the school districts to offer such services. This project is also distinctive in that it places an emphasis on developing ELL teacher leaders and advocates for LEP students. The research component of the larger project will focus on assessing the needs of our partner schools and evaluating the impact of interventions aimed at improving classroom instruction. Data will be used to ensure that English Language Learners have access to and can obtain high academic achievement as demonstrated by local and state achievement measurements. Finally, a parent component will be implemented to provide parents of ELL students opportunities to support their children's learning and provide access to multiple support systems.

### **Textbooks:**

The following textbooks are required:

- Cloud, N., Genesee, F., Hamayan, E. (2009). *Literacy instruction for English language learners: A teacher's guide to research based practices*. Heinemann.
- Green, T. (2009) *Your first year as a principal: Everything you need to know that they don't teach you in school*. Atlantic Publishing.

Books are available at the Loyola Bookstore – [www.luc.edu](http://www.luc.edu). Link to the WTC bookstore.

### **Things you need to find and bring to class:**

- You will need to have access to, and be familiar with, BLACKBOARD – Loyola University Chicago's electronic classroom.
- You must register your LIVETEXT account. You must register with your Loyola University Chicago email address for this LIVETEXT account to work.
- Please check your Loyola email regularly or use PAM services.

### **Course Objectives**

Under the direction of a host administrator and a university professor, students will demonstrate the following:

#### **Type 75 Certification at the Building Level (Master's Degree) –**

- ELCC 1.1: Develop a School Vision of Learning; ISBE 1I
- ELCC 1.2: Articulate a School Vision of Learning; ISBE 2A, 2I, 2O, 2W
- ELCC 1.4: Steward a School Vision of Learning; ISBE 1E, 1O
- ELCC 2.1: Promote a Positive School Culture; ISBE 2A, 2N
- ELCC 2.2: Provide Effective Instructional Program; ISBE 2E, 2V, 2W
- ELCC 2.3: Apply Best Practice to Student Learning; ISBE 2H, 2Z

- ELCC 3.1: Manage the Organization; ISBE 3A
- ELCC 3.2: Manage the Operations; ISBE 3I
- ELCC 3.3: Manage the Resources; ISBE 3M
- ELCC 4.1: Collaborate with Families and Other Community Members; ISBE 4A, 4G
- ELCC 4.2: Respond to Community Interests and Needs; ISBE 2U, 2Y; Loyola CF 4
- ELCC 4.3: Mobilize Community Resources; ISBE 4J
- ELCC 5.1: Acts with Integrity; ISBE 5J
- ELCC 5.2: Acts Fairly; ISBE 5D, 5J
- ELCC 5.3: Acts Ethically; ISBE 5D, 5G, Loyola CF 7
- ELCC 6.1: Understand the Larger Educational Context; ISBE 4A; Loyola CF3
- ELCC6.2: Respond to the Larger Educational Context; ISBE 6M, 6N; Loyola CF 2
- ELCC 6.3: Influence the Larger Educational Context; ISBE 2V, 2W, Loyola CF 6

### **Procedures/Requirements for Entry into the Practicum:**

- All candidates must be admitted to a graduate program in the School of Education at Loyola University Chicago.
- Candidates must be supported by a practicing school administrator who has more than three years of experience in the area he/she is supervising. The candidate must have written approval of the administrator of the host school. An application form is to be completed by the candidate and the host school administrator. This form is available further on in this syllabus and on the LUC School of Education website.
- The Practicum is a culminating experience; therefore, it should be one of the final courses taken in the degree program. Students are officially enrolled for a one-semester, three-credit hour course, ELPS 562.
- By mid-term of the semester preceding the semester for which the Practicum is requested students should apply to the Administration & Supervision Graduate Program Director.
- Following acceptance into the Practicum, before the end of the term preceding the Practicum semester, students will attend an orientation session with their assigned university professor. This orientation session will provide students with specific guidelines and expectations – this will occur on **Wednesday, April 27, 2011 from 5 – 7:30 p.m. at Aptakisic Junior High in the Library.**
- Students are expected to have concentrated time with their host administrator prior to the beginning of the Practicum semester, in order to facilitate experiences relevant to the opening of a semester at the host school.
- The Practicum is offered twice each year for Type 75/Masters' candidates—fall semester and spring semester **ONLY**.

## **Participant Expectations:**

### **1. The Practicum Student:**

- In order to meet a student's individual needs in a given situation, the university supervisor, the host administrator, and the student will collaboratively structure the role of the student. The student is required to keep a log and make reports to both the university supervisor and the host administrator. Visits at the school site allow the Practicum student and university supervisor opportunity to discuss concerns that might arise.
- The Practicum requires that the student work under the supervision of a practicing administrator for one semester on an average of eight (8) hours per week (100 total hours required). Following acceptance into the Practicum, before the end of the term preceding the Practicum semester, the student will attend an orientation session with his/her assigned university professor. This orientation session will provide the student with specific guidelines and expectations. Ideally, the student will be assigned a wide range of administrative duties and responsibilities with corresponding authority. Opportunities for the student to assume a leadership role or to participate/observe in the decision making process are encouraged.
- Practicum students are expected to take the initiative to broaden their professional experiences. They must be willing to put forth additional time and effort that is not required of other staff members, which often means arriving early and leaving late from their school site. It is expected that the Practicum student will seek to minimize any imposition on the host administrator by assisting the host administrator with as many duties as possible. Additionally, if a practicum student believes that an experience could be learned through a district administrator (such as an all-district ELL parent program or reviewing district ACCESS scores) the practicum student should take the initiative to make this happen. The host administrator should be aware of this arrangement.
- While the training of the Practicum student is essentially centered around the concept of "hands on learning," the professional growth of the Practicum student is fostered through reflective analysis of his/her skills in problem solving, application, and implementation of leadership skills.
- Practicum students must realize that in any given situation they may find themselves "in between" teachers and administrators. It is essential that they keep privileged information confidential.

### **2. The Host Administrator**

- The role of the host administrator includes recommending individuals for admission to the Practicum, on-site supervision for the student, meeting with the university supervisor, assigning administrative duties and tasks, guiding the student, and assessing progress of the student. It is recommended that the host administrator explain the function and duties of the Practicum student to the school faculty.
- The host administrator faces both challenges and opportunities in sponsoring the Practicum student. He/she has the opportunity to make a significant contribution to the field of education as a mentor for an aspiring administrator. Yet, the challenge for the host administrator is to put the student to work in ways that

make the student a valuable contributor to the school's operation and, at the same time, provide for the student's mastery of the many important competencies of a school administrator.

- In order to facilitate these opportunities and challenges, the Practicum student's experience should include:
  - ◆ a wide range of activities that help the student become acquainted with all the facets of the host administrator's work.
  - ◆ opportunities to observe the host administrator in a variety of situations.
  - ◆ duties of increasing responsibility.

**Please use the revised host administrator evaluation found in this syllabus and dated August 2011.**

### **3. The University Supervisor**

- Members of the Administration and Supervision Program area will provide overall guidance for the Practicum.
- The university supervisor oversees the Practicum student's experiences, provides on-site visitations (normally once at the beginning and once at the end of the Practicum) and schedules other meetings as deemed necessary. The first visit will be a formal discussion with the student and the host administrator to clarify the role of the host administrator, the experiences needed by the student, and the role of the university supervisor. The second (and any additional) visit(s) will be to observe the student and to talk with the host administrator regarding the student's progress.
- The university supervisor will provide the final grade for the Practicum student.

### **Course Requirements for all levels of Candidacy:**

1. **Practicum demographic form** To ensure that our students receive experience in a culturally diverse environment, we are required by our accreditation agencies to obtain demographic information about the Practicum sites. This form should be completed and returned to your university supervisor.

**If the total minority enrollment (i.e., Black, Hispanic, Asian/Pacific Islander, Native American) is less than 20%, then for one full day, the Practicum student should strongly consider shadowing an administrator at a culturally-diverse site.**

2. **Time:** The Practicum student will average eight (8) hours per week (a minimum of 100 total hours required) involvement in administration/leadership experiences at the school site. The Practicum experience should begin during the month prior to the beginning of the semester to allow for extensive experiences prior to the start of school, or during holiday break. These experiences will be designed to lead to competency in leadership and decision-making. These hours are exclusive of activities the student would normally engage in during his/her regular teaching or other work assignment. Please remember that 100 total hours is the minimum – the practicum student can clock more hours when opportunities avail themselves.

- ◆ Approximately, once per month during the course of the semester, the Practicum student will attend an on-campus session with other Practicum students and the university professor for a total of four (4) sessions. These group sessions will provide students with the opportunity for group reflection, processing, and networking on their Practicum experiences.
  - ◆ **Cohort ELPS 562 sessions for Fall 2011: Wednesdays, August 31, September 21, October 26, December 7, 2011. Sessions are from 5 – 7:30 p.m. at Aptakistic Junior High in the Library.**
3. **Logs:** Each week students will maintain a word-processed log for all practicum activities. This log will be submitted electronically via e-mail to the university supervisor on a weekly basis. Students will provide a paper copy of their logs, with supporting documentation attached, certified by their host administrators to the university supervisor at each cohort session.

**In general -**

- ◆ Logged hours may include time Practicum students spend in meeting with the university supervisor. They may also include on-site work on required projects, but not research or writing/typing of those projects.
- ◆ Logged hours may not include meetings, parent conferences, or other activities the Practicum student would normally engage in during his/her regular teaching (or other work) assignment.
- ◆ *Practicum students may not use bus duty, playground duty, or other supervisory assignments for more than 8 of their 100 total hours.*
- ◆ Prior experience MAY NOT be counted toward actual logged hours unless approved by the university professor supervising the Practicum.
- ◆ Workshop/Conference attendance may be used for a maximum of 6 hours, exclusive of travel time.

4. **Readings:** Over the summer, you should read both required textbooks. These textbooks will allow you to make the most of your experiences and apply theory to practice in a meaningful manner.

5. **Weekly Formative Journal Entries: (due each Tuesday (beginning 9/6/11) with Log via email and then in hard copies with signed Log each of the remaining three class sessions)** Students are expected to maintain an electronic journal that analyzes, summarizes, and reflects upon the activities and projects undertaken during the week. These should be e-mailed to the university supervisor (along with the weekly log) each week. A copy of the journal should also be given to the host administrator. Journal entries should be numbered consecutively for ease. The first entry should contain directions to your school, your work schedule, the best time(s) the university supervisor could visit your school and your home/school phone numbers, addresses, and e-mail addresses. **This first email entry is due Tuesday, September 6, 2011.**

- Journal entries are formal communications between the student, the host administrator, and the university supervisor and should be reflective of effective communication techniques. Therefore, they must be word-processed, double spaced, checked for spelling, and should follow proper rules of grammar. Each report should provide a record of the week's

activities and the time accorded each activity. – **Please note expanded rubric at the end of the syllabus.**

**Each entry will include the following components:**

- i. a brief summary of the administrative activities in which you were engaged;
  - ii. a reflective component of your reactions, insights, questions raised, thoughts, and/or connections of theory to practice. Your reflections may be positive or negative in nature;
  - iii. reflect on the role that collaborative relationships played in your work;
  - iv. reflect on the how your work affected or influenced student achievement and/or district culture; and,
  - v. describe how your practicum work helped you work toward *one or more of the ELCC/ISLLC standards and elements outlined in the attached rubric at the back of this syllabus.*
- o Additional activities may be added in order to personalize the experiences for the students; however, the student, the host administrator, and the university supervisor must collaboratively develop the final list of activities. A copy of the finalized list should be given to the host administrator and the university supervisor.

**Student Choice Projects (the content of the formative weekly journal entries):**

Students are required to be involved in at least one major\* and two minor activities from each of the four areas of the “Practicum Activities List” included with this document for a **minimum of twelve (12) activities** total during the Practicum semester. If the total minority enrollment on the Demographic Form is less than 20%, then the Practicum student may shadow an administrator in a culturally-diverse site for one full day. This activity may be included as one of the 12 required activities. In each case the student will document his/her involvement on the list by providing the notes taken, memos, etc. and by noting the activity name and number on the weekly log. The documentation from the activities will be delivered to the university supervisor at the four on-campus sessions.

\*The university has suggested the following activities should count as major (they are listed in bold on subsequent pages of this syllabus):

For **general administrative** students the major activities are: #s 13, 14, 15, 16, 22, 25, 26, 27, 28, 29, 44, 45, 46, 47, 49, 58, 60, 61, and 62.

**6. Required Project – SEPARATE PAPER:**

**Opening or Closing School** – In ADDITION to the above 12 required activities as a separate paper, the student must also be involved in either the opening or closing of school. (THIS IS IN ADDITION TO THE REQUIRED 100 HOURS.) Therefore, dependant upon the semester in which the Practicum is served, the student must participate in either opening the school year or develop a model for closing the school year. The CPELL Scholars serving a fall Practicum should develop a model for the process of ensuring that ELL students begin the year as smoothly as possible with all necessary services. This paper should be between 5 – 10 pages long and is due at the first meeting on **September 21, 2011.**

**7. School Improvement Plan Review (separate paper due 12/7/2011 –hard copy and uploaded into LIVETEXT) – please note revised expectations and expanded rubric**

As a building instructional leader, it is your responsibility to analyze student data and create recommendations, based upon these data, to improve student outcomes. This data-based decision making process is reported annually through the School Improvement Plan Analysis. This core assessment will ask you to apply the knowledge gained in this class to the analysis of the School Improvement Plan within your current school building.

**Part 1: An overview of the School Improvement Plan**

- a. Describe the context of your school.
- b. Describe the challenges that your school is currently facing.
- c. State your school's mission.
- d. Now, list two of the major school improvement plan (SIP) goals that are stated within your school's current school improvement plan. For each SIP goal describe how each SIP goal is:
  - Aligned with the school mission; (ELCC 1.1)
  - Reflects the current school context (ELCC 6.1) – Loyola CF 3
  - Addresses the need to improve student outcomes. (ELCC 1.4)

**Part 2: Analysis of Student Data and Subsequent Recommendations for Interventions**

Select one of the two goals from the SIP. For that goal area, analyze the current data that has informed the creation of this goal. These data can be student achievement data, student social/emotional outcome data or community needs assessment data.

- a. Display and analyze these data in a user-friendly manner.
- b. From this analysis, hypothesize whether or not the identified intervention in the current school improvement plan will be effective. Give reasons as to why you agree or disagree with the intervention.
- c. Based on these data, include your recommendations for change, additions, and/or deletions to the plan. Provide a rationale for these changes, additions, and deletions. If you determine that the already identified intervention is appropriate for the goal area, provide the rationale for the current intervention. (ELCC 3.2)

**Part 3: Involving the Community and the Needs of Diverse Learners**

1. For the intervention process you have identified in Part 2, make recommendations regarding the design and implementation processes that provide opportunities for families and community members to collaborate with the school. (ELCC 4.1) – Loyola CF 4
2. For the intervention process you have identified in Part 2, make recommendations regarding the design and implementation processes that respond to the diverse needs of students and therefore respond to community interests and needs. (ELCC 4.2)
3. Discuss funding needs for resources necessary for implementation that you may be able to secure from the school community. Describe how you will begin to mobilize these community resources. (ELCC 4.3.)

#### Part 4: Professional Development Needs

- a. For the intervention process you have identified in Part 2, describe the professional development needs that may need to be instituted in order to bring about successful teaching and learning.
- b. These professional development plans may be the one's currently listed within the SIP or maybe different from what is currently stated.
- c. Justify why you believe the current, or your suggested new, professional development plans must be addressed to bring about successful teaching and learning. (ELCC 2.3)

#### **8. Culminating Activity—A Reflective Analysis (separate paper due 12/7/2011 – hard copy and uploaded into LIVETEXT: - please note expanded rubric**

At the final on-campus session the student will provide the university professor with a six to eight page paper in which he/she describes, analyzes, and synthesizes the Practicum experience through the lens of the conceptual framework of Loyola's School of Education – Professionalism in the Service of Social Justice. This is a reflective analysis, written in the first person, in which the student reflects on his/her learning, personal and professional outcomes and benefits, and understandings of the application of leadership theories. Depending on the certification you are seeking, you should also reflect upon your learning related to the ELCC/ISLLC Principal Standards and *specifically to the standards and elements described in the attached rubric used in the formative weekly journal entries*. The paper should be word processed, spell checked, and grammatically correct.

#### **Course Evaluation:**

**Evaluation by host administrator:** The host administrator will evaluate students at the end of their Practicum. *The evaluation instrument is attached to this document.* **Please use the revised evaluation instrument dated August 2011.** This confidential report will be submitted to the university professor and *will be taken into account for the purposes of grading; however, the professor has the final authority for issuing a grade in this course.*

**Evaluation by the university supervisor:** The course grade is a compilation of the following items:

- Reports of activities and weekly journals,
- Completion of *a minimum* of 100 clock hours engaged in activities as described in the practicum activities list that is part of this syllabus,
- Time logs signed and approved by the host administrator,
- Attendance at on-campus class sessions,
- Reflective weekly analysis of practicum experience as described above,
- Host administrator evaluation,
- Required projects:
- *TYPE 75* – open or close of school **and** analysis of school improvement plan **and** final reflective analysis.

**Written assignments will be evaluated on the basis of:**

- Conformity with the assignment directions (analyze, summarize, insights, connection to leadership theory, connection to ELCC standards – use the rubrics as your guide),
- Thoroughness of topic and presentation,
- Application of course concepts,
- Effectiveness of expression, and,
- Mechanics of writing.

**No project will be accepted more than one week after its due date. Late assignments will result in grade reduction.**

A final letter grade will be issued by the university supervisor. The practicum in Educational Administration, whether for the initial type 75 is the culmination of all coursework and is the capstone experience of the administrative program. By virtue of the work accomplished and its inherent responsibility, it is the expectation that students will exhibit maturity and professionalism in their work, whether it be at the practicum site, or in the completion of all assignments. It is the expectation that written assignments will be submitted on specific due dates. Failure to do so will result in a lower grade. In the event any of the aforementioned assignments/projects are late, not completed, or do not meet criteria for writing expectations, the course grade will be reduced by ½ (one-half) of a letter grade, i.e., from A to A-, to B+, to B, to B-, and so on.

Failure to complete a minimum of 12 activities or complete less than 100 clock hours will result in an Incomplete. An incomplete (I) may be issued by extenuating circumstances. In this case, a student must complete all work in ELPS 562 NO LATER THAN the term or semester following his/her registration in the course. Failure to complete the requirements in the semester following his/her registration in course will result in the student needing to re-register in the course.

**Levels of Experience:**

Students are encouraged to participate in a range of experiences, to include the following:

- **Observation:** Students are present during the administrative or supervisory activities but not involved in a significant way. (Ex. administrative council meetings, committee meetings, discipline hearings, parent conferences, school board meetings if the goal is to observe the interactions between administrators and the board or members of the community, faculty meetings in schools other than that of the student, special education multidisciplinary conferences).
- **Interviews:** Students interact with administrators or external agencies (in the case of the superintendent/Doctoral candidate) regarding areas of administrative activity or theory.
- **Minor participation:** Students are involved on a limited basis in administrative activities, ordinarily with the goal of gaining familiarity with those areas of responsibility.
- **Major participation:** Students plan, develop, implement, and evaluate administrative or supervisory activities or programs.

***Note:** Even though students are assigned to one host administrator, they are strongly encouraged to seek activities that provide them with a range of administrator models, both in terms of administrative responsibilities as well as leadership styles. The student is encouraged to seek out district level administrators for guidance when appropriate.*

### **Course Sequence:**

- ◆ Students meet on campus as a whole group with the university professor four times during the semester. **Wednesdays, August 31, September 21, October 26, December 7, 2011. Sessions are from 5 – 7:30 p.m. at Aptakasic Junior High in the Library.**

### **Diversity:**

In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory, instructional leadership and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.

### **Technology:**

The information pertinent to school organizations and instructional leadership constantly changes. Therefore, throughout the course, students will develop and practice skills in locating and using on-line resources critical to these topics. All students MUST register their LIVETEXT account. Students must use their Loyola University Chicago email to register this account. Failure to register one's LIVETEXT account will result in a student not being able to receive a final grade.

### **Academic Honesty**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

### **Accessibility**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

### **Harassment (Bias Reporting)**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

**Loyola University Chicago  
School of Education**

**PRACTICUM APPLICATION/AGREEMENT**

Date \_\_\_\_\_ Semester/Year for Practicum \_\_\_\_\_

<b>Student Name:</b>	<b>LUCID:</b>
<b>Position and Name of School:</b>	
<b>Address:</b>	
<b>City, State, Zip:</b>	
<b>Phone numbers:</b>	
<b>Work:</b>	<b>Home:</b>
<b>Work Email address:</b>	
<b>Home Email address:</b>	

<b>Academic Advisor:</b>
<b>Program Completion Date:</b>
<b>Hours completed at the END of current semester:</b>
<b>Host Administrator:</b>
<b>Host Administrator Administrative Certification Number:</b>
<b>School Address:</b>
<b>City, State, Zip:</b>
<b>Phone number:</b>
<b>Work:</b>
<b>Email address:</b>
<b>Work:</b>

<b>Student Signature:</b>	<b>Date:</b>
<b>Host Administrator Signature:</b>	<b>Date:</b>
<b>University Professor:</b>	<b>Date:</b>
<b>University Program Area Chair:</b>	<b>Date:</b>

## Personal Checklist for Practicum Students

This chart is designed to help students monitor individual progress and timely completion of all the requirements of their Practicum experience.

NAME: \_\_\_\_\_

REQUIREMENT	PROGRESS TO DATE	DONE
<b>Attendance:</b>		
• Orientation	4/27/2011	
• Cohort Sessions	8/31/11, 9/21/11, 10/26/11, 12/7/11	
<b>Practicum Application/Agreement</b>		
<b>Required Readings</b>	5/2/11 - but no later than 8/31/11 2 textbooks over the summer 2011	
<b>Demographic Form:</b>	9/21/11	
<b>Required Projects:</b>		
• Type 75/Masters: Opening of School Review & analysis of school improvement plan – <b>please note this assignment has been expanded</b>	<b>9/21/11 – new date</b> 12/7/11	
<b>Weekly Responsibilities:</b>		
• Log of Hours	E-mailed Every Tuesday – first log 9/6/11	
• Formative Weekly Journal Entry – <b>please note expanded rubric</b>	E-mailed Every Tuesday – first entry 9/6/11	
• On-campus 3X – Signed logs with hard copies of formative weekly reflections	9/21/11, 10/26/11, 12/7/11	
<b>Time:</b>		
• 100 hours minimum	As completed	
• 8 hours supervision (bus, lunch, etc) <b>max</b>	As completed	
<b>Activities List:</b>		
• 12 activities – 1 major & 2 minor per area	As completed	
• Written reflection w/each activity	As completed	
<b>Host Administrator's Evaluation: please use revised form dated August 2011</b>	2 <sup>nd</sup> site visit or as completed	
<b>Culminating Activity:</b>		
• Reflective Analysis – 6-8 page minimum – <b>please note expanded rubric</b>	12/7/2011	

## ELPS 562 Practicum Demographic Information

To ensure that our students receive a variety of experiences, we are required by our accreditation agencies to obtain demographic information about the schools/districts where our students do their clinical experience (Practicum). Please complete the information requested below as it pertains to your school and to your district and return it to your ELPS Practicum supervisor.

**Name of Practicum Student:** \_\_\_\_\_

	<b>District</b>	<b>School</b>
Name		
Enrollment		
White (%)		
Black (%)		
Hispanic (%)		
Asian/Pacific Islander (%)		
Native American (%)		
Low Income Students (%)		
Students w/Limited English Proficiency (%)		
Students with Special Needs (Include all students with an IEP) (%)		

This information may be obtained from the Fall Housing Report submitted annually to ISBE. If not available for the current year, use information from the previous year's report or the Illinois School Report Card. If the total minority enrollment (i.e., Black, Hispanic, Asian/Pacific Islander, Native American) is less than 20%, the Practicum student should strongly consider shadowing an administrator at a culturally-diverse site for one full day.



## Practicum Activities List General Administrative

Students will complete and document **at least 12** of the activities that are listed below under the four Administrative Areas. Students must select at least one major and two minor activities under each area, and will document completion dates on this list. Activities are also to be noted on the student's logs and on written reports with supporting data, which must be submitted to the university supervisor. A copy of this completed form should be submitted to the university supervisor at the conclusion of the Practicum.

**Name of Practicum Student:** \_\_\_\_\_

**Semester:** \_\_\_\_\_ **Site of Practicum:** \_\_\_\_\_

### Administrative Area: Instructional Leadership

#### ACTIVITY NUMBER AND DESCRIPTION

1. Prepare a memo to teachers on a school concern.	
2. Prepare a weekly bulletin for the school faculty.	
3. Interview two substitute teachers about the problems they encounter in their work.	
4. Critically discuss the tests used for psychological testing with the school psychologist.	
5. Observe either a real or mock interview between a principal and a teacher candidate	
6. Observe two different meetings regarding special education placements: Multi-disciplinary conferences, IEP meetings, or other special meetings between school personnel (and parents, if appropriate).	
7. Interview the parent of a child with a disability.	
8. Interview the coordinator of pupil services (or special education coordinator)	
9. Arrange/observe an orientation for new teachers/staff.	
10. Develop programs to reduce absenteeism, tardiness, and/or behavioral problems.	
11. Interview the principal/assistant principal and discuss the strategies used in dealing with conflicts that arise among teacher/student/parent/support-staff relationships.	
12. Help formulate staff/personnel policies.	
<b>13. Assist in the assignment of staff/personnel.</b>	
<b>14. Schedule assignments.</b>	
<b>15. Communicate the objectives of the organization's program to the staff.</b>	
<b>16. Plan recognition activities to develop esprit de corps among the staff</b>	
17. Other: (discuss with host administrator and university supervisor to get prior approval) Explain the activity	

**Administrative Area: Development/supervision of Curriculum**

**ACTIVITY NUMBER AND DESCRIPTION**

18. Attend two curriculum council meetings.	
19. Schedule an assembly that has application for the instructional program.	
20. Interview the gifted coordinator regarding the district (Pk-12) gifted program.	
21. With a principal at each level, discuss the district's textbook cycles of major subject areas.	
<b>22. Discuss/Evaluate curriculum in a particular academic area in terms of outcomes set by the school or district.</b>	
23. Observe/Assist with creating the master schedule.	
24. Discuss with other principals and/or district personnel plans to coordinate educational programs across schools.	
<b>25. Solicit and coordinate parent volunteers and cooperation in school committees, tutor pool, health services, etc., and other activities.</b>	
<b>26. Observe classroom instruction (pre-conference, observation, post-conference).</b>	
<b>27. Advise professional staff regarding classroom management.</b>	
<b>28. Plan and conduct in-service programs for professional staff.</b>	
<b>29. Stimulate and provide opportunities for professional growth.</b>	
30. Other: (discuss with host administrator and university supervisor to get prior approval) Explain the activity.	

**Administrative Area: Organization/Coordination of Academic Programs**

**ACTIVITY NUMBER AND DESCRIPTION**

31. Review the current faculty handbook and make at least two suggestions for changes.	
32. Review the current student/parent handbook and make at least two suggestions for changes.	
33. Attend two discipline conferences between students, parents, and administration.	
34. Observe the school nurse's procedure for immunization record keeping, dealing with student medical concerns, and other aspects of the nurse's job description.	
35. Interview the principal's secretary regarding office procedures.	
36. Observe the process for ordering, receiving, and distributing supplies.	
37. Observe the new student registration and orientation process.	
38. Discuss with the building administrator (or other person in charge) how he/she monitors or oversees the free lunch program to ensure that appropriate students receive lunches.	
39. Review the disciplinary process, including the process for expulsion. Explain how due process is ensured.	
40. Review the racial/sexual composition of student groups and the compliance of the school with the provisions of Title IX.	
41. Review the testing programs required by the state or otherwise requested of the school.	
42. Discuss with the building administrator how he/she keeps informed about new techniques (i.e., computer technology, human relations) and how they might affect various staff elements.	
43. Discuss with the building administrator how he/she keeps informed about new state and/or federal mandates and how he/she communicates this to teachers, students, and parents.	
<b>44. Coordinate the co-curricular program or work with a segment of it—student government.</b>	
<b>45. Develop a policy for student social activities.</b>	

46. Develop plans for conferring with local agencies (social, health, police, park district, town/village/city governing officials).	
47. Develop a program for the reporting of student assessment to the community.	
48. Other: (discuss with host administrator and university supervisor to get prior approval) Explain the activity.	

**Administrative Area: Leadership/School Management**

**ACTIVITY NUMBER AND DESCRIPTION**

49. Develop/administer policies for parent/community participation in schooling.	
50. Process parent complaints.	
51. Attend an executive board meeting of the local parent/teacher organization. (PTA/PTO)	
52. Attend a Local School Council meeting.	
53. Represent the school at a community organization meeting.	
54. Develop a plan to publicize student and staff accomplishments.	
55. Interview the superintendent regarding issues of concern to the district.	
56. Attend a faculty meeting to observe the interactive and leadership style of the principal.	
57. Observe the administrative council meeting, making note of agenda format, interactive activity, and leadership style of the superintendent.	
<b>58. Shadow a building administrator for one full day.</b>	
59. Discuss with the building administrator how he/she coordinates and oversees the use of school facilities by community groups (i.e., church, recreation, scouts, or other groups)	
<b>60. Conduct an orientation session for parents; develop a program for parents new to the school.</b>	
<b>61. Assist in conducting fire/tornado drills and the methods for reporting results of drills to appropriate authorities.</b>	
<b>62. Assess physical plant and equipment needs in terms of school goals and objectives.</b>	
63. Discuss with the building administrator how he/she involves the staff in administering the building budget.	
64. Other: (discuss with host administrator and university supervisor to get prior approval) Explain the activity.	

**HOST ADMINISTRATOR'S RESPONSIBILITIES**  
**Practicum in School Administration ELPS 562**  
**Loyola University Chicago**

1. Agree to supervise the student and meet with him/her to discuss Practicum expectations.
2. Sign the Practicum Agreement with the University.
3. Meet with the student and the university professor to discuss experiences and activities in the Practicum.
4. Introduce the student to the site staff and explain his/her role in the organization.
5. Assign administrative duties and tasks; guide the students; and assess progress of the student.
6. Schedule weekly conferences with the student to discuss his/her activities, to coordinate schedules or give directions, to talk over problems or share thoughts about situations in the work setting that can be helpful to the student, etc.
7. Sign the student's Weekly Log and Activities List to verify completion of designated activities.
8. Evaluate the student upon his/her completion of all course requirements.
9. The host administrator faces both challenges and opportunities in sponsoring the Practicum student. He/she has the opportunity to make a significant contribution to the field of education as a mentor for an aspiring administrator. Yet, the challenge for the host administrator is to put the student to work in ways that make the student a valuable contributor to the school's operation and, at the same time, provide for the student's mastery of the many important competencies of a school administrator.

In order to facilitate these opportunities and challenges, the Practicum student's experience should include:

- ▶ a wide range of activities that help the student become acquainted with all the facets of the host administrator's work.
- ▶ opportunities to observe the host administrator in a variety of situations.
- ▶ duties of increasing responsibility.

**Thank you for your willingness to assist in this important part of preparing future school administrators.**

**Evaluation by the supervisor in the Field for the P-12 Principal Candidate Practicum in Educational Administration- Loyola University Chicago – Revised August 2011**

**To:** The University Professor

**From:** The Host Administrator

**Name of Candidate:** \_\_\_\_\_ **Practicum Site:** \_\_\_\_\_

As the school site supervisor, please evaluate the extent to which the Practicum candidate has exhibited the competencies listed below by checking one of the corresponding boxes. This evaluation should represent the work the candidate has done in your building over the semester. The candidate must clock a minimum of 100 hours for the semester and complete 12 activities: 1 major and 2 minors from each of the four leadership domains.

**3=Excellent** – The candidate takes the lead role in planning, developing, and/or implementing the activity.

**2=Satisfactory** – The candidate supports the building administrator in planning, developing and/or implementing the activity.

**1=Unsatisfactory** – The candidate observed the building administrator in the activity but does not add ideas to the planning, developing and/or implementation of the activity.

**0 = Not able to evaluate**

<b>Standard and the Aligned Principal Activity</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>ELCC 1.1. Develop a School Vision of Learning</b> Activity 29: Stimulate and provide opportunities for professional growth <b>OR</b> Activity 58: Shadow a building administrator for one full day.				
<b>ELCC 1.2. Articulate a School Vision of Learning</b> Activity 15: Communicate the objectives of the organization to the staff <b>OR</b> Activity 47: Develop a program for the reporting of student assessment to the community.				
<b>ELCC 1.4. Steward a School Vision of Learning</b> Activity 28: Plan and conduct in-service program for professional staff <b>OR</b> Activity 65: Plan and implement a full faculty meeting at his/her school				
<b>ELCC 2.1 Promote a Positive School Culture</b> Activity 16: Plan recognition activities to develop esprit de corps among the staff <b>OR</b> Activity 27: Advise professional staff regarding classroom management				
<b>ELCC 2.2. Provide Effective Instructional Program</b> Activity 22: Discuss/evaluate curriculum in a particular academic area in terms of outcomes set by the school or district.				
<b>ELCC 2.3. Apply Best Practice to Student Learning</b> Activity 26: Observe classroom instruction (pre-conference, observation, post-conference).				
<b>ELCC 3.1. Manage the Organization</b> Activity 44: Coordinate the co-curricular program or work with a segment of it.				

<p><b>ELCC 3.2.Manage the Operations</b>  Activity 13: Assist in the assignment of staff/personnel  <b>OR</b>  Activity 62: Assess physical plant and equipment needs in terms of school goals and objectives</p>				
<p><b>ELCC 3.3.Manage the Resources</b>  Activity 14: Schedule Assignments  <b>OR</b>  Activity 66: Discuss with the building administrator how he/she constructs and/or prioritizes funds within the building budget.</p>				
<p><b>ELCC 4.1.Collaborate with Families and Other Community Members</b>  Activity 60: Conduct an orientation session for parents; develop a program for parents new to the school.</p>				
<p><b>ELCC 4.2.Respond to Community Interests and Needs</b>  Activity 46: Develop plans for conferring with local agencies (social, health, police, park district, town/city/governing officials).  <b>Loyola CF4</b></p>				
<p><b>ELCC 4.3. Mobilize Community Resources</b>  Activity 25: Solicit and coordinate parent volunteers in cooperation with school committees, tutor pool, health services etc., and other activities.  <b>OR</b>  Activity 61: Assist in conducting fire/tornado drills and the methods for reporting results of drills to appropriate authorities.</p>				
<p><b>ELCC 5.1.Acts with Integrity</b>  Candidate demonstrates this disposition throughout all practicum activities</p>				
<p><b>ELCC 5.2.Acts Fairly</b>  Candidate demonstrates this disposition throughout all practicum activities</p>				
<p><b>ELCC 5.3.Acts Ethically</b>  Candidate demonstrates this disposition throughout all practicum activities</p>				
<p><b>ELCC6.2.Respond to the Larger Educational Context</b>  Activity 45: Develop a policy for school social activities.</p>				
<p><b>ELCC 6.3.Influence the Larger Educational Context</b>  Activity 43: Discuss with the building administrator how he/she keeps informed about new state and/or federal mandates and how he/she communicates this information to teachers, students and parents.</p>				

Please note the candidate's areas of strength:

Please note the candidate's areas for growth:

Host Administrator's Signature: \_\_\_\_\_ Date:

Please return to Loyola University Chicago, 820 N. Michigan Ave, Chicago, Illinois 60611

**Building Assessment #4 Rubric – Weekly and Summative Reflections – revised August 2011**

Candidate:		Term:	Instructor:	
Score	Standard/Element	Target (3)	Acceptable (2)	Unacceptable (1)
	ELCC 1.1. Develop a School Vision of Learning ISBE 1I	Reflections describe how the candidate is developing a vision for the school on teaching and learning and how this manifested in the candidate's leadership behaviors.	Reflections describe how the candidate is developing a vision for the school on teaching and learning. The candidate does not describe how this manifested in the candidate's leadership behaviors.	The reflections do not describe how the candidate is developing a vision for the school centered on teaching and learning.
	ELCC 1.2 Articulate a School Vision of Learning ISBE 2A, 2I, 2O, 2W	Reflections describe ways in which school culture is assessed using multiple methods and implementation of context-appropriate strategies that capitalize on the diversity of the school community to improve school programs and culture.	Reflections describe ways in which school culture is assessed to improve school programs and culture using strategies that take into account the diversity of the school community	Reflections describe ways in which school culture is assessed.
	ELCC 1.4 Steward a School Vision of Learning ISBE 1E, 1O	Reflections describe initiating activities related to plans and/or processes for implementing the vision.	Reflections describe activities related to plans and/or processes for implementing the vision.	Reflections do not include activities related to plans and/or processes for implementing the vision.
	ELCC 2.1 Promote a Positive School Culture ISBE 2A, 2N	Reflections describe how the candidate creates opportunities for all faculty members to discuss issues surrounding building and/or classroom culture.	Reflections describe how the candidate creates opportunities for individual faculty members to discuss issues surrounding building and/or classroom culture.	Reflections do not describe how the candidate created opportunities for faculty members to discuss issues surrounding building and/or classroom culture.
	ELCC 2.2 Provide Effective Instructional	Reflections include discussions relative to	Reflections include	Reflections include

	Program ISBE 2E, 2V, 2W	recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.	discussions relative to a curriculum that fully accommodates learners' diverse needs.	discussions relating to curriculum.
	ELCC 2.3. Apply Best Practice to Student Learning ISBE 2H, 2Z	Reflections include discussion of how to use appropriate research strategies to promote an environment for improved student achievement through the clinical supervisory cycle.	Reflections include discussion of how to use research strategies to improve student achievement through the clinical supervisory cycle	Reflections include discussion on student achievement but not focusing on the clinical supervisory cycle.
	ELCC 3.1 Manage the Organization ISBE 3A	Reflections describe how the candidate coordinated co-curricular programs to include a diverse group of students.	Reflections describe how the candidate coordinated co-curricular programs. The reflections do not include how diverse learners were included.	Reflections do not describe how the candidate coordinated co-curricular programs.
	ELCC 3.2 Manage the Operations ISBE 3I	Reflections include discussion showing the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.	Reflections include discussion showing the ability to involve staff in conducting operations and setting priorities, using needs assessment, data, and group process skills, to communicate, and resolve conflicts in order to align resources with the organizational vision.	Reflections include discussion showing the ability to involve staff in conducting operations and setting priorities.
	ELCC 3.3 Manage the Resources ISBE 3M	Reflections discuss the candidate's understanding of how personnel are assigned to positions with regards to school	Reflections discuss the candidate's understanding of how personnel are assigned to	Reflections discuss the candidate's understanding of how personnel are

		mission, financial constraints, and student needs.	positions with regards to school mission and financial constraints, but not student needs.	assigned to positions with regards financial constraints but not school mission or student needs.
	ELCC 4.1. Collaborate with Families and Other Community Members ISBE 4A, 4G	Reflections discuss methods of how to involve families in the education of their children based on the belief that families have the best interests of their children in mind.	Reflections discuss methods of how to involve families in the education of their children.	Reflections discuss lack of parent involvement.
	ELCC 4.2. Respond to Community Interests and Needs ISBE 2U, 2Y	Reflections discuss use of appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.	Reflections discuss use of assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics	Reflections discuss use of assessment strategies to understand diverse school and community conditions and dynamics
	ELCC 4.3. Mobilize Community Resources ISBE 4J	Reflections discuss an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.	Reflections discuss the use of community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.	Reflections discuss the use of community resources.
	ELCC 5.1. Acts with Integrity ISBE 5J	Reflections demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.	Reflections demonstrate a respect for the rights of others and engage in honest interactions.	Reflections demonstrate a respect for the rights of others.
	ELCC 5.2. Acts Fairly ISBE 5D, 5J	Reflections demonstrate the ability to combine impartiality, sensitivity to student	Reflections demonstrate the ability to be sensitive to student diversity	Reflections demonstrate ethical considerations in their

		diversity, and ethical considerations in their interactions with others.	and ethical considerations in their interactions with others.	interactions with others.
	ELCC 5.3 Acts Ethically ISBE 5D, 5G	Reflections discuss the ability to make and explain decisions based upon ethical and legal principles.	Reflections discuss the ability to make and explain decisions based upon legal principles.	Reflections discuss the ability to make and explain decisions.
	ELCC 6.2. Respond to the Larger Educational Context ISBE 6M, 6N <b>Loyola CF 2</b>	Reflections demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.	Reflections demonstrate the ability to communicate with members of a school community concerning potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.	Reflections demonstrate the ability to communicate with members of a school community concerning potential changes in the environment in which the school operates.
	ELCC 6.3. Influence the Larger Educational Context ISBE 2V, 2W <b>Loyola CF 6</b>	Reflections discuss methods to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.	Reflections discuss methods to advocate for policies and programs that promote equitable learning opportunities and success for students.	Reflections discuss methods to advocate for policies and programs that promote success for students.

## Building Assessment #2 – School Improvement Plan Rubric – Revised August 2011

Candidate:

Term:

Instructor:

Score	Standard/Element	Target (3)	Acceptable (2)	Unacceptable (1)
	ELCC 1.1. Develop a School Vision of Learning ISBE 1I	The candidate describes the school mission. The candidate comprehensively describes how each of the two school improvement plan goals aligns with this school mission.	The candidate describes the school mission. The candidate describes how one of the two school improvement plan goals aligns with this school mission.	The candidate describes the school mission. The candidate does not describe how either of the two school improvement plan goals aligns with this school mission.
	ELCC 1.4 Steward a School Vision of Learning ISBE 1E, 1O	The candidate describes comprehensively how each of the two school improvement plan goals addresses the need to improve student outcomes.	The candidate describes comprehensively how one of the two school improvement plan goals addresses the need to improve student outcomes.	The candidate does not describe how either of the two school improvement plan goals addresses the need to improve student outcomes.
	ELCC 2.3 Apply Best Practice to Student Learning ISBE 2V	The candidate comprehensively describes and justifies the current or newly proposed professional development program that aligns with the chosen school improvement goal. The candidate describes how this professional development plan will bring about successful teaching and learning.	The candidate describes and justifies the current or newly proposed professional development program that aligns with the chosen school improvement goal. The candidate does not describe how this professional development plan will bring about successful teaching and learning.	The candidate describes the professional development plan. However, the candidate does not justify the current or newly proposed professional development program that aligns with the chosen school improvement goal. Nor does the candidate describe how this professional development plan will bring about successful teaching and learning.
	ELCC 3.2 Manage the Operations ISBE 4K	For the chosen SIP goal, the candidate displays and analyzes data in a user-friendly manner. The candidate hypothesizes whether or not the intervention will be effective with justification. Finally, based on these data, the candidate makes	For the chosen SIP goal, the candidate displays and analyzes data in a user-friendly manner. The candidate hypothesizes whether or not the intervention will be effective with justification.	For the chosen SIP goal, the candidate displays and analyzes data in a user-friendly manner. The candidate does not hypothesize whether or not the intervention will be effective with justification.

		recommendations and justifications for changes to the intervention if necessary or justifies why the current intervention is appropriate.	However, the candidate does not make recommendations and justifications for changes to the intervention if necessary or justifies why the current intervention is appropriate..	Additionally, the candidate does not make recommendations and justifications for changes to the intervention if necessary or justifies why the current intervention is appropriate.
	ELCC 4.1. Collaborate with Families and Other Community Members ISBE 4F, 6N <b>Loyola CF 4</b>	For the chosen SIP goal, the candidate makes recommendations regarding the design and implementation processes that provide opportunities for families and community members to collaborate with the school.	For the chosen SIP goal, the candidate makes recommendations regarding the implementation processes that provide opportunities for families and community members to collaborate with the school. However, the candidate does not make recommendations for the design processes that include families and community members to collaborate with the school.	For the chosen SIP goal, the candidate does not make recommendations regarding the design or implementation processes that provide opportunities for families and community members to collaborate with the school.
	ELCC 4.2. Respond to Community Interests and Needs ISBE 2I, 2W	For the chosen SIP goal, the candidate makes recommendations regarding the design and implementation processes that respond to the diverse needs of students and therefore respond to community interests and needs.	For the chosen SIP goal, the candidate makes recommendations regarding the design processes that respond to the diverse needs of students and therefore respond to community interests and needs. However, the candidate does not make recommendations for the implementation processes that respond to the diverse needs of	For the chosen SIP goal, the candidate does not make recommendations regarding the design and implementation processes that respond to the diverse needs of students and therefore respond to community interests and needs.

			students and therefore respond to community interests and needs.	
	ELCC 4.3.Mobilize Community Resources ISBE 4D, 4F, 4J	For the chosen SIP goal, the candidate describes the funding needs for the implementation and possible community resources that could provide such funding. The candidate comprehensively describes how to begin to mobilize these community resources.	For the chosen SIP goal, the candidate describes the funding needs for the implementation and possible community resources that could provide such funding. However, the candidate does not describe how to mobilize these community resources.	For the chosen SIP goal, the candidate does not describe the funding needs for the implementation and possible community resources that could provide such funding. Additionally, the candidate does not describe how to mobilize these community resources.
	ELCC 6.1. Understand the Larger Educational Context ISBE 4A <b>Loyola CF 3</b>	Within Part 1 of the assignment, the candidate comprehensively describes the context of the school. The candidate then describes for each of the two SIP goals how these goals reflect the current school context.	Within Part 1 of the assignment, the candidate describes the context of the school. The candidate describes only how one of the two SIP goals reflects the current school context.	Within Part 1 of the assignment, the candidate describes the context of the school. The candidate does not describe how either of the two SIP goals reflect the current school context.

## Supplemental Reading List:

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