



**Catholic Principal Preparation Program:
Master's Degree in Administration and Supervision
Loyola University Chicago**

Participant Handbook

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Catholic Principal Preparation Program: Master’s Degree in Instructional Leadership

Loyola University Chicago

Program Introduction

Catholic schools are at once places of evangelization, of complete formation, of enculturation, of apprenticeship in a lively dialogue between young people of different religions and social backgrounds. The ecclesial nature of the Catholic school, therefore, is written in the very heart of its identity as a teaching institution. It is a true and proper ecclesial entity by reason of its educational activity, in which faith, culture and life are brought into harmony.

-The Catholic School on the Threshold of the Third Millennium

Central to the mission of the Church is the work of Catholic schools. The National Standards and Benchmarks for Effective Catholic Elementary and Secondary Catholic Schools (NSBECS) state that “an excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school’s mission and vision.” The need for well-prepared leaders for Catholic schools is documented in numerous arenas as well as the challenges that face these leaders.

The Loyola University Chicago (LUC) Catholic Principal Preparation Program was designed to prepare future principals to meet the complex challenges of leading today’s Catholic schools. The LUC Catholic Principal Preparation Program is uniquely designed to ensure each principal candidate becomes a mission-driven, faith-based instructional leader within the Catholic School context. Upon completion of the LUC Catholic Principal Preparation Program, principal candidates will possess the knowledge, skills, and dispositions to be highly effective principals promoting the spiritual, academic and social-emotional growth of their students.

The LUC Catholic Principal Preparation Program is a three-year program, which leads to a Master’s Degree in Instructional Leadership and Illinois Principal Licensure Eligibility. Course work will focus on the unique aspects of the principalship of Catholic schools. The sixteen courses (48 semester credit hours) that embody this program include 4 one-semester internships and 12 classes of coursework with embedded field experiences and assignments. Courses focus on the pillars of the NSBECS: *mission and identity, governance and leadership, academic excellence and operational vitality*. Catholic identity is infused throughout the coursework.

The Loyola University Chicago Catholic Principal Preparation Program consists of a unique three-year coaching model. Starting with the first semester in the program, candidates are paired with coaches who meet with them weekly. From the start of the program, class assignments are job-embedded and candidates practice leadership skills.

This coaching model is based on the foundation of a “support team” to ensure candidates have the breadth of experiences to be able to lead. The support team is comprised of the candidate, the university

faculty supervisor, the coordinator of coaches, the internship mentor principal, and the internship coach. The internship coach is a veteran Catholic school administrator with a proven record for leading effective Catholic schools.

For each candidate, an On-boarding Plan, which will be continually updated and evaluated by the candidate support team, will be the vehicle to ensure that all candidates **observe** 100% of the activities, **participate** in 100% of the activities, and **lead** in at least 80% of the activities. The on-boarding plan has been aligned to the *National Standards and Benchmarks for Effective Elementary and Secondary Catholic Schools* (NSBECS), *Southern Regional Education Board* (SREB) Critical Success Factors, *Interstate School Leaders Licensure Consortium* (ISLLC) Standards and Functions, the Loyola Principal Preparation coursework, field experiences, and four-semester internship.

Features of the Program

- In-depth coursework focused on immediate application for transforming Catholic schools to create increased student outcomes within a faith-based context.
- Intensive coaching model for the entirety of the program
- Successful completion of the program leads to eligibility for licensure as school principal in the State of Illinois
- Program designed by Loyola's School of Education and community partners to ensure that all candidates acquire a solid foundation to be a Catholic school principal who is a mission-driven, faith-based instructional leader.
- Optional two-week summer course at Loyola University Chicago's Rome Campus to develop global leadership perspectives.

- **Catholic Principal Preparation Program: M.Ed. in Instructional Leadership**
Loyola University Chicago

Conceptual Framework based on the National Standards and Benchmarks for Effective Catholic Schools (NSBECS)

*Boyle, M., Morten, S. and Geurin, R. (2013)
Center for Catholic School Effectiveness
School of Education-Loyola University Chicago*



Catholic School Principal Competencies

The effective Catholic school principal demonstrates leadership in the following domains:

1. Mission and Identity

- 1.1 Builds and maintains a positive Catholic culture and environment in the school
- 1.2 Leads the community in worship, prayer and service
- 1.3 Provides a high quality religious education program staffed by qualified teachers
- 1.4 Collaborates with parents as the primary educator of their children

2. Governance and Leadership

- 2.1 Promotes innovation, change, and collaboration in achieving the Catholic educational mission
- 2.2 Understands Catholic school governance structures, especially the role of the parish pastor, pastoral council, parish finance committee, school board, Catholic Schools Office, and state Department of Education
- 2.3 Initiates, monitors, and evaluates the strategic planning process to fulfill the school's mission and position the school for the future
- 2.4 Recruits, selects, supervises, and evaluates school personnel in accordance with the Catholic mission of the school
- 2.5 Develops and maintains policies which are congruent with the local Catholic diocese and which support the mission of the school

3. Academic Excellence

- 3.1 Inspires and leads the school community toward academic excellence
- 3.2 Ensures that Catholic teaching and religious values are infused throughout the educational program
- 3.3 Utilizes data effectively to monitor and make changes in the instructional program
- 3.4 Develops programs to address the unique learning needs of students
- 3.5 Develops a professional learning community to support on-going professional and faith development of faculty and staff

4. Operational Vitality

- 4.1 Demonstrates effective stewardship of school resources through the development of both short term budgets and long-term financial plans
- 4.2 Creates a comprehensive development plan that explores additional sources of revenue (e.g., alumni giving, grants)
- 4.3 Develops enrollment management strategies to maintain and grow stable enrollment
- 4.4 Creates innovative marketing strategies to promote the school and its mission to a variety of stakeholders
- 4.5 Coordinates with a variety of external sources (local Catholic diocese, local educational agencies, and other government agencies) to access available public funds
- 4.6 Ensures the safety of the school through strategic facilities management

*Portions adapted from the Catholic School Leadership Framework
(retrieved 9-22-13 from http://www.creighton.edu/fileadmin/user/CCAS/departments/education/docs/CSL_Framework_10-12-07_01.pdf)*

Principal Preparation Program Course Work

There are sixteen courses (48 semester credit hours) that embody this program including 4 one-semester internships and 12 classes of coursework with embedded field experiences and assignments. The program is designed to be completed in two and a half years. In order to accomplish this, it is necessary for all candidates to attend school during the summer after Year 1 and Year 2. These courses are essential to the scope and sequence and all candidates should be aware of the time commitment during Summer Sessions I and II.

ELPS 481: Mission Driven Leadership for Principals

Catholic School Principal Competencies

1. Mission and Identity

- 1.1 Builds and maintains a positive Catholic culture and environment in the school
- 1.2 Leads the community in worship, prayer and service
- 1.4 Collaborates with parents as the primary educator of their children

2. Governance and Leadership

- 2.1 Promotes innovation, change, and collaboration in achieving the Catholic educational mission
- 2.3 Initiates, monitors, and evaluates the strategic planning process to fulfill the school's mission, actualize its vision, and position the school for the future

3. Academic Excellence

- 3.1 Inspires and leads the school community toward educational excellence
- 3.2 Ensures that Catholic teaching and religious values are infused throughout the educational program
- 3.3 Utilizes data effectively to monitor and make changes in the instructional program
- 3.5 Develops professional learning community to support on-going professional and faith development of faculty and staff

CIEP 442: Curriculum Development and Implementation

Catholic School Principal Competencies

3. Academic Excellence

- 3.1 Inspires and leads the school community toward educational excellence
- 3.2 Ensures that Catholic teaching and religious values are infused throughout the educational program
- 3.3 Utilizes data effectively to monitor and make changes in the instructional program
- 3.4 Develops programs to address the unique learning needs of students

CIEP 505: Literacy and Numeracy for Principals

Catholic School Principal Competencies

3. Academic Excellence

- 3.1 Inspires and leads the school community toward educational excellence
- 3.2 Ensures that Catholic teaching and religious values are infused throughout the educational program
- 3.3 Utilizes data effectively to monitor and make changes in the instructional program
- 3.4 Develops programs to address the unique learning needs of students

ELPS 482: School Supervision for Principals

Catholic School Principal Competencies

1. Mission and Identity

- 1.1 Builds and maintains a positive Catholic culture and environment in the school
- 1.2 Leads the community in worship, prayer and service
- 1.3 Provides a high quality religious education program staffed by qualified teachers

2. Governance and Leadership

- 2.4 Recruits, selects, supervises, and evaluates school personnel in light of mission
- 2.5 Develops and maintain policies which are in accordance with the local Catholic diocese and which support the mission of the school

4. Operational Vitality

- 4.6 Ensures the safety of the school through strategic facilities management

CIEP 431: Three-Tiered Interventions: Advanced Primary Supports

Catholic School Principal Competencies

1. Mission and Identity

- 1.1 Builds and maintains a positive Catholic culture and environment in the school
- 1.4 Collaborates with parents as the primary educator of their children

2. Governance and Leadership

- 2.1 Promotes innovation, change, and collaboration in achieving the Catholic educational mission
- 2.3 Initiates, monitors, and evaluates the strategic planning process to fulfill the school's mission, actualize its vision, and position the school for the future

3. Academic Excellence

- 3.1 Inspires and leads the school community toward academic excellence
- 3.2 Ensures that Catholic teaching and religious values are infused throughout the educational program
- 3.3 Utilizes data effectively to monitor and make changes in the instructional program
- 3.4 Develops programs to address the unique learning needs of students
- 3.5 Develops a professional learning community to support on-going professional and faith development of faculty and staff

4. Operational Vitality

- 4.5 Coordinates with a variety of sources (local Catholic diocese, local educational agencies, and other government agencies) to access available public funds

RMTD 404: Introduction to Education Statistics

Catholic School Principal Competencies

3. Academic Excellence

- 3.3 Utilizes data effectively to monitor and make changes in the instructional program

CIEP 466: Data-based Decision Making

Catholic School Principal Competencies

2. Governance and Leadership

- 2.1 Promotes innovation, change, and collaboration in achieving the Catholic educational mission
- 2.3 Initiates, monitors, and evaluates the strategic planning process to fulfill the school's mission, actualize its vision, and positions the school for the future

3. Academic Excellence

- 3.1 Inspires and leads the school community toward academic excellence
- 3.3 Utilizes data effectively to monitor and make changes in the instructional program
- 3.4 Develops programs to address the unique learning needs of students
- 3.5 Develops a professional learning community to support on-going professional and faith development of faculty and staff

4. Operational Vitality

- 4.2 Creates a comprehensive development plan that explores additional sources of revenue (e.g., alumni giving, grants)

ELPS 566: Principal Internship One

Catholic School Principal Competencies

All competencies are addressed

ELPS 483: Human and Fiscal Resource for Principals

Catholic School Principal Competencies

2. Governance and Leadership

- 2.2 Understands Catholic school governance structures, especially the role of the parish pastor, pastoral council, parish finance committee, school board, Catholic Schools Office, and state Department of Education
- 2.4 Recruits, selects, supervises, and evaluates school personnel in light of mission
- 2.5 Develops and maintain policies which are in accordance with the local Catholic diocese and which support the mission of the school

4. Operational Vitality

- 4.1 Demonstrates effective stewardship of school resources through the development of both short term budgets and long-term financial plans
- 4.2 Creates a comprehensive development plan that explores additional sources of revenue (e.g., alumni giving, grants)
- 4.3 Develops enrollment management strategies to maintain and grow stable enrollment
- 4.4 Creates innovative marketing strategies to promote the school and its mission to a variety of stakeholders
- 4.5 Coordinates with a variety of external sources (local Catholic diocese, local educational agencies, and other government agencies) to access available public funds
- 4.6 Ensures the safety of the school through strategic facilities management

ELPS 567: Principal Internship Two

Catholic School Principal Competencies
All competencies are addressed

CIEP 471: Foundations of Teaching English as a Second Language and Bilingual Education

Catholic School Principal Competencies

3. Academic Excellence

- 3.1 Inspires and leads the school community toward academic excellence
- 3.3 Utilizes data effectively to monitor and make changes in the instructional program
- 3.4 Develops programs to address the unique learning needs of students
- 3.5 Develops a professional learning community to support on-going professional and faith development of faculty and staff

ELPS 465: Instructional Leadership Cultural Context for Informed Decision-Making (Rome)

Catholic School Principal Competencies

1. Mission and Identity

- 1.1 Builds and maintains a positive Catholic culture and environment in the school
- 1.2 Leads the community in worship, prayer and service

CIEP 473: Instructional Leadership for Multicultural Schools

Catholic School Principal Competencies

1. Mission and Identity

- 1.4 Collaborates with parents as the primary educator of their children

2. Governance and Leadership

- 2.1 Promotes innovation, change, and collaboration in achieving the Catholic educational mission

3. Academic Excellence

- 3.4 Develops programs to address the unique learning needs of students

CIEP 432: Three-Tiered Interventions: Secondary and Tertiary Supports

Catholic School Principal Competencies

1. Mission and Identity

- 1.1 Builds and maintains a positive Catholic culture and environment in the school
- 1.4 Collaborates with parents as the primary educator of their children

2. Governance and Leadership

- 2.1 Promote innovation, change, and collaboration in achieving the Catholic educational mission
- 2.3 Initiates, monitors, and evaluates the strategic planning process to fulfill the school's mission, actualize its vision, and position the school for the future

3. Academic Excellence

- 3.1 Inspires and leads the school community toward academic excellence

- 3.2 Ensures that Catholic teaching and religious values are infused throughout the educational program
- 3.3 Utilizes data effectively to monitor and make changes in the instructional program
- 3.4 Develops programs to address the unique learning needs of students
- 3.5 Develops a professional learning community to support on-going professional and faith development of faculty and staff

4. Operational Vitality

- 4.5 Coordinates with a variety of sources (local Catholic diocese, local educational agencies, and other government agencies) to access available public funds

ELPS 568: Principal Internship Three

*Catholic School Principal Competencies
All competencies are addressed*

ELPS 484: Law, Policy, and Community for Principals

Catholic School Principal Competencies

2. Governance and Leadership

- 2.2 Understands Catholic school governance structures, especially the role of the parish pastor, pastoral council, parish finance committee, school board, Catholic Schools Office, and state Department of Education
- 2.5 Develops and maintain policies which are in accordance with the local Catholic diocese and which support the mission of the school

4. Operational Vitality

- 4.1 Demonstrates effective stewardship of school resources through the development of both short term budgets and long-term financial plans
- 4.5 Coordinates with a variety of external sources (local Catholic diocese, local educational agencies, and other government agencies) to access available public funds
- 4.6 Ensures the safety of the school through strategic facilities management

ELPS 569: Principal Internship Four

*Catholic School Principal Competencies
All competencies are addressed*

Loyola University Chicago Policies and Procedures

Jesuit education is founded on a 400-year tradition of academic excellence emphasizing the unique bond between teachers and learners. The School of Education prepares educators, administrators and school psychologists to be competent in the exercise of professional skills, to display a respect for diversity, to embrace distributive justice as social justice, and to recognize that education is a life-long process. Loyola University's School of Education seeks to develop professionals who use their scholarship to evaluate actions and decisions in light of their ramifications and impact on students, school organizations, and the broader community. We see the professionals of the future as thoughtful persons able to analyze situations, set goals, plan and monitor actions, evaluate results, and reflect on their own professional thinking.

Professionals are responsive to the long-term social and ethical implications of their decisions and actions. The School of Education develops persons of conscience devoted to the service of others. The faculty of the School of Education seeks to develop professionals able to develop and offer educational opportunities for children, adolescents, and adults that enable them to contribute to and benefit from the social, political, and economic opportunities in their lives and to promote social justice. Professional educators in service of social justice will: know the subjects they teach and how to convey content of those subjects to learners; engage in disciplined inquiry based on informed reason; reflect on experiences of self and others; consider alternative perspectives and pursue a problem-solving orientation; evidence respect for and ability to respond to differences in learners' personal, social, economic and cultural experiences; evaluate the effects of their decisions on others (learners, families, and other professionals in the learning community); provide learning opportunities to support all learners' intellectual, social, and personal development; possess the knowledge and skills to teach all learners well and with rigor; create a learning environment that promotes positive social interactions; be actively engaged in learning and self-motivation; and maintain standards of professional conduct.

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.

For additional academic policies and procedures refer to:
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/>

INCOMPLETE GRADES

Candidates are expected to complete all work for courses by the end of the term in which the courses were taken. However, if a candidate and the instructor make arrangements in advance, a candidate may receive a grade of "I" (Incomplete) at the end of the term. The candidate must complete the outstanding work and submit it to the instructor according to a schedule approved by the instructor.

The candidate **must complete** and submit all outstanding work to the instructor **within one calendar year** of the assignment of the "I" grade. The candidate and instructor must petition The Graduate School of Education for a change of grade after the one-year deadline. The Graduate School of Education will not approve a change of grade if the candidate does not complete and submit the work to the instructor within **one** year of the assignment of an "I" grade.

If the candidate completes and submits all outstanding work to the instructor within *one term* of the assignment of the "I" grade, the "I" grade will be erased from the student's record and the evaluative grade entered in its place (for purposes of incomplete grades, the summer sessions are counted together as one term). In all other cases, the "I" grade will remain on the student's record along with the evaluative grade (e.g., *I/B*).

EXTENSIONS AND LEAVES OF ABSENCE

It is recognized that some candidates may have a legitimate reason for not completing their degree requirements within the five-year time span (illness, family commitments, a major job change, etc.).

With sufficient reason, a candidate can request a **short time extension and/or leave of absence**. The latter, in effect, "stops the clock". This is done in the following manner:

- 1) Submit a formal request in writing to your advisor. The letter should specify the reasons for the request and should include the specific timetable the candidate intends to follow.
- 2) The advisor will send your letter and his/her recommendation regarding your request to the program director.
- 3) The program director will make recommendations to the appropriate dean regarding such requests. Normally, the dean follows the program director's recommendations.

The candidate will be notified in writing by the appropriate dean who will indicate whether the student's request has been approved. The candidate will also be informed of the length of the time extension and/or leave of absence. Normally, short extensions of time to complete program requirements are granted as long as the candidate has made satisfactory progress over the year prior to seeking the time extension. One common error candidates make is to assume, on the basis of informal discussions, that they can automatically extend their work beyond the time limit. In sum, **time extensions and/or leaves of absence must be documented in writing**.

Because of the cohort nature of this program, it should be noted that a candidate may not be able to enter classes upon the completion of a leave of absence due to the limited availability of cohorts.

DISPOSITIONS

Each course in the School of Education focuses on developing one or more professional dispositions. These dispositions, *Professionalism, Fairness, and the Belief that all students can learn*, are indicators of growth for different levels in the program. Students are offered opportunities to receive feedback on their dispositional growth in the areas. Full transparency will be critical to ensure that candidates are able to meet the expectations of the developmental disposition standards. The descriptions for the expected behaviors for the disposition(s) can be found on the rubric in Figure 1: Dispositions-Instructional Leadership.

Figure 1: Dispositions-Instructional Leadership

	Target	Acceptable	Unacceptable
PROFESSIONALISM			
<i>Candidate meets all deadlines</i>	Candidate meets all deadlines consistently.	Candidate meets deadlines with a few exceptions.	Candidate frequently does not meet deadlines.
<i>Candidate is able to work with peers on assignments</i>	Candidate consistently works with peers in a positive manner.	Candidate works with peers in a positive manner most of the time.	Candidate is unable to work with peers on assignments causing disruption to the group process.
<i>Candidate attends class and is punctual to class</i>	Candidate consistently attends class and is always punctual.	Candidate attends class and is punctual with a few exceptions.	Candidate frequently misses class and/or is often tardy.
<i>Candidate honestly and accurately cites other's work</i>	Candidate honestly and accurately cites other's work in a consistent manner.	Candidate honestly cites other's work but at times is not accurate with the exact citation.	Candidate misrepresents other's work as his/her own.
<i>Candidate communicates promptly with faculty</i>	Candidate consistently communicates in a prompt manner (either by email or phone) with faculty.	Candidate usually communicates with faculty in a prompt manner (either by email or phone).	Candidate does not communicate with faculty in a prompt manner causing much disruption to the implementation of the candidate's program.
<i>Candidate uses technology in the classroom only for academic purposes</i>	Candidate consistently uses technology in the classroom only for academic purposes.	Candidate uses technology in the classroom for academic purposes with a few exceptions.	Candidate uses technology inappropriately often checking personal email and/or surfing the web in the classroom.
<i>Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards</i>	Candidate consistently demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards.	Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards with few exceptions.	Candidate demonstrates unethical behavior (such as dishonesty, cheating, or spreading gossip) in graduate work.

	Target	Acceptable	Unacceptable
<i>FAIRNESS</i>			
<i>Candidate is able to reflect and respect other points of view within the university setting</i>	Candidate consistently reflects and respects other points of view within the university setting.	Candidate respects other points of view with few exceptions. In the case of these exceptions, the candidate reflects to remedy the situation within the university setting.	Candidate does not respect other points of view. The candidate does not reflect upon his/her unfair behavior and does not attempt to remedy the situation within the university setting.
<i>ALL STUDENTS CAN LEARN</i>			
<i>Candidate demonstrates a belief that all students can learn within the university setting</i>	Candidate consistently demonstrates a belief that all students can learn within the university setting.	Candidate demonstrates a belief that all students can learn within the university setting with a few exceptions.	Candidate does not demonstrate a belief that all students can learn within the university setting.
<i>Candidate demonstrates respect for cultural differences within the university setting</i>	Candidate consistently demonstrates respect for cultural differences within the university setting and continually seeks to gain greater inter-cultural competence.	Candidate demonstrates respect for cultural differences within the university setting with few exceptions. The candidate seeks to gain greater inter-cultural competence.	Candidate does not demonstrate respect for cultural differences within the university setting and does not seek to gain inter-cultural competence
<i>Candidate demonstrates social justice within the university setting</i>	The candidate advocates strongly for social justice within the university setting in both word and deed.	The candidate supports social justice within the university setting in both word and deed.	The candidate's words and deeds within the university setting do not support the principles of social justice.

COACHING SUPPORT

The Loyola University Chicago Catholic Principal Preparation Program consists of a **unique three-year coaching model**. Starting with the first semester in the program (through ELPS 580 residency – a non-credit bearing course), candidates are paired with coaches who meet with them weekly. From the start of the program, class assignments are job-embedded and candidates practice leadership skills. This coaching model is based on the foundation of a “support team” to ensure candidates have the breadth of experiences to be able to lead. The support team is comprised of the candidate, the university faculty supervisor, the coordinator of coaches, the internship mentor principal, and the internship coach, who is a veteran Catholic school administrator with a proven record for leading effective Catholic schools. Beginning in ELPS 580 in the first year and continuing through the four subsequent internship courses, an On-boarding Plan will be created for each candidate, which will be continually updated and evaluated by the candidate support team. The On-boarding Plan has been aligned to National Standards and Benchmarks for Effective Elementary and Secondary Catholic Schools (NSBECS), Southern Regional Education Board (SREB) Critical Success Factors, Interstate School Leaders Licensure Consortium (ISLLC) Standards and Functions, the Loyola Principal Preparation coursework, field experiences, and four-semester internship.

ASSESSMENT OF PROFESSIONAL GROWTH THROUGH THE ePORTFOLIO

An ePortfolio (electronic portfolio) is a digital collection of work over time that showcases the candidates’ skills, abilities, values, experiences, and competencies through a broad range of evidence-based learning. An ePortfolio may include a variety of artifacts - or relevant documents and media files - that provide a holistic representation of who the candidate is, personally, professionally, and academically. The CPPP uses the ePortfolio system to document the candidate’s progress through the program, as evidenced through the experiences listed on the On-boarding Plan.

Key Dates

First Year

- Begin Coursework
- Begin and build relationship with Coach through ELPS 580
- Begin work on On-boarding Plan
- Pass Dispositional Assessment each semester

Second Year

- Upon the completion of ELPS 482-pass “Growth Through Learning” modules
- Begin and continue work on On-boarding Plan
- Complete Internship Application
- Complete Internship Demographic Profile for “home” school
- Pass Dispositional Assessment each semester
- Pass Internship Assessments #1

Third Year

- Pass Dispositional Assessment each semester
- Develop “away” internship plan with internship coordinator and coach
- Complete Internship Demographic Profile for “away” school

- Continue work on On-boarding Plan
- Pass Internship Assessments #2, 3 & 4
- Apply for graduation

PRINCIPAL LICENSURE

In order to be licensed as a principal in Illinois, candidates must successfully complete the Catholic Principal Preparation Program: M.Ed in Instructional Leadership and successfully complete the “Growth through Learning” modules from the State of Illinois.

In 2010, Gov. Pat Quinn signed the Performance Evaluation Reform Act (PERA), which requires all schools in Illinois to change how teachers’ and principals’ performance is measured. PERA requires districts to design and implement performance evaluation systems that assess teachers’ and principals’ professional skills as well as incorporate measures of student growth. District administrators must work with teachers’ union representatives to develop evaluation systems that incorporate student growth. School districts and the state must ensure that these performance evaluation systems are valid and reliable and help teachers and principals to better improve student outcomes.

Based on the PERA administrative rules, anyone who will evaluate teachers and/or principals and assistant principals, where applicable, starting September 1, 2012 must complete through the pre-qualification training and pass the developed assessments. CPPP candidates will be required to sign up and pass the assessments prior to their internship year. The cost of this training is \$650. For more information, please visit <http://growththroughlearningillinois.org>

CPPP Internship

CPPP INTERNSHIP

The Catholic Principal Preparation Program Internship requires that the candidate work under the supervision of a practicing administrator for each semester of the four-semester internship. Ideally, the candidate will be assigned a wide range of administrative duties and responsibilities with corresponding authority. Opportunities for the candidate to assume a leadership role or to participate in/observe the decision-making process are expected. A majority of the internship will be at their home school. However, the internship portion of the program is required to be conducted at one or more schools. It enables the candidate to be exposed to, as well as observe and participate in a variety of school leadership situations in school settings that represent diverse economic and cultural conditions. It also promotes candidate interaction with various members of the school community (e.g., parents, school board members, local school councils or other governing councils, community partners).

The internship will consist of the following key activities:

- engagement of the candidate in instructional activities that involves teachers at *all grade levels* (i.e., preschool through grade 12), including teachers in both general education, special education, bilingual education and gifted education settings;
- engagement of the candidate in the observation of the hiring, supervision and evaluation of teachers, other certified staff, noncertified staff, and the development of a professional development plan for teachers; and
- engagement of the candidate in leadership opportunities to demonstrate that the candidate meets the required competencies described in *Section 30.45 of the Rules* (<http://www.isbe.state.il.us/rules/archive/pdfs/30ark.pdf>).

In order to ensure that candidates will be able to engage in all of these activities, the internship will occur in several settings.

Home School:

This is the primary setting of the internship and is typically where the intern candidate is employed. It is expected that the candidate will be able to observe, participate and lead in most of the activities of the On-boarding Plan in this setting.

Away School(s):

Given the nature of the home school, some of the activities will not be able to be completed in the primary internship placement. In order to supplement the home school internship experience, additional experiences will be sought at other cooperating educational institutions. The intern candidate will meet with the coach and the university supervisor to develop a plan that will ensure that the candidate has an internship experience that will address all grade levels including experiences with special education, bilingual education, and gifted education settings. Typically, some of these experiences will be conducted in the away school internship. The away school(s) setting will be identified and selected in conjunction with the coach and the university supervisor.

Following acceptance into the internship, and before the end of the term preceding the internship semester, the candidate will attend an orientation session with his/her assigned coach and university supervisor. This orientation session will provide the candidate with specific guidelines and expectations of the internship.

THE ROLE OF THE INTERNSHIP CANDIDATE

Internship candidates 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. While the training of the internship candidate is essentially centered around the concept of “hands on learning,” the professional growth of the internship candidate is fostered through reflective analysis of his/her skills in problem solving, application, and implementation of leadership skills.

The intern candidate will document professional growth through artifacts collected and stored in the On-Boarding Plan ePortfolio. Candidates will collect evidence of mastery of the Catholic School Principal Competencies and SREB Critical Success Factors. The ePortfolio will be assessed in an on-going fashion with the coach and coordinator of coaches, who is Loyola University Faculty member. It is the responsibility of the intern candidate to maintain their ePortfolio and to communicate with the support team (mentor principal, coach and coordinator of coaches). It is expected that intern candidates will post the evidence of learning/mastery of outcomes to their ePortfolio on a regular and consistent basis.

Internship candidates must understand that in any given situation they may find themselves “in between” teachers and administrators. This delicate balance requires a great deal of political savvy and nuance. In this position, the intern candidate may become privy to extremely confidential information. It is essential that they keep all privileged information confidential.

THE ROLE OF THE MENTOR PRINCIPAL

Mentor principals are building administrators with experience leading a Catholic school. The mentor principal will serve as part of the candidate’s support team. The major responsibilities include:

1. Allow the intern candidate to observe the administrative responsibilities of the building principal
2. Allow the intern candidate to begin to assume the duties and responsibilities of the building administrator
3. To observe and give feedback to the intern candidate aimed at developing the skills, knowledge, and dispositions defined by the program
4. To serve as a member of the intern candidate’s support team to further the intern candidate’s performance toward meeting the goals of the school

THE ROLE OF THE COACH

1. To mentor and guide the candidate in completing all aspects of the Catholic Principal

Competencies, ISLLC Standards and SREB Critical Success Factors to become a transformative principal

2. To establish productive working relations with the candidate and the mentor principal
3. To work with mentor principal to assure the candidate has access to all classrooms throughout the school year
4. To conduct weekly visits to the school site in order to observe and give feedback to the candidate aimed at developing the skills, knowledge, and dispositions defined by the program
5. To meet with the mentor principal on a monthly (or more often, as needed) basis to get his/her perspective on the candidate's performance
6. With the Coordinator of Coaches, meet with the internship mentor principal to further the candidate's performance towards consistently meeting the goals for school improvement
7. To arrange for developmental experiences outside of the candidate's site when appropriate in coordination with the internship mentor principal and the LUC program.
8. To coach the candidates on all job interviews and placement related activities.

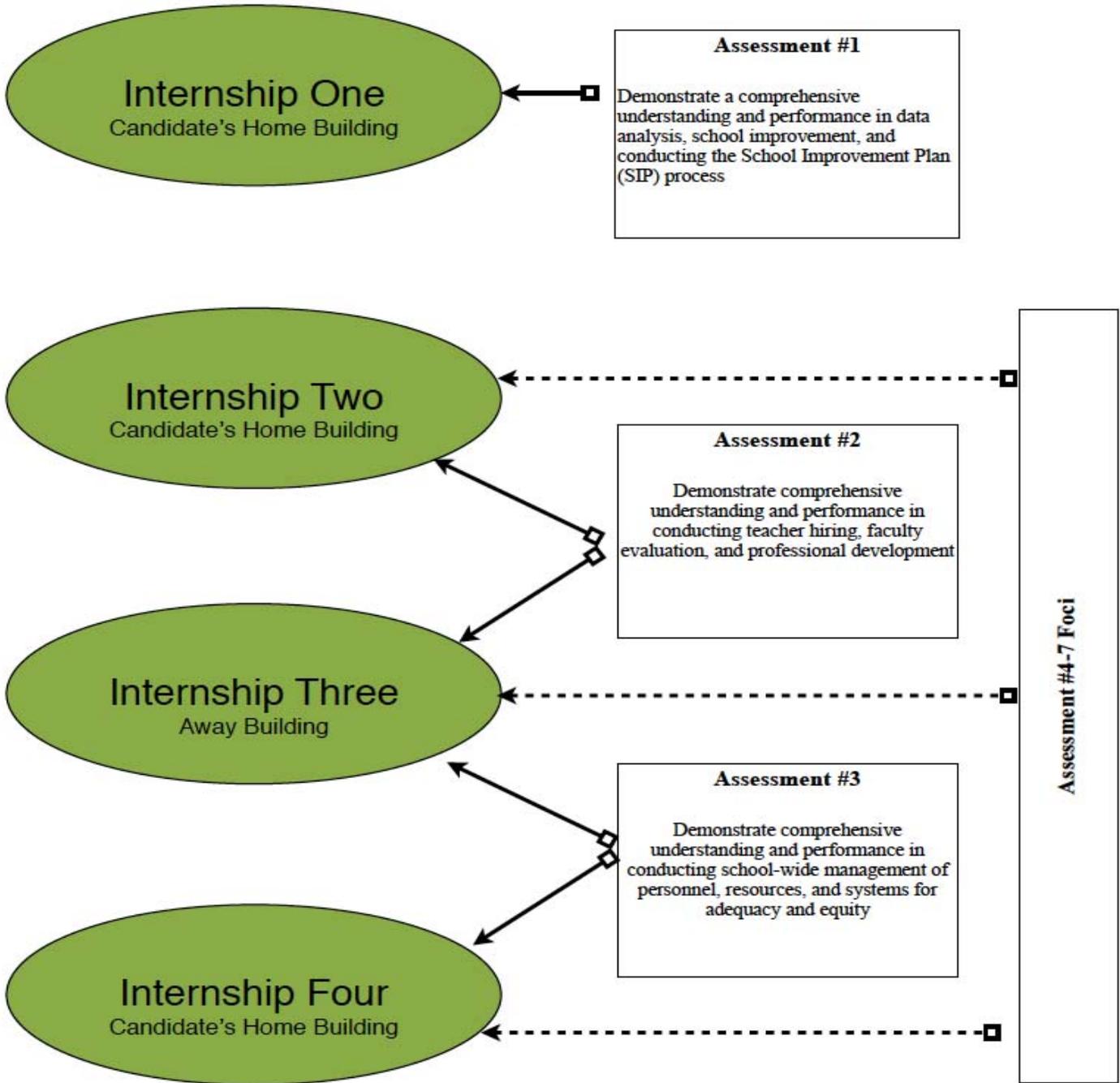
THE ROLE OF COODINATOR OF COACHES

1. Meet twice per semester (four times per year) with the mentor principal at the internship site of each candidate.
2. Observe, evaluate and provide feedback at least four times a year to each candidate about the candidate's performance on those measures, which align to the final assessments. Additionally, the faculty supervisor will provide the candidate summative feedback at the end of each semester on the final assessments aligned to the internship.
3. Meet three times per semester (total of 6 meetings per year) with the candidates as a group to discuss issues related to student learning and school improvement arising from the internship.
4. Collaborate with the mentor principals, and coaches to complete the assessment of the candidate's performance during the internship.

Additionally, as part of the "support team" philosophy, the faculty supervisors, internship principal mentor, coaches, and coordinator of coaches will jointly evaluate each candidate's participation rate, leadership rate and success within each of the Catholic School Principal Competencies and the SREB 36 internship activities. This evaluation will occur each semester beginning in the candidate's first semester in the program through graduation. This evaluation will occur at the bi-monthly partnership meetings.

Internship Assessment

LUC Catholic Principal Preparation Program Internship Sequence



Internship Mandated Assessment Sequence

Part 1: Illinois Principal Preparation Program Internship Assessment Rubrics

The following SREB activities will be completed by the candidate and assessed by the internship mentor (mentor principal), internship coach, and university supervisor, using the state-mandated Internship Assessment Rubrics as either *meets the standards* or *does not meet the standards*.

Loyola Internship Sequence	SREB Activities	Location of Internship	IL State-Mandated Internship Assessment Rubric And McCormick LINC Assessments and Rubrics for Special Education/ELL/Gifted Students
ELPS 566 Internship 1-Semester 1	1a: Working with teachers to implement curriculum that produces gains in student achievement as defined by the mission of school 3c: Working on a school team to prioritize standards and map curriculum in at least one content area across all grade levels of the school 3d: Working with a group of teachers to unwrap adopted standards and develop assignments and assessments aligned with the standards 3f: Involvement in the work of literacy and numeracy task forces 3g: Working with curriculum that is interdisciplinary and provides opportunities for students to apply knowledge in various modalities across the curriculum 9a: Work in study groups, problem solving sessions and/or ongoing meetings to promote student achievement 5a: Analyze data (including standardized test scores, teacher assessments, psychological data, etc) to develop/refine instructional activities and set instructional goals 13a: Working with faculty to implement research-based instructional practices 4a: Working with staff to identify needs of all students	Candidate's Home Building	Assessment Rubric #1
ELPS 567 Internship 2-Semester 2	1c: Working with teachers to implement curriculum that produces gains in student achievement as defined by the mission of the school 2a: Developing/overseeing academic recognition programs that acknowledge and celebrate student's success at all levels of ability 2b: Activities resulting in raising standards and academic achievement for all students and teachers 2c: Authentic assessments of student work through the use and/or evaluation of rubrics,	Home building and/or away building	Assessment Rubric #2 Assessment Rubric #1 (complete non-met activities/standards) Assessment #4

Loyola Internship Sequence	SREB Activities	Location of Internship	IL State-Mandated Internship Assessment Rubric And McCormick LINC Assessments and Rubrics for Special Education/ELL/Gifted Students
	<p>end of course tests, and projects</p> <p>3b: Working with teachers to select and implement appropriate instructional strategies that address identified achievement gaps</p> <p>9b: Scheduling, developing and/or presenting professional development activities to faculty that positively impact student achievement</p> <p>5b: Facilitating data disaggregation for use by faculty and other stakeholders</p> <p>13b: Working with faculty to implement research-based instructional practices</p> <p>1d: Assisting with transitional activities for students as they progress to higher levels of placement (i.e. elementary to middle, middle to high school, high school to higher education)</p>		
<p>ELPS 568 Internship 3-Semester 3</p>	<p>3a: Using a variety of strategies to analyze and evaluate the quality of instructional practices being implemented in a school</p> <p>3e: Working with a school team to monitor implementation of an adopted curriculum</p> <p>8a: Working with faculty and staff in professional development activities</p> <p>8b: Inducting and/or mentoring new teaching staff</p> <p>10a: Scheduling of classroom and/or professional development activities in a way that provides meaningful time for school improvement activities</p> <p>10b: Scheduling time to provide struggling students with the opportunity for extra support (i.e. individual tutoring, small group instruction, extended- block time) so that they may have the opportunity to learn mastery</p> <p>11b: Developing schedules that maximize student learning in meaningful ways with measurable success</p> <p>6a: Analyzing and communicating school progress and school achievement to teachers, parents and staff</p> <p>6b: Gathering feedback regarding effectiveness of personal communication skills.</p>	<p>Home building and/or away building</p>	<p>Assessment Rubric #3</p> <p>Assessment Rubric #2 (complete non-met activities/standards)</p> <p>Assessment #4</p>

Loyola Internship Sequence	SREB Activities	Location of Internship	IL State-Mandated Internship Assessment Rubric And McCormick LINC Assessments and Rubrics for Special Education/ELL/Gifted Students
ELPS 569 Internship 4-Semester 4	1b: Working with the administration to develop, define and/or adapt best practices based on current research that supports the school's vision 8c: Building a "learning community" that includes all stakeholders 11a: Writing grants or developing partnerships that provide needed resources for school improvement 7a: Working in meaningful relationships with faculty and parents to develop action plans for student achievement 4b: Collaborating with adults from within the school and community to provide mentors for all students 4c: Engaging in activities designed to increase parental involvement 4d: Engaging in parent/student/school collaborations that develop long term educational plans for students 12a: Working with faculty to communicate with school board and community stakeholders in a way that supports school improvement 12b: Working with faculty, parents and community to build collaboration and support for the school's agenda	Home building and/or away building	Assessment Rubric #4 Assessment Rubric #3 (complete non-met activities/standards)

1. A candidate must achieve a "meets the standards" on each assessment in order to successfully complete the internship.
2. A candidate who **fails** to achieve a "meets the standards" on any of the three areas of assessment may repeat the tasks associated with the failed competency at the discretion of the principal preparation program. As displayed in the chart above, the candidate may repeat the tasks associated with the failed competency during the subsequent semester. If the candidate **fails to** meet the standard for a second time in the subsequent semester, the candidate will not be able to successfully complete the program.

Loyola University faculty will operate bi-monthly meetings with the Coordinator of Coaches, Coaches, Internship Mentors (mentor principal), and Faculty Supervisors to communicate the progress each candidate is making on each of the state-mandated internship assessment rubrics.

The faculty supervisor will communicate with the candidate his/her progress concerning these state-mandated internship assessments through the following system of interactions: 1) weekly logs; 2) three face-to-face seminars per semester of internship; and, 3) two site meetings with the candidate and internship mentor (mentor principal).

Internship Assessment Rubrics

Introduction

All Principal Preparation Programs in Illinois are required to use the Principal Preparation Program Internship Assessment Rubric. The rubric specifies how programs evaluate the acquired knowledge and skills of their candidates, as evidenced by clearly defined leadership experiences during the internship phase of the program. The rubric ensures a level of standardization among programs and allows for the customization of programs to meet the specific needs of the program, their district partner/s, and individual candidates

Measures and Scoring

Each focus area has a consistent measure to evaluate the candidate's proficiency in meeting or not meeting the content standard. The measures include:

- **Content:** the level at which the product is standards-based, competent, and appropriate. **Standards** include the 2008 ISLLC Standards and Functions that align to the Focus Area.*
- **Process:** the level at which the process follows theory to practice, is logical and sequential, understandable, and achieves its purpose.
- **Outcomes/Reflections:** the level at which the Outcomes/Reflections are clearly stated, clearly demonstrated, and demonstrate the extent to which the candidate uses data to support the results.
- **Products:** the level at which the products are aligned to the standards, articulated and well organized, and fully complete.
- **Quality:** the overall level of the candidate's proficiency at the beginning principal level or better. The candidate is scored on their performance in each of the measures receiving either a "1" for meeting the standard measure, or a "0" for not meeting the standard measure. The candidate must attain a total score of 5 out of 5 in each assessment focus area to demonstrate competency.

Assessment # 1 – Demonstrate a comprehensive understanding and performance in data analysis, school improvement, and conducting the School Improvement Plan (SIP) process (to the extent possible).

- **Focus Area: 1.1** – Explain the purpose of the SIP and its relationship to the school's vision in a presentation to a group of stakeholders (e.g., at a faculty meeting, department meeting, parent group, community group, etc.)
- **Focus Area: 1.2** – Analyze and review data, including but not limited to, state test results, and work with a faculty group/team to identify areas for improvement and interventions, with particular attention given to NCLB student subgroups and low performing students.
- **Focus Area: 1.3** – Work with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan.

- **Focus Area: 1.4** – Work with faculty or faculty teams to gather and examine data to assess progress on the SIP and make recommendations for improvements or modifications to the SIP for the following year.

Assessment #2 – Demonstrate comprehensive understanding and performance in conducting teacher hiring, faculty evaluation, and professional development.

- **Focus Area: 2.1** – Participate in the hiring process including, at a minimum: creation of a job description; creation of interview questions and assessment rubric; participation in interviews for the position; recommendation of the candidate to hire with rationale and data to support the selection; and preparation of letters of rejection for candidates who were not selected.
- **Focus Area: 2.2** – Conduct a full cycle of clinical supervision, including a pre-observation conference, a classroom observation, and a post-observation conference. Write a summary that provides evidence utilizing actual notes, observations, discussion, forms, and student achievement data providing feedback to the teacher. Provide examples of interventions and supports needed for the non-tenured or struggling teacher.
- **Focus Area: 2.3** – In conjunction with stakeholders, lead in the development of a professional development plan for a school building that includes: (1) data analysis (reviewed in Focus Area 1.2); (2) multiple options for teacher development; and (3) a method for evaluating the professional development plan and the extent to which it will lead to school improvement.

Assessment #3 – Demonstrate comprehensive understanding and performance in conducting school-wide management of personnel, resources, and systems for adequacy and equity.

- **Focus Area: 3.1** – Investigate, define, and delineate the systems and factors within the internship school for advocating, nurturing, and sustaining a culture of collaboration, trust, learning, high expectations, and a personalized and motivating learning environment for students.
- **Focus Area: 3.2** – Review the school’s budget and other resources with the internship principal. Detail how the resources are typically used, evaluated for adequacy, assessed for effectiveness and efficiency. Provide recommendations for improvement. Address the impact of the budget on the following NCLB student subgroups: Limited English Proficiency, special education and economically disadvantaged. Present recommendations for improvement to a faculty group and solicit input in the budget development process.
- **Focus Area: 3.3** – State the mission of the school. Determine and analyze the different systems that exist within the school to fulfill the school’s mission (i.e. instructional: curriculum, assessment, technology, class structure; and management: discipline plan; attendance; maintenance; transportation, etc.). Choose one instructional and one management system; create an assessment tool that will be used to rate the two systems. Finally, develop recommendations for improvement of aspects of the two systems that need improvement and report the findings to the internship principal.

Assessment 1

Demonstrate a comprehensive understanding and performance in data analysis, school improvement, and conducting the School Improvement Plan (SIP) process (to the extent possible).

Focus Area: 1.1 – Explain the purpose of the SIP and its relationship to the school’s vision in a presentation to a group of stakeholders (e.g., at a faculty meeting, department meeting, parent group, community group, etc.)

Focus Area: 1.2 – Analyze and review data, including but not limited to, state test results, and work with a faculty group/team to identify areas for improvement and interventions, with particular attention given to NCLB student subgroups and low performing students.

Focus Area: 1.2 – Analyze and review data, including but not limited to, state test results, and work with a faculty group/team to identify areas for improvement and interventions, with particular attention given to NCLB student subgroups and low performing students.

Focus Area: 1.4 – Work with faculty of faculty teams to gather and examine data to assess progress on the SIP and make recommendations for improvements or modifications to the SIP for the following year.

Illinois Principal Preparation Program Internship Assessment Rubric

Focus Area: 1.1 – Explain the purpose of the SIP and its relationship to the school’s vision in a presentation to a group of stakeholders (e.g., at a faculty meeting, department meeting, parent group, community group, etc.)

	Meeting the Standard	Does Not Meet Standard	Score
<p><u>Content:</u></p> <ul style="list-style-type: none"> • Standards = 1.A-1.E, 4.A, 5.A • Appropriateness of the content 	<p>The candidate uses media in a compelling presentation format that focuses on the school’s vision and mission and its connection to the work of the staff and principal to attain greater student achievement. The presentation also connects the vision to the work of the school’s improvement plan and is tailored to the audience.</p>	<p>The presentation does not bring the vision and mission of the school into focus for the attainment of greater student achievement. The school improvement plan is mentioned but is not a central part of the work to accomplish greater student achievement. The presentation is too generic to specifically connect the audience to the material.</p>	1 / 0
<p><u>Process:</u></p> <ul style="list-style-type: none"> • Follows theory to practice • Logical & Sequential • Understandable • Achieves the purpose 	<p>The candidate creates a document that clearly outlines the process used in preparing for the presentation, communicating with the audience, and planning the follow- up meeting. The candidate provides additional artifacts to support the presentation. There is a logical sequence to all events, all are well planned and executed, and achieve the stated purpose.</p>	<p>The candidate’s outline is brief or incomplete for the presentation. Few artifacts support the presentation. It lacks organizational logic and reflects poor planning. The purpose is vague, clear communication to the audience is lacking, and the presentation does not achieve its purpose.</p>	1 / 0
<p><u>Outcomes/Reflections:</u></p> <ul style="list-style-type: none"> • Clearly stated and demonstrated • Data supports the results • Candidate reflects on her/his role in the process 	<p>The candidate clearly states the outcomes and expectations of the presentation. The candidate has additional data and documents to support the Outcomes/Reflections and expectations. The candidate provides artifacts to support the presentation.</p>	<p>The Outcomes/Reflections of the candidate’s presentation are vague and unclear (few or no artifacts support the presentation). There are few supporting documents or data to back up the presentation.</p>	1 / 0

	Meeting the Standard	Does Not Meet Standard	Score
<p><u>Products:</u></p> <ul style="list-style-type: none"> • Align to standards • Articulate and well organized • Demonstrates full completion • Reflection 	<p>The candidate produces the following presentation items: an outline, a multi-media presentation (power point or other), handouts, and meeting minutes; as well as documentation of the input from the audience as a result of the presentation. (More artifacts are encouraged to demonstrate greater competency.)</p>	<p>The candidate produces few of the following suggested items: (artifacts did not demonstrate competency): an outline, a multi-media presentation (power point or other), handouts, meeting minutes; as well as documentation of the input from the audience as a result of the presentation.</p>	1 / 0
<p><u>Quality:</u></p> <ul style="list-style-type: none"> • Beginning principal like or better • Complete • Accurate 	<p>The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate meets or exceeds the standards measured on this assessment.</p>	<p>The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate does not meet or exceed the standards measured on this assessment.</p>	1 / 0
Candidate must MEET 5 or 5 to demonstrate competency		Total Score for Focus Area 1.1	

Focus Area: 1.2 – Analyze and review data, including but not limited to, state test results, and work with a faculty group/team to identify areas for improvement and interventions, with particular attention given to NCLB student subgroups and low performing students.

	Meets the Standard	Does Not Meet the Standard	Score
<p><u>Content</u></p> <p>Standards= 2.A-2.I, 5.A, 5.C, 5E, Appropriateness of the content</p>	<p>The candidate works with faculty to review and analyze national, state, district, school and classroom data to identify academic achievement interventions for each of the schools NCLB subgroups or low performing students. Candidate’s work reflects new interventions that align to the School Improvement Plan and the school’s student achievement goals.</p>	<p>The candidate’s work with faculty to analyze and review data will not likely result in improved student learning for each of the schools NCLB subgroups or low achieving students. The candidate’s work with faculty is sporadic, disconnected, and/or does not connect the intervention to the SIP and the school’s student achievement goals.</p>	1 / 0
<p><u>Process:</u></p> <ul style="list-style-type: none"> Follows theory to practice Logical & Sequential Understandable Achieves the purpose 	<p>The candidate produces an analysis of data (an artifact) and has other artifacts to demonstrate the process used in preparing for, working with, and following up on the work with the faculty in the identification of interventions that will improve student learning for all NCLB subgroups. There is a logical sequence to all activities. Planning and execution is of high quality and achieves the purpose.</p>	<p>The candidate is not able to produce a useable process for the review and analysis of data (an artifact) and/or other artifacts that demonstrate a reliable process for preparing, working with, and following up on the work with the faculty. The candidate identifies inadequate improvement interventions. There is an illogical sequence to all activities. Planning and execution is poor and the purpose is not achieved.</p>	1 / 0
<p><u>Outcomes/Reflections:</u></p> <ul style="list-style-type: none"> Clearly stated and demonstrated Data supports the results Candidate reflects on her/his role in the process 	<p>The candidate produces clearly stated outcomes and expectations, performs data analysis, reviews the process used with the faculty (artifacts to demonstrate accomplishment) and has additional data and documents to support the Outcomes/Reflections of specific new improvement interventions for all NCLB subgroups.</p>	<p>The candidate produces unclear Outcomes/Reflections and expectations for the data analysis and review process with the faculty (and has poorly constructed artifacts). Further, additional data and documents to support the Outcomes/Reflections of specific new improvement interventions for all NCLB subgroups are lacking or absent.</p>	1 / 0

	Meets the Standard	Does Not Meet the Standard	Score
<p><u>Products:</u></p> <ul style="list-style-type: none"> • Align to standards • Articulate and well organized • Demonstrates full completion • Reflection 	<p>The candidate produces the following suggested items: a document detailing the data analysis and review process and products; all materials created and used in leading the faculty through the analysis and identification of specific interventions, and the meeting minutes verifying the input of, and work done by the faculty on the interventions (more artifacts are encouraged to demonstrate greater competency.)</p>	<p>The candidate produces few of the suggested items. Those produced do not demonstrate competency in the documentation of the following processes: conducting a review of the analysis of data; leading the faculty through the analysis and identification of specific instructional interventions; detailing meeting minutes indicating faculty worked on the interventions discussed; and/or soliciting input from faculty in the school improvement process.</p>	<p>1 / 0</p>
<p><u>Quality:</u></p> <ul style="list-style-type: none"> • Beginning principal like or better • Complete • Accurate 	<p>The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate meets or exceeds the standards measured on this assessment.</p>	<p>The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate does not meet or exceed the standards measured on this assessment.</p>	<p>1 / 0</p>
<p>Candidate must MEET 5 of 5 to demonstrate competency</p>		<p>Total Score for Area 1.2</p>	

Focus Area: 1.3 – Work with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action.

	Meeting the Standard	Does Not Meet Standard	Score
<p><u>Content:</u></p> <ul style="list-style-type: none"> Standards = 1.B-1.E, 2.A, 2.D, 2.E, 2.I, 4.A-4.D, 5.A Appropriateness of the content 	<p>The candidate demonstrates their work with the faculty to create, implement and evaluate an SIP action plan. The action plan is based on current data, reflects current research and best practices, and is connected to the work outlined in the school's SIP.</p>	<p>The candidate's action plan does not clearly focus on the work of the faculty to attain greater student achievement. The plan is not based on data, does not reflect current research, and is not clearly connected to the work outlined in the school's SIP</p>	1 / 0
<p><u>Process:</u></p> <ul style="list-style-type: none"> Follows theory to practice Logical & Sequential Understandable Achieves the purpose 	<p>The candidate creates a clear action plan (an artifact) in collaboration with the faculty and possesses other artifacts that demonstrate the processes used in preparing for, implementing and evaluating the SIP action plans. There is a logical sequence to all events, all are well planned and executed, and achieve the purpose of improving student achievement.</p>	<p>The candidate's action plan is not clear or is missing (an artifact) and other artifacts that demonstrate the processes used in preparing for, implementing, and evaluating the action plan are inadequate to create success. The candidate does not engage faculty in the creation of the action plan. The sequence of events is illogical, often unplanned and executed, and they do not achieve the purpose of improving student achievement.</p>	1 / 0
<p><u>Outcomes/Reflections:</u></p> <ul style="list-style-type: none"> Clearly stated and demonstrated Data supports the results Candidate reflects on her/his role in the process 	<p>The candidate clearly states the outcomes and expectations of the action plan. The candidate and the faculty demonstrate a clear understanding of the roles and responsibilities required for the implementation of the action plan and the continuous quality improvement process.</p>	<p>The candidate states the Outcomes/Reflections and expectations of the initiatives but the focus is unclear. The candidate's action plan is unclear or lacks faculty input. The additional data and documents to support the Outcomes/Reflections of the initiative are lacking or absent. The process for the formative evaluation of the action plan is lacking or absent.</p>	1 / 0
<p><u>Products:</u></p> <ul style="list-style-type: none"> Align to standards Articulate and well organized Demonstrates full completion 	<p>The candidate produces the following artifacts: a copy of the action plan; data and other information used with staff who work on the creation and implementation of the action plan; documentation of meetings and processes used to monitor the progress of the implementation; evidence of a formative evaluation process and impacts on student learning attained as a result of the initiative; etc. (more artifacts are encouraged to demonstrate</p>	<p>The candidate produces few of the suggested items: a copy of the action plan; data and other information used with staff who work on the creation and implementation of the action plan; documentation of meetings and processes used to monitor the progress of the implementation; evidence of a formative evaluation process and measurement of impact on student learning attained as a result of the</p>	1 / 0

<ul style="list-style-type: none"> • Reflection 	greater competency.)	action plan, etc.	
<p>Quality:</p> <ul style="list-style-type: none"> • Beginning principal like or better • Complete • Accurate 	The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate meets or exceeds the standards measured on this assessment.	The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate does not meet or exceed the standards measured on this assessment.	1 / 0
Candidate must MEET 5 or 5 to demonstrate competency		Total Score for Area 1.3	

Focus Area: 1.4 – Work with faculty of faculty teams to gather and examine data to assess progress on the SIP and make recommendations for improvements or modifications to the SIP for the following year.

	Meeting the Standard	Does Not Meet Standard	Score
<p><u>Content:</u></p> <ul style="list-style-type: none"> Standards = 1.B-1.E, 2.A, 2.D, 2.E, 2.I, 4.A-4.D, 5.A Appropriateness of the content 	<p>The candidate presents to the school’s leadership team a comprehensive examination of the progress made by the staff and principal toward the identified goals of the SIP. The presentation clearly explains the data used to analyze the impact of various interventions toward the goals identified in the SIP. The candidate’s recommendations are based on an analysis of interventions implemented in support of the SIP, faculty input, and are aligned with the mission and vision of the school. . The presentation focuses on the work of the staff and principal to attain improved and increased student achievement and demonstrates significant logical and practical improvements for future planning by the school’s Leadership Team.</p>	<p>The candidate’s presentation to the school’s Leadership Team is an incomplete examination of the school’s SIP; the analysis of action plans is lacking and recommendations are not logical and/or practical for future improvement planning. The recommendations are not based on an analysis of interventions implemented in support of the SIP or are lacking in detail. The presentation is unclear in its focus on the work of the staff and principal to increase student achievement. The recommendations are not aligned with the mission and vision of the school, or are not clearly articulated as such.</p>	1 / 0
<p><u>Process:</u></p> <ul style="list-style-type: none"> Follows theory to practice Logical & Sequential Understandable Achieves the purpose 	<p>The candidate demonstrates the analysis and presentation as an artifact and has other artifacts that demonstrate the processes used in preparing for, presenting, and following up on the meeting after the presentation. There is a logical sequence to all events, all are well planned and executed, and they achieve the purpose of improving student achievement.</p>	<p>The candidate has an incomplete analysis and presentation as an artifact and does not provide other artifacts that demonstrate the processes used in preparing for, presenting, and following up on the meeting after the presentation. The sequence of events is illogical, often unplanned and executed, and they do not achieve the purpose of improving student achievement.</p>	1 / 0
<p><u>Outcomes/Reflections:</u></p> <ul style="list-style-type: none"> Clearly stated and demonstrated Data supports the results Candidate reflects on her/his role in the process 	<p>The candidate clearly states the outcomes and expectations of the presentation (and possesses artifacts to demonstrate accomplishment). The candidate produces additional data and documents to support the outcomes and or expectations from the presentation.</p>	<p>The Outcomes/Reflections of the candidate’s presentation are vague and unclear (few or no artifacts support the presentation). There are few supporting documents or data to back up the presentation.</p>	1 / 0
<p><u>Products:</u></p> <ul style="list-style-type: none"> Align to standards Articulate and well organized 	<p>The candidate produces the following presentation items: an outline, a multi-media presentation (power point or other), handouts, explanation of the analysis of interventions implemented in support of the SIP and how the</p>	<p>The candidate produces few of the following presentation items; (those presented do not demonstrate competency), handouts, explanation of the analysis of interventions implemented in support of the SIP and</p>	1 / 0

	Meeting the Standard	Does Not Meet Standard	Score
<ul style="list-style-type: none"> • Demonstrates full completion • Reflection 	<p>recommendations incorporate that analysis, list of recommendations, and meeting minutes, as well as input received as a result of the presentation. (More are most certainly welcome to demonstrate greater competency)</p>	<p>how the recommendations incorporate that analysis, list of recommendations, and meeting minutes, as well as input received as a result of the presentation.</p>	
<p>Quality:</p> <ul style="list-style-type: none"> • Beginning principal like or better • Complete • Accurate 	<p>The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate meets or exceeds the standards measured on this assessment.</p>	<p>The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate does not meet or exceed the standards measured on this assessment.</p>	<p>1 / 0</p>
<p>Candidate must MEET 5 or 5 to demonstrate competency</p>		<p>Total Score for Area 1.4</p>	

Assessment 2

Assessment #2 – Demonstrate comprehensive understanding and performance in conducting teacher hiring, faculty evaluation, and professional development.

Focus Area: 2.1 – Participate in the hiring process including, at a minimum: creation of a job description; creation of interview questions and assessment rubric; participation in interviews for the position; recommendation of the candidate to hire with rationale and data to support the selection; and preparation of letters of rejection for candidates who were not selected.

Focus Area: 2.2 – Conduct a full cycle of clinical supervision, including a pre-observation conference, a classroom observation, and a post-observation conference. Write a summary that provides evidence utilizing actual notes, observations, discussion, forms, and student achievement data providing feedback to the teacher. Provide examples of interventions and supports needed for the non-tenured or struggling teacher

Focus Area: 2.3 – In conjunction with stakeholders, lead in the development of a professional development plan for a school building that includes: (1) data analysis (reviewed in Focus Area 1.2); (2) multiple options for teacher development; and (3) a method for evaluating the professional development plan and the extent to which it will lead to school improvement.

Focus Area: 2.1 – Participate in the hiring process including, at a minimum: creation of a job description; creation of interview questions and assessment rubric; participation in interviews for the position; recommendation of the candidate to hire with rationale and data to support the selection; and preparation of letters of rejection for candidates who were not selected.

	Meeting the Standard	Does Not Meet Standard	Score
<p><u>Content:</u></p> <ul style="list-style-type: none"> Standards = 3.A, 3.B, 4.B, 5.B, 6.A Appropriateness of the content 	<p>The candidate collaborates with staff to align the teacher job description to student learning needs. The candidate creates a job description. Alternatively, if the school district uses a standard job description, the candidate analyzes an existing job description and composes a memo to the human resource director or Superintendent with recommendations for improvements to the job description. The candidate creates interview questions and a rubric for assessment of the applicants' competence. The interview questions are aligned with student learning needs. The assessment rubric is based on the job description and provides clear criteria for evaluating the applicants for the position. The interview questions are relevant to making judgments about the competency of applicants and do not request information that violates anti-discrimination laws.</p>	<p>The candidate does not collaborate with staff on the alignment of the teacher job description to student learning needs. The candidate neither creates nor analyzes the standard job description provided by the school district and does not write a critique of it or the analysis is lacking in substance. The candidate does not create interview questions and a rubric for assessment of the applicants or the interview questions are not aligned with student learning needs. The candidate does not create an assessment rubric, the assessment rubric is not based on the job description, or the rubric does not provide clear criteria for evaluating applicants for the position. One or more of the interview questions are not relevant to making judgments about the competence of applicants or requests information that violates anti-discrimination laws.</p>	1 / 0
<p><u>Process:</u></p> <ul style="list-style-type: none"> Follows theory to practice Logical & Sequential Understandable Achieves the purpose 	<p>The candidate participates in the interviews of applicants for the position. The candidate greets applicants, states the purpose of the interview, asks relevant questions, takes accurate notes, and provides information to applicants about the school and district. The candidate completes the assessment rubrics. The candidate prepares rejection letters for candidates who were not selected.</p>	<p>The candidate does not complete one or more important aspects of the process. The candidate does not participate in the interviews of applicants for the position; does not perform one or more of the following: greets applicants, states the purpose of the interview, asks relevant questions, takes accurate notes, or provides information to applicants about the school and district; does not complete the assessment rubrics; or does not prepare rejection letters for candidates who were not selected.</p>	1 / 0
<p><u>Outcomes/Reflections:</u></p> <ul style="list-style-type: none"> Clearly stated and demonstrated Data supports the results 	<p>The candidate recommends an applicant for employment as a teacher, and the recommendation is supported with a sound rationale and data from the assessment rubrics. (In the event an applicant was not acceptable, the candidate can explain why.) The candidate reflects on the knowledge and skill required to effectively perform his or her role and explains</p>	<p>The candidate recommends an applicant for the position, but the rationale is weak or is not supported with data from the assessment rubrics. The candidate does not reflect on the knowledge and skills required to effectively perform his or her role or the reflection is superficial. The</p>	1 / 0

<ul style="list-style-type: none"> • Candidate reflects on her/his role in the process 	<p>how the outcome of the hiring process contributes to student learning.</p>	<p>candidate does not explain how the outcome of the hiring process contributes to student learning or the explanation is facile.</p>	
<p><u>Products:</u></p> <ul style="list-style-type: none"> • Align to standards • Articulate and well organized • Demonstrates full completion • Reflection 	<p>The candidate produces (1) a description of collaboration with staff on alignment of the job description with student learning needs; (2) the job description the candidate creates or, if a standard job description is used by the district, a recommendation memo to HR or the Supt.; (3) interview questions; (4) a rubric for assessment of the applicants; and (5) rejection letters for candidates who were not selected.</p>	<p>The candidate is missing one or more of the following: (1) description of collaboration with staff on alignment of the job description with student learning needs; (2) job description the candidate creates or, if a standard job description is used by the district, a critique of the job description; (3) interview questions; (4) a rubric for assessment of the applicants; and (5) rejection letters for candidates who were not selected.</p>	<p>1 / 0</p>
<p><u>Quality:</u></p> <ul style="list-style-type: none"> • Beginning principal like or better • Complete • Accurate 	<p>The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate meets or exceeds the standards measured on this assessment.</p>	<p>The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate does not meet or exceed the standards measured on this assessment.</p>	<p>1 / 0</p>
<p>Candidate must MEET 5 or 5 to demonstrate competency</p>		<p>Total Score for Area 2.1</p>	

Focus Area: 2.2 – Conduct a full cycle of clinical supervision, including a pre-observation conference, a classroom observation, and a post-observation conference. Write a summary that provides evidence utilizing actual notes, observations, discussion, forms, and student achievement data providing feedback to the teacher. Provide examples of interventions and supports needed for the non-tenured or struggling teacher

	Meeting the Standard	Does Not Meet Standard	Score
<p><u>Content:</u></p> <ul style="list-style-type: none"> Standards = 1.B-1.E, 2.A, 2.D, 2.F, 2.G, 2.H, 2.I, 3.C, 3.D, 3.E, 5.B, 5.C, 5.E Appropriateness of the content 	<p>The candidate clearly demonstrates knowledge and skills of clinical supervision and formative and summative evaluation (through a summary based upon notes, observations, meeting with a teacher, forms and student achievement data). The candidate demonstrates knowledge of methods that school leaders employ to strengthen the vision and mission of the school through alignment of clinical supervision with the school improvement process. The candidate demonstrates the communication, interpersonal, and ethical skills and understandings necessary for effective school leadership through clinical supervision.</p>	<p>The candidate does not demonstrate knowledge and skills of clinical supervision and formative and summative evaluation (through a summary based upon notes, observations, meeting with a teacher, forms and student achievement data). The candidate does not demonstrate knowledge of methods that school leaders employ to strengthen the vision and mission of the school through alignment of clinical supervision with the school improvement process. The candidate does not demonstrate the communication, interpersonal, and ethical skills and understandings necessary for effective school leadership through clinical supervision.</p>	1 / 0
<p><u>Process:</u></p> <ul style="list-style-type: none"> Follows theory to practice Logical & Sequential Understandable Achieves the purpose 	<p>Based upon best practices in clinical supervision, the candidate clearly connects the three stages of clinical supervision: the pre-observation conference, classroom observation, and post-observation conference. The candidate's process is coherent and purpose-driven. The pre-observation conference establishes the purpose of the observation and the tool(s) used to gather data on the classroom instructional process. The observation is focused and aligned to its purpose. During the post-observation conference, results are shared, recommendations for improvement provided, and professional development activities identified.</p>	<p>The candidate does not follow the three-step clinical supervision process. The candidate's process is disjointed, not purpose-driven, and unfocused. The process does not result in useful and data-based recommendations for improvement that could guide ongoing professional development.</p>	1 / 0
<p><u>Outcomes//Reflections:</u></p> <ul style="list-style-type: none"> Clearly stated and demonstrated Data supports the results Candidate reflects on her/his role in the process 	<p>The candidate clearly states the outcomes of the clinical supervision process and formative and summative evaluation. The candidate demonstrates accomplishment of the purpose of the process using appropriate data and other information to assess teacher performance from the observation. The candidate provides examples of professional development connected to the school's improvement process for the majority of teachers or necessary interventions and support for non-tenured or struggling teachers. The candidate reflects individually and seeks feedback on performance as an evaluator from the evaluated teacher or principal mentor to assess personal effectiveness.</p>	<p>The Outcomes/Reflections for the clinical supervision and formative and summative evaluation process are not clearly identified during the pre-observation conference. As a result, data and information collected during the observation are disjointed and unfocused. The lack of identification of outcomes negatively impacts the post-conference. The candidate's personal reflection lacks depth or does not address the individual teacher who was observed. Candidate does not solicit feedback on their performance as an evaluator from the teacher being evaluated or the internship principal.</p>	1 / 0

	Meeting the Standard	Does Not Meet Standard	Score
<p><u>Products:</u></p> <ul style="list-style-type: none"> • Align to standards • Articulate and well organized • Demonstrates full completion • Reflection 	<p>The candidate produces an articulate and well-organized summary of the formative clinical supervision process that includes documentation from the formative pre-observation conference, classroom observation, the post-observation conference and the summative evaluation of the teacher's performance. In a reflection, the candidate articulates the effects of supervision on student learning and the school improvement process. Artifacts include: notes and forms used in the pre-observation conference, classroom observation, post-observation conference, post-observation conference write-up or formative evaluation form; summative evaluation; professional development recommendations.</p>	<p>The candidate is missing one or more of the artifacts that summarizes the candidate's work in the clinical supervision process including documentation from the formative pre-observation conference, classroom observation, the post- observation conference or the summative evaluation of the teacher's performance. Artifacts missing include: notes and forms used in the pre-observation conference, classroom observation, post-observation conference; post-observation conference write-up or formative evaluation form; summative evaluation; professional development recommendations.</p>	1 / 0
<p><u>Quality:</u></p> <ul style="list-style-type: none"> • Beginning principal like or better • Complete • Accurate 	<p>The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate meets or exceeds the standards measured on this assessment.</p>	<p>The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate does not meet or exceed the standards measured on this assessment.</p>	1 / 0
Candidate must MEET 5 or 5 to demonstrate competency		Total Score for Area 2.2	

Focus Area: 2.3 – In conjunction with stakeholders, lead in the development of a professional development plan for a school building that includes: (1) data analysis (reviewed in Focus Area 1.2); (2) multiple options for teacher development; and (3) a method for evaluating the professional development plan and the extent to which it will lead to school improvement.

	Meeting the Standard	Does Not Meet Standard	Score
<p><u>Content:</u></p> <ul style="list-style-type: none"> Standards = 1.B-1.E, 2.A, 2.D, 2.F, 2.G, 3.D, 4.A- 4.D, 5.A Appropriateness of the content 	The candidate clearly demonstrates knowledge and understanding of the 12 components of the National Staff Development Council (NSDC) professional development standards.	The candidate does not or inadequately demonstrates knowledge of the National Staff Development Council (NSDC) professional development standards.	1 / 0
<p><u>Process:</u></p> <ul style="list-style-type: none"> Follows theory to practice Logical & Sequential Understandable Achieves the purpose 	The candidate clearly demonstrates application of the NSDC standards to their own school professional development needs by analyzing data, creating options, and creating an evaluation plan in collaboration with stakeholders.	The candidate does not or inadequately demonstrates application of the NSDC standards to their own school professional development needs by analyzing data, creating options, and creating an evaluation plan in collaboration with stakeholders.	1 / 0
<p><u>Outcomes/Reflections:</u></p> <ul style="list-style-type: none"> Clearly stated and demonstrated Data supports the results Candidate reflects on her/his role in the process 	The candidate clearly states the outcomes of the school’s professional development plan in relationship to school improvement.	The candidate does not or inadequately states the outcomes of the school’s professional development plan in relationship to school improvement.	1 / 0

<p><u>Products:</u></p> <ul style="list-style-type: none"> • Align to standards • Articulate and well organized • Demonstrates full completion 	<p>The candidate's internship time-log and reflections clearly indicate knowledge of NSDC standards, application of the standards to the professional development plan embedded in the school SIP, and a mechanism for evaluating the effectiveness of the plan to improve student learning.</p>	<p>The candidate's internship time-log and reflections do not indicate or inadequately indicates knowledge of NSDC standards, application of the standards to the professional development plan embedded in the school SIP, and a mechanism for evaluating the effectiveness of the plan to improve student learning.</p>	<p>1 / 0</p>
<p><u>Quality:</u></p> <ul style="list-style-type: none"> • Beginning principal like or better Complete • Accurate 	<p>The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate meets or exceeds the standards measured on this assessment.</p>	<p>The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate does not meet or exceed the standards measured on this assessment.</p>	<p>1 / 0</p>
<p>Candidate must MEET 5 or 5 to demonstrate competency</p>		<p>Total Score for Area 2.3</p>	

Assessment 3

Assessment # 3 – Demonstrate comprehensive understanding and performance in conducting school-wide management of personnel, resources, and systems for adequacy and equity.

Focus Area: 3.1 – Investigate, define, and delineate the systems and factors within the internship school for advocating, nurturing, and sustaining a culture of collaboration, trust, learning, high expectations, and a personalized and motivating learning environment for students.

Focus Area: 3.2 – Review the school’s budget and other resources with the internship principal. Detail how the resources are typically used, evaluated for adequacy, assess for effectiveness and efficiency. Provide recommendations for improvement. Address the impact of the budget on the following NCLB student subgroup: Limited English Proficiency, special education and economically disadvantaged. Present recommendations for improvement to a faculty group and solicit input in the budget development process.

Focus Area: 3.3-State the mission of the school. Determine and analyze the different systems that exist within the school to fulfill the school’s mission (i.e. instructional: curriculum, assessment, technology, class structure; and management: discipline plan; attendance; maintenance; transportation, etc.). Choose one instructional and one management system; create an assessment tool that will be used to rate the two systems. Finally, develop recommendations for improvement of aspects of the two systems that need improvement and report the findings to the internship principal.

Focus Area: 3.1 – Investigate, define, and delineate the systems and factors within the internship school for advocating, nurturing, and sustaining a culture of collaboration, trust, learning, high expectations, and a personalized and motivating learning environment for students.

	Meeting the Standard	Does Not Meet Standard	Score
<p><u>Content:</u></p> <ul style="list-style-type: none"> Standards = 1.D, 2.A-2.I, 4.A-4.D, 5.B, 5.C, 5.E, 6.A-6.C Appropriateness of the content 	<p>The candidate demonstrates knowledge and skills in an understanding of systems and factors within the internship school that advocate, nurture, and sustain a culture of collaboration, trust, learning, high expectations and a personalized and motivating learning environment for students. Content knowledge is demonstrated in the following areas: professional learning community (PLC), school improvement process (SIP), professional development, teacher leadership, building leadership teams, cultural proficiency, guaranteed and viable curriculum and climate.</p>	<p>The candidate does not demonstrate knowledge and skills in an understanding of systems and factors within the internship school that advocate, nurture, and sustain a culture of collaboration, trust, learning, high expectations and a personalized and motivating learning environment for students. Content knowledge is not demonstrated in the following areas: professional learning community (PLC); school improvement process (SIP); professional development; teacher leadership; building leadership teams; cultural proficiency; guaranteed and viable curriculum; and climate.</p>	1 / 0
<p><u>Process:</u></p> <ul style="list-style-type: none"> Follows theory to practice Logical & Sequential Understandable Achieves the purpose 	<p>The candidate clearly demonstrates an understanding of the systems and factors within the internship school that advocate, nurture, and sustain a culture of collaboration, trust, learning, high expectations, a personalized and motivating learning environment for students through the graphic mapping of the system and recommendations for improvement. Recommendations are accurate, complete, logical, and able to be implemented in a school setting.</p>	<p>The candidate does not demonstrate an understanding of the systems and factors within the internship school that advocate, nurture, and sustain a culture of collaboration, trust, learning, high expectations, a personalized and motivating learning environment for students through the graphic mapping of the system and recommendations for improvement. Recommendations are inaccurate, incomplete, illogical, and not able to be implemented in a school setting.</p>	1 / 0
<p><u>Products:</u></p> <ul style="list-style-type: none"> Align to standards Articulate and well organized Demonstrates full completion Reflection 	<p>The candidate's internship time-log and reflections clearly indicate knowledge of NSDC standards, application of the standards to the professional development plan embedded in the school SIP, and a mechanism for evaluating the effectiveness of the plan to improve student learning.</p>	<p>The candidate's internship time-log and reflections do not indicate or inadequately indicates knowledge of NSDC standards, application of the standards to the professional development plan embedded in the school SIP, and a mechanism for evaluating the effectiveness of the plan to improve student learning.</p>	1 / 0

<p><u>Outcomes/Reflections:</u></p> <ul style="list-style-type: none"> Clearly stated and demonstrated Data supports the results Candidate reflects on her/his role in the process 	<p>The candidate clearly states the outcomes and expectations for student learning improvement through the analysis of two areas of the school’s learning environment as evidenced by: conducting a review of data, identifying supporting factors and impeding factors, creating a graphic map of the system, evaluating effectiveness, and making recommendations for improvement. The candidate reflects on her/his involvement and the potential impact these systems may have on school personnel and student achievement and learning.</p>	<p>The candidate does not clearly state the outcomes and expectations for student learning improvement through the analysis of two areas of the school’s learning environment as evidenced by: a poor review of data; lack of identification of supporting factors and impeding factors; poorly graphic mapped the system; incomplete evaluation of effectiveness; and poor recommendations for improvement. The candidate is not able to adequately reflect on her/his involvement and the potential impact the work may have on school personnel and student achievement and learning.</p>	<p>1 / 0</p>
<p><u>Products:</u></p> <ul style="list-style-type: none"> Align to standards Articulate and well organized Demonstrates full completion Reflection 	<p>The candidate produces the following: a review and map of the learning environment, an analysis of supporting and impeding factors, an evaluation of the systems’ effectiveness and recommendations for improvement. Potential learning environment system areas include: professional learning communities (PLC), the school improvement process, professional development, teacher leadership, school leadership teams, cultural proficiency, guaranteed and viable curriculum and climate etc.).</p>	<p>The candidate does not or poorly produces the following items: a review and map of the learning environment, an analysis of supporting and impeding factors, an evaluation of the systems’ effectiveness and recommendations for improvement. Potential learning environment system areas include: professional learning communities (PLC), the school improvement process; professional development; teacher leadership, building leadership teams are minimally or not included.</p>	<p>1 / 0</p>
<p><u>Quality:</u></p> <ul style="list-style-type: none"> Beginning principal like or better Complete Accurate 	<p>The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate meets or exceeds the standards measured on this assessment.</p>	<p>The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate does not meet or exceed the standards measured on this assessment.</p>	<p>1 / 0</p>
<p>Candidate must MEET 5 or 5 to demonstrate competency</p>		<p>Total Score for Area 3.1</p>	<p>1 / 0</p>

Focus Area: 3.2 – Review the school’s budget and other resources with the internship principal. Detail how the resources are typically used, evaluated for adequacy, assess for effectiveness and efficiency. Provide recommendations for improvement. Address the impact of the budget on the following NCLB student subgroup: Limited English Proficiency, special education and economically disadvantaged. Present recommendations for improvement to a faculty group and solicit input in the budget development process.

	Meeting the Standard	Does Not Meet Standard	Score
<p>Content:</p> <ul style="list-style-type: none"> Standards = 1.D, 2.E, 3.A-3.E, 4.A, 5.A-5.E Appropriateness of the content 	<p>The candidate’s presentation and artifacts support a clear understanding of the school’s budget and delineates the use of available resources, evaluates adequacy and assesses for effectiveness and efficiency. The candidate’s presentation provides recommendations for improvement to a specific audience and solicits input. The candidate’s presentation and final report addresses the impact of the budget on NCLB student subgroups such as Limited English Proficiency, special education and economically disadvantaged.</p>	<p>The candidate does not present or poorly presents his/her understanding of the school budget, available resources, and specific impact of the budget NCLB student subgroups such as limited English proficiency, special education and economically disadvantaged. The candidate’s final budget report does not provide or minimally provides appropriate recommendations for improvement.</p>	1 / 0
<p>Process:</p> <ul style="list-style-type: none"> Follows theory to practice Logical & Sequential Understandable Achieves the purpose 	<p>The candidate documents a meeting with the internship principal to review the school’s budget (an artifact). The candidate demonstrates an understanding of school budget and resources available providing details of how the resources are used, and an assessment of adequacy, effectiveness, and efficiency as delineated in a report prepared and shared with the internship principal. The candidate documents the presentation of recommendations for budget improvement to the faculty and receives input. The candidate and the internship principal meet to discuss the candidate’s recommendations and reflections on the school budget, resources, impact on student subgroups, and recommendations.</p>	<p>The candidate fails to demonstrate an understanding of the school budget and resources. The candidate’s report does not show an understanding of how resources are used or provide an assessment of adequacy, effectiveness and efficiency. The candidate does not present the budget to a faculty group for input. No meeting or a limited meeting is held between the candidate and internship principal to discuss the school budget, resources, impact on student subgroups, the candidate’s recommendations and/or the candidate’s reflections on the school budget and other resources.</p>	1 / 0

	Meeting the Standard	Does Not Meet Standard	Score
<p><u>Outcomes/Reflections:</u></p> <ul style="list-style-type: none"> Clearly stated and demonstrated Data supports the results Candidate reflects on her/his role in the process 	<p>The candidate clearly understands the school budget and resources as evidenced by a formal report detailing how the resources are used; including an assessment of adequacy, effectiveness and efficiency. Appropriate recommendations are made for improvement. The report specifically addresses the impact of the budget on NCLB student subgroups such as Limited English Proficiency, special education and economically disadvantaged. The report findings are presented to the principal. The candidate is able to reflect on her/his involvement in the budget review process, resources available, and the impact the recommendations will have on the school.</p>	<p>The candidate reviews the budget. Knowledge of other resources is minimal. The details on how the resources are used; including an assessment of adequacy, effectiveness and efficiency are incomplete. School budget recommendations are poor and/or inappropriate. Little or no specificity is given to the impact of the budget on NCLB student subgroups such as Limited English Proficiency, special education and economically disadvantaged. The candidate is unable to accurately reflect on her/his involvement in reviewing the school budget, resources and impact on subgroups.</p>	1 / 0
<p><u>Products:</u></p> <ul style="list-style-type: none"> Align to standards Articulate and well organized Demonstrates full completion Reflection 	<p>The candidate produces the following: a copy of the reviewed school budget initialed by the internship principal, a report that contained the following: details of how the budget resources are used; how the resources are evaluated for adequacy, assessed for effectiveness and efficiency; and recommendations for improvement. The final report addresses the impact of the budget on NCLB student subgroups such as Limited English Proficiency, special education and economically disadvantaged.</p>	<p>The candidate does not produce a copy of the reviewed school budget initialed by the internship principal. The report does not contain the following: details of how resources are used; how the resources are evaluated for adequacy and/or assessed for effectiveness and efficiency. The candidate makes inadequate or inappropriate recommendations for budget improvements and/or, the final report does not specifically address the impact of the budget on NCLB student subgroups such as Limited English Proficiency, special education and economically disadvantaged.</p>	1 / 0
<p><u>Quality:</u> • Beginning principal like or better</p> <ul style="list-style-type: none"> Complete Accurate 	<p>The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate meets or exceeds the standards measured on this assessment.</p>	<p>The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate does not meet or exceed the standards measured on this assessment.</p>	1 / 0
Candidate must MEET 5 or 5 to demonstrate competency		Total Score for Area 3.2	

Focus Area: 3.3-State the mission of the school. Determine and analyze the different systems that exist within the school to fulfill the school’s mission (i.e. instructional: curriculum, assessment, technology, class structure; and management: discipline plan; attendance; maintenance; transportation, etc.). Choose one instructional and one management system; create an assessment tool that will be used to rate the two systems. Finally, develop recommendations for improvement of aspects of the two systems that need improvement and report the findings to the internship principal.

	Meeting the Standard	Does Not Meet Standard	Score
<p><u>Content:</u></p> <ul style="list-style-type: none"> Standards = 1.A, 1.B, 1.D, 2.E, 2.G, 2.H, 3.A, 3.B, 4.A, 5. A Appropriateness of the content 	<p>The candidate clearly incorporates the mission of the school in determining and analyzing the two different systems (one instructional and one management). The candidate creates an assessment tool for analysis to utilize in developing recommendations for improvement in the final report.</p>	<p>The candidate does not clearly incorporate the mission of the school in determining and analyzing the two different systems (one instructional and one management). The candidate’s assessment tool for analysis lacks development for accurate and worthwhile recommendations for improvement in the final report.</p>	1 / 0
<p><u>Process:</u></p> <ul style="list-style-type: none"> Follows theory to practice Logical & Sequential Understandable Achieves the purpose 	<p>The candidate demonstrates an understanding of two school systems (instructional and management) through the use of an accurately created assessment to analyze the two systems. Results of the analysis are connected to practical recommendations for improvement.</p>	<p>The candidate is unable to demonstrate an understanding of two school systems (instructional and management). The assessment is not accurate for use in analysis of the two systems. The analysis is unconnected to practical recommendations for improvement.</p>	1 / 0
<p><u>Outcomes/Reflections:</u></p> <ul style="list-style-type: none"> Clearly stated and demonstrated Data supports the results Candidate reflects on her/his role in the process 	<p>The candidate clearly states the outcomes and expectations of analyzing two systems (one instructional and one management) through reviewing data, systems, creating an assessment tool, evaluating effectiveness, recommendations, and reporting findings to the principal. The candidate is able to reflect on her/his involvement in the project and the impact the recommendations will have on the school.</p>	<p>The candidate does not clearly state the outcomes and expectations of analyzing two systems (one instructional and one management). The reviewed data is lacking, the assessment is ineffective and lacks connection to the recommendations, and the reported findings are not appropriate. The candidate is lacking in the reflection on her/his involvement in the project and the impact the recommendations will have on the school.</p>	1 / 0

	Meeting the Standard	Does Not Meet Standard	Score
<p><u>Products:</u></p> <ul style="list-style-type: none"> Align to standards Articulate and well organized Demonstrates full completion Reflection 	<p>The candidate produces a report that contains the following: a clear connection of recommended changes to the mission of the school; a mapping of two systems (one instructional and one management); an assessment tool used for the systems' evaluation; an analysis of the data; and recommendations for improvement.</p>	<p>The candidate is unable to produce a report that contained clear connections of recommended changes to the mission of the school; an analysis of two systems in the school (one instructional and one management); an assessment tool used for analysis; and recommendations for improvement.</p>	<p>1 / 0</p>
<p><u>Quality:</u></p> <ul style="list-style-type: none"> Beginning principal like or better Complete Accurate 	<p>The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate meets or exceeds the standards measured on this assessment.</p>	<p>The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate does not meet or exceed the standards measured on this assessment.</p>	<p>1 / 0</p>
<p>Candidate must MEET 5 or 5 to demonstrate competency</p>		<p>Total Score for Area 3.3</p>	

Assessment 4

As defined by Public Law 096-0903 in Section 30.45, a), 4), A, B, C, D, E, F, & G students enrolled in approved Principal Preparation Programs must be evaluated on the seven defined areas in that section. The following seven (7) foci have been developed to add additional focus to the 3 Internship Assessments (when possible) that are already required during the internship program.

While the attached assessments and scoring guide rubric defines a certain measure of specificity, it is intended to provide a level of flexibility based on the unique characteristics of the individual internship school site. Program faculty and candidates should use this rubric to develop authentic leadership experiences during the internship that will meet the leadership development needs of candidates, as well as, meet the needs and context of the setting in which the internship takes place.

Focus 4.A Work with faculty or faculty teams to create, implement, and formatively evaluate the school improvement plan (SIP). Use student data to work collaboratively with teachers to evaluate and modify curriculum and instructional strategies to meet the needs of each student, including ELLs, at-risk early childhood students, and students with disabilities and to incorporate the data and methods for improvement into the School Improvement Plan.

Scoring Guide: Meets the Expectation	Scoring Guide: Does Not Meet the Expectation
A.1) The candidate provides evidence of working with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan. The plan includes student data that teachers collaboratively used to modify curriculum and instructional strategies to meet the needs of each student and incorporated the data into the School Improvement Plan;	The candidate does not provide evidence of working with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan that includes use of student data by teachers working collaboratively to modify curriculum and instructional strategies to meet the needs of each student;
A.2) The candidate provides evidence of working with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan. The plan includes student data that teachers collaboratively used to modify curriculum and instructional strategies to meet the needs of ELL students and incorporated the data into the School Improvement Plan;	The candidate does not provide evidence of working with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan that includes use of student data by teachers working collaboratively to modify curriculum and instructional strategies to meet the needs of ELL students;
A.3) The candidate provides evidence of working with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan. The plan includes student data that teachers collaboratively used to modify curriculum and instructional strategies to meet the needs of at-risk early childhood students and incorporated the data into the School Improvement Plan;	The candidate does not provide evidence of working with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan that includes use of student data by teachers working collaboratively to modify curriculum and instructional strategies to meet the needs of at-risk early childhood students;
A.4) The candidate provides evidence of working with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan. The plan includes student data that teachers collaboratively used to modify curriculum and instructional strategies to meet the needs of students with disabilities and incorporated the data into the School Improvement Plan;	The candidate does not provide evidence of working with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan that includes use of student data by teachers working collaboratively to modify curriculum and instructional strategies to meet the needs of students with disabilities;

Focus 4.B. Investigate, define, and delineate the systems and factors within the internship school for advocating, nurturing, and sustaining a culture of collaboration, trust, learning, and high expectations and a personalized and motivating learning environment for students. Include in this process the evaluation of the use of a wide range of printed, visual, and auditory materials and online resources appropriate to the content areas and the reading needs and developmental levels of each student (including early childhood students, ELLs, students with disabilities, and struggling and advanced readers) to ensure their use in the school.

Scoring Guide: Meets the Expectation	Scoring Guide: Does Not Meet the Expectation
B.1) The candidate provides evidence of the ability to evaluate a school to ensure the use of a wide range of printed, visual, and auditory materials and online resources appropriate to the content areas and the reading needs and developmental levels of each student including ELLs;	The candidate does not provide evidence of the ability to evaluate a school to ensure the use of a wide range of printed, visual, and auditory materials and online resources appropriate to the content areas and the reading needs and developmental levels of each student including ELLs;
B.2) The candidate provides evidence of the ability to evaluate a school to ensure the use of a wide range of printed, visual, and auditory materials and online resources appropriate to the content areas and the reading needs and developmental levels of each student including students with disabilities;	The candidate does not provide evidence of the ability to evaluate a school to ensure the use of a wide range of printed, visual, and auditory materials and online resources appropriate to the content areas and the reading needs and developmental levels of each student including students with disabilities;
B.3) The candidate provides evidence of the ability to evaluate a wide range of printed, visual, and auditory materials and online resources appropriate to the content areas and the reading needs and developmental levels of each student including early childhood students to ensure their use in the school;	The candidate does not provide evidence of the ability to evaluate a wide range of printed, visual, and auditory materials and online resources appropriate to the content areas and the reading needs and developmental levels of each student including early childhood students to demonstrate their use in the school;
B.4) The candidate provides evidence of the ability to evaluate a wide range of printed, visual, and auditory materials and online resources appropriate to the content areas and the reading needs and developmental levels of each student including struggling and advanced readers to ensure their use in the school.	The candidate does not provide evidence of the ability to evaluate a wide range of printed, visual, and auditory materials and online resources appropriate to the content areas and the reading needs and developmental levels of each student including struggling and advanced readers to demonstrate their use in the school.

Focus 4.C Investigate, define, and delineate the systems and factors within the internship school for advocating, nurturing, and sustaining a culture of collaboration, trust, learning, and high expectations and a personalized and motivating learning environment for students. Work in conjunction with general education, certified staff, special education, and bilingual education teachers to identify and select assessment strategies and devices that are nondiscriminatory and that are to be used by the school (while taking into consideration the impact of disabilities, methods of communication, cultural background, and primary language) to measure the knowledge and performance of students. Include this work in the systems improvement processes. (Coordinated with Focus Area 3.1)

Scoring Guide: Meets the Expectation	Scoring Guide: Does Not Meet the Expectation
<p>C.1) Working in conjunction with general education teachers the candidate provides evidence of the ability to identify and select assessment strategies and devices that are nondiscriminatory to be used by the school (while taking into consideration the impact of disabilities, methods of communication, cultural background, and primary language) for measuring knowledge and performance of students. The activity is included in the systems improvement processes;</p>	<p>Working in conjunction with general education teachers, the candidate is unable to provide evidence of the ability to identify and select assessment strategies and devices that are nondiscriminatory used by the school (while taking into consideration the impact of disabilities, methods of communication, cultural background, and primary language) for measuring knowledge and performance of students and was unable to include this activity in the systems improvement processes;</p>
<p>C.2) Working in conjunction with certified staff the candidate provides evidence of the ability to identify and select assessment strategies and devices that are nondiscriminatory to be used by the school (while taking into consideration the impact of disabilities, methods of communication, cultural background, and primary language) for measuring knowledge and performance of students. The activity is included in the systems improvement processes;</p>	<p>Working in conjunction with certified staff, the candidate is unable to provide evidence of the ability to identify and select assessment strategies and devices that are nondiscriminatory used by the school (while taking into consideration the impact of disabilities, methods of communication, cultural background, and primary language) for measuring knowledge and performance of students and was unable to include this activity in the systems improvement processes;</p>
<p>C.3) Working in conjunction with special education teachers the candidate provides evidence of the ability to identify and select assessment strategies and devices that are nondiscriminatory to be used by the school (while taking into consideration the impact of disabilities, methods of communication, cultural background, and primary language) for measuring knowledge and performance of students. The activity is included in the systems improvement processes;</p>	<p>Working in conjunction with special education teachers, the candidate is unable to provide evidence of the ability to identify and select assessment strategies and devices that are nondiscriminatory used by the school (while taking into consideration the impact of disabilities, methods of communication, cultural background, and primary language) for measuring knowledge and performance of students and was unable to include this activity in the systems improvement processes;</p>
<p>C.4) Working in conjunction with bilingual education teachers the candidate provides evidence of the ability to identify and select assessment strategies and devices that are nondiscriminatory to be used by the school (while taking into consideration the impact of disabilities, methods of communication, cultural background, and primary language) for measuring knowledge and performance of students. The activity is included in the systems improvement processes;</p>	<p>Working in conjunction with bilingual education teachers, the candidate is unable to provide evidence of the ability to identify and select assessment strategies and devices that are nondiscriminatory used by the school (while taking into consideration the impact of disabilities, methods of communication, cultural background, and primary language) for measuring knowledge and performance of students and was unable to include this activity in the systems improvement processes;</p>

Focus Area 4.D Investigate, define, and delineate the systems and factors within the internship school for advocating, nurturing, and sustaining a culture of collaboration, trust, learning, and high expectations and a personalized and motivating learning environment for students. Working with teachers and utilizing the systems investigation processes, produce an improvement plan that focuses on the needs of the school to support services required to meet individualized instruction for students with special needs including students with IEPs, IFSPs (Individualized Family Service Plans), or Section 504 plans; ELLs; at-risk early childhood students; and students identified as gifted. (Coordinated with Focus 3.1)

Scoring Guide: Meets the Expectation	Scoring Guide: Does Not Meet the Expectation
<p>D.1) Working with teachers and utilizing the systems investigation, the candidate produces an improvement plan that focuses on improvement of the needs of the school to support services required to meet individualized instruction for students with IEPs, IFSPs, or Section 504 plans. As evidence of this work, a written plan is submitted to the faculty for consideration, review and comment.</p>	<p>Working with teachers and utilizing the systems investigation, the candidate was unable to produce a plan that focuses on improvement of the needs of the school to support services required to meet individualized instruction for students with IEPs, IFSPs, or Section 504 plans. Little or no evidence of this work, such as a written plan, was able to be submitted to the faculty for consideration, review and comment.</p>
<p>D.2) Working with teachers and utilizing the systems investigation, the candidate produces an improvement plan that focuses on improvement of the needs of the school to support services required to meet individualized instruction for ELL students. As evidence of this work, a written plan is submitted to the faculty for consideration, review and comment.</p>	<p>Working with teachers and utilizing the systems investigation, the candidate was unable to produce a plan that focuses on improvement of the needs of the school to support services required to meet individualized instruction for ELL students. Little or no evidence of this work, such as a written plan, was able to be submitted to the faculty for consideration, review and comment.</p>
<p>D.3) Working with teachers and utilizing the systems investigation, the candidate produces an improvement plan that focuses on improvement of the needs of the school to support services required to meet individualized instruction for at-risk early childhood students. As evidence of this work, a written plan is submitted to the faculty for consideration, review and comment.</p>	<p>Working with teachers and utilizing the systems investigation, the candidate was unable to produce a plan that focuses on improvement of the needs of the school to support services required to meet individualized instruction for at-risk early childhood students. Little or no evidence of this work, such as a written plan, was able to be submitted to the faculty for consideration, review and comment.</p>
<p>D.4) Working with teachers and utilizing the systems investigation, the candidate produces an improvement plan that focuses on improvement of the needs of the school to support services required to meet individualized instruction for students identified as gifted. As evidence of this work, a written plan is submitted to the faculty for consideration, review and comment.</p>	<p>Working with teachers and utilizing the systems investigation, the candidate was unable to produce a plan that focuses on improvement of the needs of the school to support services required to meet individualized instruction for students identified as gifted. Little or no evidence of this work, such as a written plan, was able to be submitted to the faculty for consideration, review and comment.</p>

Focus Area 4.E Demonstrate understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies. Include in this demonstration your ability to proactively serve all students (including Early Childhood) and their families with equity and honor and advocate on their behalf, ensuring an opportunity to learn and the well-being of each child in the classroom. (Coordinated with **ISLLC Standard 6.0**)

Scoring Guide: Meets the Expectation	Scoring Guide: Does Not Meet the Expectation
<p>E.1) The candidate provides evidence of proactively serving all students and their families and advocating on their behalf for an opportunity to learn and for the well-being of each child in the classroom. Written evidence of an event or series of events where the candidate advocated for a student or students, family or families, or caregiver or caregivers is verified by the mentor principal.</p>	<p>The candidate does not provide evidence of proactively serving all students and their families and advocated on their behalf for an opportunity to learn and for the well-being of each child in the classroom. Little or no evidence, documented in writing, is verified by the mentor principal of an event or series of events where the candidate advocated for a student or students, family or families, or caregiver or caregivers.</p>
<p>E.2) The candidate provides evidence of proactively serving Early Childhood students and their families with equity and honor on their behalf for an opportunity to learn and for the well-being of each child in the classroom. Written evidence of an event or series of events where the candidate served student or students, family or families, or caregiver or caregivers with equity and honor is verified by the mentor principal.</p>	<p>The candidate does not provide evidence of proactively serving Early Childhood students and their families with equity and honor on their behalf for an opportunity to learn and for the well-being of each child in the classroom. Little or no evidence, documented in writing, is verified by the mentor principal of an event or series of events where the candidate served student or students, family or families, or caregiver or caregivers with equity and honor.</p>

Focus Area 4.F. Work with faculty or faculty teams to gather and examine data to assess progress on the SIP and make recommendations for improvements or modifications to the SIP for the following year including the analysis and use of student information to design instruction that meets the diverse needs of students and leads to ongoing growth and development of all students (including early childhood and gifted students). (Coordinated with Focus Area 1.4)

Scoring Guide: Meets the Expectation	Scoring Guide: Does Not Meet the Expectation
<p>F.1) The candidate provides clear evidence of working with faculty or faculty teams to gather and examine data to assess progress on the SIP and make recommendations for improvements or modifications to the SIP for the following year; this includes the analysis and use of student information to design instruction that meets the diverse needs of students and leads to ongoing growth and development of all students (including early childhood and gifted students).</p>	<p>The candidate does not provide clear evidence of working with faculty or faculty teams to gather and examine data to assess progress on the SIP and make recommendations for improvements or modifications to the SIP for the following year; the inclusion of the analysis and use of student information to design instruction that meets the diverse needs of students and leads to ongoing growth and development of all students (including early childhood and gifted students) is lacking in content and quality.</p>

Focus Area 4.G Work with faculty or faculty teams to gather and examine data to assess progress on the SIP and make recommendations for improvements or modifications to the SIP for the following year. This work includes the recognition of the individual needs of students by working with general education, certified staff, special education, and bilingual education teachers to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs. (Coordinated with Focus Area 1.4)

Scoring Guide: Meets the Expectation	Scoring Guide: Does Not Meet the Expectation
<p>G.1) The candidate provides clear evidence of working with faculty or faculty teams to gather and examine data to assess progress on the SIP and make recommendations for improvements or modifications to the SIP for the following year. Included in the recommendation is the recognition of the individual needs of students by working with general education teachers to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs.</p>	<p>The candidate is unable to provide clear evidence and had difficulty in working with faculty or faculty teams to gather and examine data to assess progress on the SIP and make recommendations for improvements or modifications to the SIP for the following year. The inclusion in the recommendation of the recognition of the individual needs of students by working with general education teachers to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs was lacking and of poor quality.</p>
<p>G.2) The candidate provides clear evidence of working with faculty or faculty teams to gather and examine data to assess progress on the SIP and make recommendations for improvements or modifications to the SIP for the following year. Included in the recommendation is the recognition of the individual needs of students by working with certified staff to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs.</p>	<p>The candidate is unable to provide clear evidence and had difficulty in working with faculty or faculty teams to gather and examine data to assess progress on the SIP and make recommendations for improvements or modifications to the SIP for the following year. The inclusion in the recommendation of the recognition of the individual needs of students by working with certified staff to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs was lacking and of poor quality.</p>
<p>G.3) The candidate provides clear evidence of working with faculty or faculty teams to gather and examine data to assess progress on the SIP and make recommendations for improvements or modifications to the SIP for the following year. Included in the recommendation is the recognition of the individual needs of students by working with special education teachers to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs.</p>	<p>The candidate is unable to provide clear evidence and had difficulty in working with faculty or faculty teams to gather and examine data to assess progress on the SIP and make recommendations for improvements or modifications to the SIP for the following year. The inclusion in the recommendation of the recognition of the individual needs of students by working with special education teachers to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs was lacking and of poor quality.</p>
<p>G.4) The candidate provides clear evidence of working with faculty or faculty teams to gather and examine data to assess progress on the SIP and make recommendations for improvements or modifications to the SIP for the following year. Included in the recommendation is the recognition of the individual needs of students by working with bilingual education teachers to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs.</p>	<p>The candidate is unable to provide clear evidence and had difficulty in working with faculty or faculty teams to gather and examine data to assess progress on the SIP and make recommendations for improvements or modifications to the SIP for the following year. The inclusion in the recommendation of the recognition of the individual needs of students by working with bilingual education teachers to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs was lacking and of poor quality.</p>

Glossary of Terms for Assessment #4 Internship Assessment Rubric:

At-Risk Early Childhood Students: Children ages birth to 5 who have at least one risk factor in their lives that is linked with lower school and life success. The following are examples, though not an exhaustive list: at least one disability, home language other than English, does not live with both parents, either parent emigrated in past five years, family income below \$10,000, neither parent/guardian employed, social/emotional/behavior/health problems, parental substance abuse/mental health issues, domestic violence exposure, children in welfare settings, children of ethnic minority

Bilingual Education Teacher: Persons who have a bachelor's degree in bilingual education, are certified/licensed in bilingual education, and primarily work with students who have no or limited English proficiency.

Certified staff: Staff members who are credentialed and certified to work with specific populations within the school. Examples: speech-language pathologists, paraprofessional special education aides

ECE (Early Childhood Education): The program of development that typically addressed children ranging in ages 3 to 6

ECSE (Early Childhood Special Education): Early childhood special education as defined by the federal law known as the Individuals with Disabilities Education Act (IDEA) is for 3-, 4- and 5-year-old children with disabilities who are provided a free and appropriate public education in accordance with their individual needs.

ELL (English Language Learner): A person who is in the process of acquiring English and has a first language other than English. Also called **ESL** (English as a Second Language), Culturally and Linguistically Diverse (**CLD**), and Limited English Proficient (**LEP**).

General Education: The program of education that typically developing children should receive, based on state standards and evaluated by the annual state educational standards test

IEP (Individualized Education Plan): A legal document that details what special education services a child will receive and why. It will include the child's [classification](#), placement, services such as a one-on-one aide and therapies, academic and behavioral goals, a behavior plan if needed, percentage of time in regular education, and progress reports from teachers and therapists.

IFSP (Individualized Family Service Plan): A legal document that details the early intervention services a birth to age 2 child will receive and why.

Internship Forms

FORM A

CATHOLIC PRINCIPAL PREPARATION PROGRAM APPLICATION/AGREEMENT

FORM B

INTERNSHIP SITE DEMOGRAPHIC INFORMATION

FORM C

MENTOR PRINCIPAL AGREEMENT FORM

FORM D

CANDIDATE EVALUATION BY MENTOR PRINCIPAL FORM

FORM A
Loyola University Chicago
School of Education

CATHOLIC PRINCIPAL PREPARATION PROGRAM INTERNSHIP APPLICATION/AGREEMENT

Date _____ Semester/Year for Internship _____

Candidate Name: FEIN#	
Position and Name of School:	
Address:	
City, State, Zip:	
Phone numbers:	
Work:	Home:
Work Email address:	
Home Email address:	

Academic Advisor:
Program Completion Date:
Hours completed at the END of current semester:
Mentor principal:
Mentor principal Administrative Certification Number:
School Address:
City, State, Zip:
Phone number:
Work:
Email address:
Work:

Candidate Signature: Date:	
Coach Signature: Date:	
Mentor principal Signature:	Date:
University Professor:	Date:
Coordinator of Coaches:	Date:

FORM B
Internship Site Demographic Information

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

Date : _____ **Semester/Year for Internship:** _____

Name of School: _____

Address of School: _____

Principal Name: _____

Total Enrollment _____

School Enrollment	Percentage of Student Population
White	
Black	
Hispanic	
Asian/Pacific Islander	
Native American	
Low Income Candidates	
Students with Limited English Proficiency	
Students with Special Needs (include all candidates with an ISP)	

This information may be obtained from the Fall Housing Report submitted annually to ISBE and the NCEA Enrollment Report. If the total minority enrollment (i.e., Black, Hispanic, Asian/Pacific Islander, Native American) is less than 20%, the Internship candidate should strongly consider shadowing an administrator at a culturally diverse site for one full day.

Form C
LOYOLA UNIVERSITY CHICAGO
CATHOLIC PRINCIPAL PREPARATION PROGRAM

MENTOR PRINCIPAL AGREEMENT FORM

Thank you for agreeing to accept an intern candidate. Placement in your school will help to ensure that the intern candidate has real-life and practical experiences that will help develop the skills for him/her to become a successful Catholic school principal. The mentor principal faces both challenges and opportunities in sponsoring the intern candidate. The mentor principal 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 mentor principal is to put the candidate to work in ways that make the candidate a valuable contributor to the school's operation and, at the same time, provide for the candidate's mastery of the many important competencies of a school administrator.

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

- A wide range of activities that help the candidate become acquainted with all the facets of the mentor principal's work.
- opportunities to observe the mentor principal in a variety of situations.
- duties of increasing responsibility.

By agreeing to accept an intern candidate from the Catholic Principal Preparation Program-Loyola University Chicago, are you agreeing to the following responsibilities:

1. Agree to supervise the candidate and meet with him/her to discuss Internship expectations.
2. Sign the Internship Agreement with the University.
3. Meet with the candidate and the university professor to discuss experiences and activities in the Internship.
4. Introduce the candidate to the site staff and explain his/her role in the organization.
5. Assign administrative duties and tasks; guide the candidates; and assess progress of the candidate.
6. Schedule weekly conferences with the candidate 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 candidate, etc.
7. Sign the candidate's Weekly Log and Activities List to verify completion of designated activities.
8. Evaluate the candidate upon his/her completion of all course requirements.

I agree to provide a internship site for the intern candidate and I agree to follow the listed responsibilities.

Mentor Principal/Date

Intern Candidate's Name

FORM D

CATHOLIC PRINCIPAL PREPARATION PROGRAM

LOYOLA UNIVERSITY CHICAGO

CANDIDATE EVALUATION BY MENTOR PRINCIPAL FORM

Name of Candidate: _____ Internship Site: _____

Part I: As the mentor principal, please evaluate the extent to which the internship candidate has exhibited the competencies listed below by checking one of the corresponding boxes.

Target (3)	Candidate exceeds expectations for the stated competency
Acceptable (2)	Candidate performs at an acceptable level of proficiency for the stated competency
Unsatisfactory (1)	Candidate does not perform at an acceptable rate of proficiency for the stated competency and is need of remediation for the competency
Not Able to Evaluate (0)	No opportunity to observe this competency

Skill Criteria NCATE (ELCC) /ISLLC Standards/SREB CSF	3	2	1	0
ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school. <i>ISLLC Standard 1: Function A</i> <i>SREB CSF 1</i>				
ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organization effectiveness, create, and implement plans to achieve school goals. <i>ISLLC Standard 1: Function B</i> <i>SREB CSF 1</i>				
ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement. <i>ISLLC Standard 1: Functions C and D</i> <i>SREB CSF 1</i>				
ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders. <i>ISLLC Standard 1: Function E</i> <i>SREB CSF 1</i>				
ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. <i>ISLLC Standard 2: Function A</i> <i>SREB CSF 2</i>				
ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional program. <i>ISLLC Standard 2: Function B</i> <i>SREB CSF 3</i>				
ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school-level				

Skill Criteria NCATE (ELCC) /ISLLC Standards/SREB CSF	3	2	1	0
environment. <i>ISLLC Standard 2: Function H</i> <i>SREB CSF 2 and 3</i>				
ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning. <i>ISLLC Standard 3: Function E</i> <i>SREB CSF 10</i>				
ELCC 5.4: Candidates understand and can evaluate potential moral and legal consequences of decision making in the school. <i>ISLLC Standard 5: Function D</i> <i>SREB CSF 4</i>				
ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community. Loyola CF 4 <i>ISLLC Standard 4: Function B</i> <i>SREB CSF 6</i>				
ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. <i>ISLLC Standard 4: Function C</i> <i>SREB CSF 7</i>				
ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment. <i>ISLLC Standard 1: Function A</i> <i>SREB CSF 5</i>				
ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners. <i>ISLLC Standard 4: Function D</i> <i>SREB CSF 7</i>				
ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. <i>ISLLC Standard 5: Function B</i> <i>SREB CSF 4</i>				
ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student’s academic and social success. <i>ISLLC Standard 5: Function A</i> <i>SREB CSF 4</i>				
ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. <i>ISLLC Standard 6: Function C</i> <i>SREB CSF 12</i>				
ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment. <i>ISLLC Standard 6: Function B</i> <i>SREB CSF 12</i>				

Catholic School Principal Competencies

Catholic School Principal Competencies	3	2	1	0
<i>Mission and Vision</i>				
<i>1.1 Builds and maintains a positive Catholic culture and environment in the school</i>				
<i>1.2 Leads the community in worship, prayer and service</i>				
<i>1.3 Provides a high quality religious education program staffed by qualified teachers</i>				
<i>1.4 Collaborates with parents as the primary educator of their children</i>				
<i>Governance and Leadership</i>				
<i>2.1 Promote innovation, change, and collaboration in achieving the Catholic educational mission</i>				
<i>2.2 Understands Catholic school governance structures, especially the role of the parish pastor, pastoral council, parish finance committee, school board, Catholic Schools Office, and state Department of Education</i>				
<i>2.3 Initiates, monitors, and evaluates the strategic planning process to fulfill the school's mission and position the school for the future</i>				
<i>2.4 Recruits, selects, supervises, and evaluates school personnel in accordance with the Catholic mission of the school</i>				
<i>2.5 Develops and maintain policies which are congruent with the local Catholic diocese and which support the mission of the school</i>				
<i>Academic Excellence</i>				
<i>3.1 Inspires and leads the school community toward academic excellence</i>				
<i>3.2 Ensures that Catholic teaching and religious values are infused throughout the educational program</i>				
<i>3.3 Utilizes data effectively to monitor and make changes in the</i>				

Catholic School Principal Competencies	3	2	1	0
<i>instructional program</i>				
<i>3.4 Develops programs to address the unique learning needs of students</i>				
<i>3.5 Develop a professional learning community to support on-going professional and faith development of faculty and staff</i>				
Operational Vitality				
<i>4.1 Demonstrates effective stewardship of school resources through the development of both short term budgets and long-term financial plans</i>				
<i>4.2 Creates a comprehensive development plan that explores additional sources of revenue (e.g., alumni giving, grants)</i>				
<i>4.4 Creates innovative marketing strategies to promote the school and its mission to a variety of stakeholders</i>				
<i>4.5 Coordinates with a variety of external sources (local Catholic diocese, local educational agencies, and other government agencies) to access available public funds</i>				
<i>4.6 Ensures the safety of the school through strategic facilities management</i>				

Part II: Performance Narrative

Based on your interactions with and observations of the intern candidate, please identify areas of strength and areas of growth.

Please note the candidate's areas of strength:

Please note the candidate's areas of growth:

Mentor principal's Signature _____ Date: _____

Program Core Faculty

Michael J. Boyle, Ph.D.

Michael J. Boyle is the Assistant Director of the Center for Catholic School Effectiveness at Loyola University Chicago. Dr. Boyle has worked in education in a variety of settings and roles. As a school psychologist at both the high school and elementary levels, he worked with students across a broad range of areas of exceptionality. He has also served as a special education administrator in several public school districts. Additionally, Dr. Boyle also served as principal in a large Catholic elementary school.

Presently, Dr. Boyle is the primary author of the “Sustaining Outstanding Schools” column, published in the NCEA Notes newsletter. He also served on the governing board of *Catholic Education: A Journal of Inquiry and Practice*. The National Catholic Education Association published Dr. Boyle’s book, *Response to Intervention: A Framework for Catholic Schools*, in April 2010. He has also contributed a chapter to the recently published book, *Scholarly Essays on Catholic School Leadership: Research and Insights on Attaining the Mission of Catholic Schools* (NCEA, 2012).

Dr. Boyle has provided professional development programs to a number of Catholic schools and across the country in the areas of differentiation, school-based problem solving teams, critical thinking skills, and issues in special education. Within the School of Education, Dr. Boyle teaches courses in multi-tiered systems of support, mission driven leadership and ethics.

Janis Fine, Ed.D.

Dr. Janis Fine is Associate Professor and Graduate Program Director of the School Administration and Supervision Program in the School of Education at Loyola University Chicago. Dr. Fine holds a Ph.D. in Educational Leadership and Policy Studies from Loyola University Chicago, and a post-doctorate in Philosophy. As the Director of Loyola’s School of Education Rome Programs for twenty years, Dr. Fine has brought over 1500 future teachers and school leaders to Loyola’s Campus in Rome, Italy for a short-term study abroad experience in developing global perspectives for social justice. Her primary teaching and research areas are principal preparation, instructional leadership, leadership for equity and justice in the schools, inter-religious dialogue, and the development of global perspectives through study abroad. Her most recent publications appear in *Planning and Changing*, *The Educational Forum*, and *Frontiers Journal of International Leadership*. Prior to coming to Loyola, Dr. Fine was a special educator and district-level leader in Chicago Public Schools.

Marla Israel, Ed.D.

Dr. Marla Susman Israel is an Associate Professor in Educational Leadership within the School of Education at Loyola University Chicago. Dr. Israel holds an Ed.D. in Educational Administration and Supervision from the University of Illinois. She received her M.S. in Education from Indiana University and her B.S. in Elementary Education from the University of Illinois. For the past five years (2007-2012), and for the next five years (2012- 2017), Dr. Israel has been the co- primary investigator for the

Department of Education's Title III Professional Development Grant – Chicagoland Partners for English Language Learners (CPELL) housed within Loyola University Chicago's School of Education. In this role, for both five year grants totaling \$4 million dollars, she has been responsible for the program's on-going administration and communication including: recruitment, program admission, course development, course implementation and delivery, candidate assessment, program evaluation and providing leadership professional development for partner school districts.

Dr. Israel has been a faculty member in the School of Education for 10 years. Marla is the certification advisor and NCATE program writer for the Administration and Supervision program area. As a faculty member at Loyola University Chicago, she has directed more than 25 dissertations to completion and served on many other doctoral dissertation committees. Her primary teaching and research areas are: principal preparation (including supervising the principal internship), organizational change and school improvement, human resources in educational leadership and ethics in school administration. Her publications appear in: *Planning & Changing, The School Community Journal, Teaching Ethics, The Educational Forum, School Leadership Review and Young Children.*

Prior to coming to Loyola University Chicago, Dr. Israel was a building-level and district-level leader in Skokie, Waukegan and Evanston, Illinois serving English Language Learners and Minority Populations. Within these districts, she served as the ELL Coordinator and Title VII Director, Director of Curriculum and Instruction, and Early Childhood Center Principal and School Age Childcare/Family Focus Coordinator. Before becoming an educational leader, Marla taught in the elementary grades in the suburbs of Chicago. She serves on the school board of her local synagogue and other community service boards that focus on the welfare of children.

Michelle Lia, Ed.D

Michelle Lia holds a BA from Saint Mary's College in Elementary education, and an MS and an EdD in Literacy Education, both from Northern Illinois University. She worked in public and Catholic schools for 17 years as a classroom teacher and a reading specialist. She was the winner of the U.S. Department of Education's American Star of Teaching Award in 2005, as well as one of seven finalists for Illinois Teacher of the Year in 2008.

In her current position as Professional Development Coordinator for the Center for Catholic School Effectiveness, she has recruited students for the M.Ed. in Instructional Leadership, M.Ed. in Reading, and Ed.D. Catholic Educator Cohorts. She also teaches literacy courses to students on Master's programs in the School of Education.

Michelle also provides professional development to teachers in Chicago and across the country in the areas of Common Core and Backward Design as they relate to instruction, literacy, and curriculum. She also provides on-site coaching for teachers in the areas of curriculum and instruction.

Susan Sostak, Ed.D.

Dr. Sostak holds an Ed.D. in Educational Administration and Supervision. From 2009 – 2011, Dr.

Sostak was the Superintendent of Norridge School District 80 in Norridge, Illinois. In this role she facilitated the education of 908 students in Prek-8; supervised 70 certified staff and 30 support staff; and developed, managed and administered all aspects of the \$9.5 million school district budget. Before joining the School of Education full time, Dr. Sostak has been an adjunct faculty member in the School of Education for 3 years. Her teaching experience has been in the areas of the administration of special education, human resources, and the superintendent's practicum. Before joining the faculty at Loyola University Chicago, Dr. Sostak served as a Superintendent in Norridge Illinois, Assistant Superintendent for Student Learning and Instructional Leadership at Oak Lawn-Hometown School District 123, and Principal at The Lane Elementary School and Assistant Principal at Clarendon Hills Middle School in Hinsdale, Illinois.

LOYOLA UNIVERSITY CHICAGO SCHOOL OF EDUCATION

Catholic Principal Preparation Program: M.Ed. in Instructional Leadership

Student Handbook and Procedures Form

I have read, understand and agree to abide by the policies and procedures for the Loyola University Chicago Catholic Principal Preparation Program as stated in the Student Handbook.

Student Signature

Student Name

Date

return completed form to your academic advisor

**Loyola University Chicago
M.Ed. in Instructional Leadership
Principal Preparation Program
ON-BOARDING PLAN**

*Sostak, S. , Israel, M., and Fine, J. (2013)
Loyola University Chicago*

SREB CSF 1 <i>The school leader is able to create a focused mission to improve student achievement and a vision of the elements of school, curriculum, and instructional practices that makes higher achievement possible.</i> ISLLC Standard 1 Functions A-E	Through Loyola University's Principal Preparation Program, the intern will...	Assessed in Loyola's Internship Cycle (Year/ Semester)	Evidence of work done by candidate as teacher leader	Evidence of work done by candidate in field experiences	Evidence of work done by candidate in internship	Level of Involvement: Observation (O) Participation (P) Leadership (L)	Mastery of SREB Critical Success Factor Yes= Y No= N
Internship requires...							
1a. ...working with teachers to implement curriculum that produces gains in student achievement as defined by the mission of the school.	1a. provide leadership while working with teachers to implement curriculum that produces gains in student achievement as defined by the mission of the school.	Year 2 Semester 1					
1b. ...working with the administration to develop, define, and/or adapt best practices based on current research that supports the school's vision.	1b. ...work with administration to develop, define, and/or adapt best practices based on current research that supports the school's vision and focuses on improving student achievement.	Year 3 Semester 2					
1c. ...working with the faculty to develop, define, and/or adapt best practices based on current research that supports the school's vision.	1c. ...work with teachers to implement curriculum, focusing on best practices, that produces gains in student achievement as defined by the mission of the school.	Year 2 Semester 2					
1d. ...assisting with transitional activities for students as they progress to higher levels of placement (i.e. elementary to middle, middle to high school, high school to higher education.	1d. ...focus on improving student achievement while assisting with transitional activities for students as they progress to higher levels of placement (i.e., elementary to middle, middle to high school, high school to higher education).	Year 2 Semester 2					

SREB CSF 2 <i>The school leader is able to set high expectations for all students to learn high-level content.</i> ISLLC Standard 2 Functions A-I	Through Loyola University's Principal Preparation Program, the intern will...	Assessed in Loyola's Internship Cycle (Year/Semester)	Evidence of work done by candidate as teacher leader	Evidence of work done by candidate in field experiences	Evidence of work done by candidate in internship	Level of Involvement: Observation (O) Participation (P) Leadership (L)	Mastery of SREB Critical Success Factor Yes= Y No= N
Internship requires...							
2a. ...developing/overseeing academic recognition programs that acknowledge and celebrate student's success at all levels of ability.	2a. ... promote and develop/oversee academic recognition programs that acknowledge and celebrate student's success at all levels of ability.	Year 2 Semester 2					
2b. ...developing activities resulting in raising standards and academic achievement for all students and teachers.	2b. ... participate in activities resulting in raising standards and academic achievement for all students and teachers.	Year 2 Semester 2					
2c. ...authentic assessments of student work through the use and/or evaluation of rubrics, end of course tests, projects.	2c. ...develop authentic assessments of student work through the use and/or evaluation of rubrics, end of course tests, and projects.	Year 2 Semester 2					

SREB CSF 3 <i>The school leader is able to recognize and encourage implementation of good instructional practices that motivate and increase student achievement.</i> ISLLC Standard 2 Functions A-I	Through Loyola University's Principal Preparation Program, the intern will...	Assessed in Loyola's Internship Cycle (Year/Semester)	Evidence of work done by candidate as teacher leader	Evidence of work done by candidate in field experiences	Evidence of work done by candidate in internship	Level of Involvement: Observation (O) Participation (P) Leadership (L)	Mastery of SREB Critical Success Factor Yes= Y No= N
Internship requires...							
3a. ...using a variety of strategies to analyze and evaluate the quality of instructional practices being implemented in a school.	3a. ...use a variety of strategies to analyze and evaluate the quality of instructional practices being implemented in a school and will focus the group on good instructional practices.	Year 3 Semester 1					
3b. ...working with teachers to select and implement appropriate instructional strategies that address identified achievement gaps.	3b. ...work with teachers to promote the selection and implementation of appropriate instructional strategies and sound instructional practices that address identified achievement gaps.	Year 2 Semester 2					
3c. ...working on a school team to prioritize standards and map curriculum in at least one content area across all grade levels of the school.	3c. ... work on a school team to prioritize standards and map curriculum toward the process of completion in at least one content area across all grade levels of the school	Year 2 Semester 1					
3d. ...working with a group of teachers to unwrap adopted standards and develop assignments and assessments aligned with the standards.	3d. ...work with a group of teachers to unwrap adopted standards and develop assignments and assessments aligned with the standards engaging to move the process forward.	Year 2 Semester 1					
3e. ...working with a school team to monitor implementation of an adopted curriculum.	3e. ...with a school team to monitor implementation of an adopted curriculum.	Year 3 Semester 1					
3f. ...involvement in the work of literacy and numeracy task forces.	3f. ...be involved in the work of literacy and numeracy task forces.	Year 2 Semester 1					
3g. ...working with curriculum that is interdisciplinary and provides opportunities for students to apply knowledge in various modalities across the curriculum.	3g. ...work with curriculum that is interdisciplinary and provides opportunities for students to apply knowledge in various modalities across the curriculum while providing positive input to incorporate such learning opportunities for students.	Year 2 Semester 1					

SREB CSF 4 <i>The school leader is able to create a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult.</i> ISLLC Standard 5 Functions A-E	Through Loyola University's Principal Preparation Program, the intern will...	Assessed in Loyola's Internship Cycle (Year/ Semester)	Evidence of work done by candidate as teacher leader	Evidence of work done by candidate in field experiences	Evidence of work done by candidate in internship	Level of Involvement: Observation (O) Participation (P) Leadership (L)	Mastery of SREB Critical Success Factor Yes= Y No= N
Internship requires...							
4a. ...working with staff to identify needs of all students.	4a. ...work with staff to identify needs of all students and help the faculty and staff to understand that every student is important.	Year 2 Semester 1					
4b. ...collaborating with adults from within the school and community to provide mentors for all students.	4b. ...collaborate with adults from within the school and community to provide mentors for all students.	Year 3 Semester 2					
4c. ...engaging in activities designed to increase parental involvement.	4c. ...will help lead activities designed to increase parental involvement.	Year 3 Semester 2					
4d. ...engaging parent/student/school collaborations that develop long-term educational plans for students.	4d. ...take a lead role in parent/school/student/school collaborations that develop long-term educational plans for students	Year 3 Semester 2					
SREB CSF 5 <i>The school leader is able to use data to initiate and continue improvement in school and classroom practices and student achievement.</i> ISLLC Standard 4 Functions A-D	Through Loyola University's Principal Preparation Program, the intern will...	Assessed in Loyola's Internship Cycle (Year/ Semester)	Evidence of work done by candidate as teacher leader	Evidence of work done by candidate in field experiences	Evidence of work done by candidate in internship	Level of Involvement: Observation (O) Participation (P) Leadership (L)	Mastery of SREB Critical Success Factor Yes= Y No= N
Internship requires...							
5a. ...analyzing data (including standardized test scores, teacher assessments, psychological data, etc.) to develop/refine instructional activities and set instructional goals.	5a. ...analyze data (including standardized test scores, teacher assessments, psychological data, etc.) to develop/refine instructional activities and set instructional goals to promote continuous improvement.	Year 2 Semester 1					
5b. ... facilitating data disaggregation for use by faculty and other stakeholders.	5b. ...facilitate data disaggregation for use by faculty and other stakeholders to promote continuous improvement.	Year 2 Semester 2					

SREB CSF 6 <i>The school leader is able to keep everyone informed and focused on student achievement.</i> ISLLC Standard 4 Functions A-D	Through Loyola University's Principal Preparation Program, the intern will...	Assessed in Loyola's Internship Cycle (Year/Semester)	Evidence of work done by candidate as teacher leader	Evidence of work done by candidate in field experiences	Evidence of work done by candidate in internship	Level of Involvement: Observation (O) Participation (P) Leadership (L)	Mastery of SREB Critical Success Factor Yes= Y No= N
Internship requires							
6a. ...analyzing and communicating school progress and school achievement to teachers, parents, and staff.	6a. ...will take a lead role in analyzing and communicating school progress and school achievement to teachers, parents, and staff.	Year 3 Semester 1					
6b. ...gathering feedback regarding the effectiveness of personal communication skills.	6b. ...work with faculty and staff in gathering feedback regarding effectiveness of personal communication skills.	Year 3 Semester 1					
SREB CSF 7 <i>The school leader is able to make parents partner in their student's education and create a structure for parent and educator collaboration.</i> ISLLC Standard 4 Functions A-D	Through Loyola University's Principal Preparation Program, the intern will...	Assessed in Loyola's Internship Cycle (Year/Semester)	Evidence of work done by candidate as teacher leader	Evidence of work done by candidate in field experiences	Evidence of work done by candidate in internship	Level of Involvement: Observation (O) Participation (P) Leadership (L)	Mastery of SREB Critical Success Factor Yes= Y No= N
Internship requires...							
7a. ...working with meaningful relationships with faculty and parents to develop action plans for student achievement.	7a. ...be involved in meaningful relationships with faculty and parents to develop action plans for student achievement.	Year 3 Semester 2					

SREB CSF 8 <i>The school leader is able to understand the change process and has the leadership and communication skills to manage it effectively.</i> ISLLC Standard 3 Functions A-E	Through Loyola University's Principal Preparation Program, the intern will...	Assessed in Loyola's Internship Cycle (Year/Semester)	Evidence of work done by candidate as teacher leader	Evidence of work done by candidate in field experiences	Evidence of work done by candidate in internship	Level of Involvement: Observation (O) Participation (P) Leadership (L)	Mastery of SREB Critical Success Factor Yes= Y No= N
Internship requires...							
8a. ...working with faculty and staff in professional development activities.	8a. ...work with faculty and staff in professional development activities.	Year 3 Semester 1					
8b. ...inducting and/or mentoring new	8b. ...will participate in the induction and mentoring of new teaching staff.	Year 3 Semester 1					
8c. ...building a "learning community" that includes all stakeholders.	8c....demonstrate facilitation skills to build a "learning community" that includes all stakeholders.	Year 3 Semester 2					
SREB CSF 9 <i>The school leader is able to understand how to help students learn and knows how to advance meaningful change through quality, sustained professional development that benefits students.</i> ISLLC Standard 3 Functions A-E	Through Loyola University's Principal Preparation Program, the intern will...	Assessed in Loyola's Internship Cycle (Year/Semester)	Evidence of work done by candidate as teacher leader	Evidence of work done by candidate in field experiences	Evidence of work done by candidate in internship	Level of Involvement: Observation (O) Participation (P) Leadership (L)	Mastery of SREB Critical Success Factor Yes= Y No= N
Internship requires...							
9a. ...study groups, problem-solving and/or ongoing meetings to promote student achievement.	9a. ...work in study groups, problem solving sessions, and/or ongoing meetings to promote student achievement in order to advance meaningful change.	Year 2 Semester 1					
9b. ...scheduling, developing and/or presenting professional development activities to faculty that positively impact student achievement.	9b. ...advance meaningful change through scheduling, developing, and/or presenting professional development activities to faculty that positively impact student achievement.	Year 2 Semester 2					

SREB CSF 10 <i>The school leader is able to organize and in innovative ways to meet the goals and of school improvement.</i> ISLLC Standard 3 Functions A-E	Through Loyola University's Principal Preparation Program, the intern will...	Assessed in Loyola's Internship Cycle (Year/Semester)	Evidence of work done by candidate as teacher leader	Evidence of work done by candidate in field experiences	Evidence of work done by candidate in internship	Level of Involvement: Observation (O) Participation (P) Leadership (L)	Mastery of SREB Critical Success Factor Yes= Y No= N
Internship requires...							
10a. ...scheduling of classroom and/or professional development activities in a way that provides meaningful time for school improvement activities.	10a. ...participate in scheduling of classroom and/or professional development activities to provide meaningful time spent for school improvement activities.	Year 3 Semester 1					
10b. ...scheduling time to provide struggling students with the opportunity for extra support (i.e., individual tutoring, small group instruction, and extended block time) so that they may have the opportunity to learn mastery.	10b. ...help lead the scheduling of extra support and extra time (i.e., individual tutoring, small group instruction, extended-block time) for struggling students during the school day, so they have the opportunity for mastery.	Year 3 Semester 1					
SREB CSF 11 <i>The school leader is able to acquire and use resources wisely.</i> ISLLC Standard 3 Functions A-E	Through Loyola University's Principal Preparation Program, the intern will...	Assessed in Loyola's Internship Cycle (Year/Semester)	Evidence of work done by candidate as teacher leader	Evidence of work done by candidate in field experiences	Evidence of work done by candidate in internship	Level of Involvement: Observation (O) Participation (P) Leadership (L)	Mastery of SREB Critical Success Factor Yes= Y No= N
Internship Required Activities ...							
11a. ...writing grants or developing partnerships that provide needed resources for school improvement.	11a. ...write grants or develop partnerships that provide needed resources for school improvement	Year 3 Semester 2					
11b. ...developing schedules that maximize student learning in meaningful ways with measurable success.	11b. ...be involved in developing schedules that maximize student learning in meaningful ways with measurable success.	Year 3 Semester 1					

SREB CSF 12 <i>The school leader is able to obtain support from the central office and from community and parent leaders for their school improvement agenda.</i> ISLLC Standard 6 Functions A-C	Through Loyola University's Principal Preparation Program, the intern will...	Assessed in Loyola's Internship Cycle (Year/Semester)	Evidence of work done by candidate as teacher leader	Evidence of work done by candidate in field experiences	Evidence of work done by candidate in internship	Level of Involvement: Observation (O) Participation (P) Leadership (L)	Mastery of SREB Critical Success Factor Yes= Y No= N
Internship requires...							
12a. ...working with faculty to communicate with school board and community stakeholders in a way that supports school improvement.	12a. ...work with faculty to communicate with school board and community stakeholders in a way that supports school improvement.	Year 3 Semester 2					
12b. ...working with faculty, parents, and community to build collaboration and support for the school's agenda.	12b. ...work with faculty, parents, and community to build collaboration and support for the school's agenda.	Year 3 Semester 2					
SREB CSF 13 <i>The school leader is able to continuously learn and seek out colleagues who keep them abreast of new research and proven practices.</i> ISLLC Standard 4 Functions A-D	Through Loyola University's Principal Preparation Program, the intern will...	Assessed in Loyola's Internship Cycle (Year/Semester)	Evidence of work done by candidate as teacher leader	Evidence of work done by candidate in field experiences	Evidence of work done by candidate in internship	Level of Involvement: Observation (O) Participation (P) Leadership (L)	Mastery of SREB Critical Success Factor Yes= Y No= N
Internship requires...							
13a. ...working with faculty to implement research-based instructional practices.	13a. ...work with faculty to implement research-based instructional practices to keep them abreast of new research and proven instructional practices.	Year 2 Semester 1					
13b. ...working with professional groups and organizations.	13b. ...work with faculty to implement research-based instructional practices to stay abreast of proven practices.	Year 2 Semester 2					

Catholic School Principal Competencies

*Boyle, M., Morten, S. and Guerin, R. (2013)
Center for Catholic School Effectiveness
School of Education-Loyola University Chicago*

ON-BOARDING PLAN

(This plan is designed to complement the experiences as defined in the Loyola University Chicago Principal On-Boarding Plan)

1. Mission and Identity	Indicators/activities	Evidence of work done by candidate as teacher leader	Evidence of work done by candidate in field experiences	Evidence of work done by candidate in internship	Level of Involvement: Observation (O) Participation (P) Leadership (L)
<p><i>1.1 Builds and maintains a positive Catholic culture and environment in the school</i></p>	<p>...analyzes the mission statement to guarantee a commitment to Catholic identity.</p> <p>...identify occasions when the mission statement is used as the foundation and normative reference for all planning</p> <p>...conducts an audit to verify the presence of the mission statement in public places and contained in official documents</p> <p>...monitor school program and make recommendations for regular opportunities to learn about and experience the nature and importance of prayer, the Eucharist, and liturgy.</p>				
<p><i>1.2 Leads the community in worship, prayer and service</i></p>	<p>...participate in liturgy, prayer services and other faith-based activities</p> <p>...plan and deliver staff retreats, prayer services, and other spiritual experiences for staff</p> <p>...work with staff to ensure that every students is offered timely, regular, and age-appropriate opportunities to reflect on their life experiences and faith.</p> <p>...model faith and service to students and clearly communicate to staff that this is an expectation of the school.</p> <p>...develop and/or monitor school program for opportunities to participate in Christian service to promote lived reality of action in service of social justice</p>				

<p><i>1.3 Provides a high quality religious education program staffed by qualified teachers</i></p>	<p>...monitor school program to determine that religion classes are afforded the same level of attention given to other academic subjects.</p> <p>...work with leadership to ensure that the faculty who teach religion meet (arch)diocesan requirements for academic and catechetical preparation</p> <p>...examine the school setting to ensure that Catholic culture and faith is expressed and integrated throughout the school in diverse forms of sign and symbol.</p>				
<p><i>1.4 Collaborates with parents as the primary educator of their children</i></p>	<p>...work with leadership to create programs that strengthen parents/guardians role as primary educators</p> <p>...work with leadership to collaborate with other institutions to foster the faith development of parents/guardians</p>				

2. Governance and Leadership	Potential Indicators/activities	Evidence of work done by candidate as teacher leader	Evidence of work done by candidate in field experiences	Evidence of work done by candidate in internship	Level of Involvement: Observation (O) Participation (P) Leadership (L)
2.1 Promote innovation, change, and collaboration in achieving the Catholic educational mission	<p>... works with leadership team to implement educational innovation</p> <p>... plans long term professional development for curricular innovations</p>				
2.2 Understands Catholic school governance structures; especially the role of the parish pastor, pastoral council, parish finance committee, school board, Catholic Schools Office, and state Department of Education	<p>... identify occasions when the mission statement is used as the foundation and normative reference for all planning</p> <p>... attends school board meetings</p> <p>... works with various committees, such as finance, parent organization, or athletic board</p> <p>... attends various diocesan/vicariate meetings</p>				
2.3 Initiates, monitors, and evaluates the strategic planning process to fulfill the school's mission and position the school for the future	<p>... assists leadership in calling together the various constituencies of the school to clarify, review, and renew the school's mission statement.</p> <p>... work to ensure that every group of constituents can articulate and explain the mission</p>				
2.4 Recruits, selects,	<p>... work with leadership to</p>				

<p><i>supervises, and evaluates school personnel in accordance with the Catholic mission of the school</i></p>	<p>create/maintain personnel retention strategies</p>				
<p>2.5 Develops and maintain policies which are congruent with the local Catholic diocese and which support the mission of the school</p>	<p>...work with leadership to ensure full compliance with human resource policies. ... work with leadership to develop and/or maintain building human resource policies/manuals are in alignment with (arch)diocesan policies/procedures</p>				

3. Academic Excellence	Potential Indicators/activities	Evidence of work done by candidate as teacher leader	Evidence of work done by candidate in field experiences	Evidence of work done by candidate in internship	Level of Involvement: Observation (O) Participation (P) Leadership (L)
<i>3.1 Inspires and leads the school community toward academic excellence</i>	<p>...create opportunities for service programs and evaluate their effectiveness</p> <p>...works with building leadership in school improvement process</p>				
<i>3.2 Ensures that Catholic teaching and religious values are infused throughout the educational program</i>	<p>...work with administration to ensure that religious education curriculum meets the standards of the (arch)diocese</p> <p>...examine the school setting to ensure that Catholic culture and faith is expressed and integrated throughout the school in diverse forms of sign and symbol.</p> <p>...create opportunities for faculty to use the lens of Scripture and Catholic intellectual tradition in all to help students think critically and ethically about the world around them.</p> <p>...analyze the school program to identify opportunities for students to received planned instruction in the Church's social teaching.</p>				
<i>3.3 Utilizes data effectively to monitor and make changes in the instructional program</i>	<p>...assists the administration in analyzing the school data to monitor for student achievement</p> <p>...collaborates with school administration to develop school improvement plans to address areas of growth</p>				
	<p>...assess for Tier One programming</p>				

<p>3.4 Develops programs to address the unique learning needs of students</p>	<p>...work with the leadership team to support the development of teachers assistance teams</p> <p>...using Catholic Social Teaching as a lens, work with staff to develop wellness programs, including anti-bullying programs</p>				
<p>3.5 Develop a professional learning community to support on-going professional and faith development of faculty and staff</p>	<p>...working with leadership, use teaming strategies to build/enhance PLCs</p> <p>...develop faith formation activities for staff</p>				

4. Operational Vitality	Potential Indicators/activities	Evidence of work done by candidate as teacher leader	Evidence of work done by candidate in field experiences	Evidence of work done by candidate in internship	Level of Involvement: Observation (O) Participation (P) Leadership (L)
4.1 Demonstrates effective stewardship of school resources through the development of both short term budgets and long-term financial plans	<p>...work with administration to develop, define, and/or manage school budget to address capital improvements, equipment depreciation, and replacement</p> <p>...works with leadership team in working with external partners in developing necessary funding.</p> <p>...create a analysis of the financial plan to indicated understanding of delineation of costs for key areas.</p> <p>...assists the leadership in creating a budget to include projected revenue sources and a statement of actual and projected expenditures.</p> <p>...assist the leadership in monitoring the implementation of financial plans that are conducted with current and effective business practices.</p> <p>...implement strategies to give families access to information about tuition assistant and long-term planning for tuition and Catholic school expenses</p>				
4.2 Creates a comprehensive development plan that explores additional sources of revenue (e.g., alumni giving, grants)	<p>...assist leadership team in financial planning in collaboration with experts in non-profit management and funding.</p> <p>...assist leadership team in developing grant applications from external sources</p>				
	...assist administration in analyzing				

<p>4.3 Develops enrollment management strategies to maintain and grow stable enrollment</p>	<p>demographics to note trends to develop strategic plan to target enrollment</p> <p>...assist administration in monitoring and improving the admissions process</p> <p>...assist administration in retention strategies for current students</p>				
<p>4.4 Creates innovative marketing strategies to promote the school and its mission to a variety of stakeholders</p>	<p>...works with marketing team to use variety of media platforms to promote the school</p> <p>...work with marketing team to plan marketing events such as Open Houses and tours</p> <p>...create a press release promoting an event at the school</p>				
<p>4.5 Coordinates with a variety of external sources (local Catholic diocese, local educational agencies, and other government agencies) to access available public funds</p>	<p>...define revenue sources that for the school.</p> <p>...assists the leadership in creating a budget to include projected revenue sources and a statement of actual and projected expenditures.</p> <p>...analyze the school's utilization of available public funds</p>				
<p>4.6 Ensures the safety of the school through strategic facilities management</p>	<p>...work with building leadership in developing and/or auditing plans for managing facilities, equipment, and technology</p> <p>...work with administration to develop, define, and/or manage school budget to address capital improvements, equipment depreciation, and replacement</p> <p>...work with leadership to align physical and technological improvements with mission and are consistent with environmental stewardship</p>				

	<p>...demonstrate general knowledge of all operating systems on campus (heating, electrical system, fire alarm, plumbing, security)</p> <p>... review maintenance supervision procedures and works with maintenance staff to develop project management plans for maintenance procedures</p>				
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