Course Description:
The job of a Catholic school administrator is very challenging, as well as, very rewarding. Administrators must use their knowledge of theory, research, current educational best practices as well as Church teachings to provide the leadership needed to move schools and educational institutions forward. Catholic school administrators are also called to be the faith leader of the school. According to the Church’s most recent document on Catholic education, *Renewing our Commitment to Catholic Elementary and Secondary Schools in the Third Millennium*, “The preparation and ongoing formation of new administrators and teachers is vital if our schools are to remain truly Catholic in all aspects of school life. Catholic school personnel should be grounded in a faith-based Catholic culture, have strong bonds to Christ and the Church, and be witnesses to the faith in both their words and actions.” Through Loyola University’s Catholic Principal Preparation Program (CPPP) candidates will be provided with authentic leadership opportunities in a Catholic school setting. The CPPP internship requires that the candidate work under the supervision of a practicing administrator of a Catholic school 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/observe in the decision making process are expected.

This is the final of four courses (totaling four semesters) of the principal internship. This semester of internship may occur in the building in which you work or in another school building. Over the four internship semesters, as required by the State, the candidate is will be expected to participate, observe, and lead in a variety of educational experiences within the pre-k-12 continuum while receiving experience working with a diverse student population.

Procedures/Requirements for Entry into the Internship:
- All candidates must be admitted to a graduate program in the School of Education at Loyola University Chicago.
- Candidates must be supported by a practicing school administrator who has more than three years of experience in the area he/she is supervising.
- Candidates are expected to have concentrated time with their mentor principal prior to the beginning of the Internship semester, in order to facilitate experiences relevant to the opening of a semester at the host school.

Vision-
The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

SOE Mission
The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.
**Conceptual framework**

Our mission is social justice, but our responsibility is social action through education.

Our framework guides the curricula of School of Education programs and serves as the foundation to the School of Education Conceptual Framework Standards – standards that are explicitly embedded in major benchmark assessments across all SOE programs.

The School of Education is a community comprised of students, faculty, and staff whose success is dependent upon interdependence, collaboration, and mutual respect, in that we recognize, include and capitalize on our many forms of diversity, and pool these resources in our mission as educators. We seek to build on the assets of diverse faculty, staff, and students (including, but not limited to race and ethnicity, culture, language, socioeconomic status, religion, ability, sexual orientation, gender, and gender identity) and holding high expectations for our educational practices that serve these nested groups.

The SOE uses transformative education as a tool for challenging and inspiring students to improve the world around us. We view transformation on a continuum from a highly personal process (requiring risks, vulnerability, and trust) to the transformation of supports, services, and outcomes for our students, community partners, and those whom they serve. Each point on this continuum requires both reflection and a commitment to interdisciplinary and transdisciplinary collaboration that challenges our perceptions and decision-making. Programs incorporate Ignatian pedagogy and traditions, including the four processes of knowing: attention, reflection, judgment, and action and commitment (http://www.luc.edu/transformativeed/index.shtml). Transformative education does not have the narrow learning of a knowledge base as its outcome, but rather it prioritizes the notion of disruptive knowledge, a means or process of questioning knowledge and the valuing of learning more. The SOE prepares our candidates to critique the knowledge base and to question knowledge through a social justice lens, and simultaneously to use and contribute to knowledge for just purposes.

In working to impact both local and global communities, we recognize that we are members of many larger and overlapping communities. Within our local context, we have a deep commitment to urban communities, including attention to the sociocultural and sociopolitical issues that may transcend geography (e.g., lack of resources, educational inequity and inequality). By providing this more expansive definition, we are not limited to geographical context, rather we address injustice in any contexts. We strive to purposefully dismantle traditional boundaries between institution-based and field-based scholarly work and service, to build trust and deep, lasting relationships with our partners in education, to understand that we must work not for communities but to be of those communities, working alongside them, sharing their commitment and responsibility to address their needs, priorities, and goals from a social justice perspective. Faculty, staff, and students are involved in a variety of service-learning activities which influence communities, from service-learning projects, immersion experiences, field-based learning sequences, clinical placements and internships. Reflection occurs in many classes, from observational papers, reflection papers, and group activities. In the SOE, careful attention is given to ethics and moral decision-making, and steps for developing sound judgment is included and assessed in course work. We aim for graduates of the SOE to be prepared to be aware of their work environments and make solid judgments that lead to social justice action.

The SOE embeds social justice principles throughout course work, research, and service oriented activities. “The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and [in which] all members are physically and psychologically safe and secure” (Bell, Adams & Griffin, 2013, p. 3). Our efforts are devoted to promoting human rights, reducing inequalities, and increasing the empowerment of society’s most vulnerable groups. Our mission is social justice, but our responsibility is to social action. We work to transcend openness, understanding, tolerance, and acceptance, instead working directly to promote equal representation where there is disproportionality, resilience where there is vulnerability or risk, access where there is isolation, and equality where there is none.

During the Internship experience we will utilize this conceptual framework as a lens through which to examine candidates’ leadership endeavors. Specifically, we will develop and honor the practice of leadership behaviors that promote just and equitable educational services to all members of our learning community.

www.luc.edu/education/mission/
While the training of the Internship candidate is 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 as opportunities to improve student outcomes through excellence in teaching and program development.

COURSE STANDARDS:
LOYOLA UNIVERSITY CHICAGO’S SCHOOL OF EDUCATION’S CONCEPTUAL FRAMEWORK STANDARDS:
CFS1: Candidates critically evaluate current bodies of knowledge in their field.
CFS2: Candidates apply culturally responsive practices that engage diverse communities.
CFS3: Candidates demonstrate knowledge of ethics and social justice.
CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

SREB 13 CRITICAL SUCCESS FACTORS/FUNCTIONS (2007):
CSF 1: The school leaders 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.
CSF 3: The school leader is able to recognize and encourage implementation of good instructional practices that motivate and increase student achievement.
CSF 4: 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.
CSF 5: The school leader is able to use data to initiate and continue improvement in school and classroom practices and student achievement.
CSF 9: The school leader is able to understand how adults learn and knows how to advance meaningful change through quality, sustained professional development that benefits students.
CSF 13: The school leader is able to continuously learn and seek out colleagues who keep them abreast of new research and proven practices.

CATHOLIC COMPETENCIES - Domain 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 Develop a professional learning community to support on-going professional and faith development of faculty and staff.

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL) (2015) (formerly ISLLC)
PSEL 1: Effective educational leaders develop, advocate and enact a shared mission, vision and core values of high-quality education and academic success and well-being of each student.
PSEL 2: Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.
PSEL 3: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.
PSEL 4: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.
PSEL 5: Effective educational leaders cultivate an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.
PSEL 6: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.
PSEL 7: Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.
PSEL 8: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.
PSEL 9: Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.
PSEL 10: Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.
NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION (NCATE) (2011):

ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organization effectiveness, create and implement plans to achieve schools goals.

ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.

ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

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.

ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional program.

ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of the staff.

ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school-level environment.

ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

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.

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.

ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

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.

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.

ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity.

ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning.

ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

CPPP 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 on the On-Boarding Plan collected through the ePortfolio process. Candidate will collect evidence of mastery of the Catholic School Competencies and SREB Critical Success Factors. The Task Stream, the ePortfolio, will be assessed in an on-going fashion with the coach and the coordinator of coaches (who is a 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.

The candidate is responsible for submitting evidence of having completed the state assessments on LIVETEXT. The state assessments will be scored on the state required rubric by the faculty advisor with input from the coach of the candidate.

Internship candidates must realize 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:

- Allow the intern principal to observe the administrative responsibilities of the building principal.
- Allow the intern principal to begin to assume the duties and responsibilities of the building administrator.
- To observe and give feedback to the candidate aimed at developing the skills, knowledge, and dispositions defined by the program.
- To serve as a member of the candidate’s support team to further the candidate's performance toward meeting the goals of the school.
- Meet with the candidate’s coach to discuss the internship requirements and discuss the progress the candidate is making on successfully completing the required activities and assessments.

During the course of the internships, if the Mentor Principal has concerns or issues regarding the candidate that need to be discussed, the Mentor Principal will contact the coach or the coordinator or coaches.

The Role of the Coach
Coaches of the CPPP are experienced Catholic school administrators who are knowledgeable about the unique situation of Catholic schools. The major responsibilities of the coach include:

- To mentor and guide the candidate in completing all aspects of the Catholic Principal Competencies, ISLLC Standards, SREB Critical Success Factors, and the State Assessments.
- To establish productive working relations with the candidate and the mentor principal.
- To work with the mentor principal to assure the candidate has access to all classrooms throughout the school year.
- 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.
- To meet with the mentor principal on a regular (as needed) basis to get his/her perspective on the candidate’s performance.
- To arrange for developmental experiences outside of the candidate’s site when appropriate in coordination with the internship mentor principal and LUC program.
- To coach the candidates on all job interviews and placement related activities.

The Role of the Coordinator of Coaches
The coordinator of coaches is a Loyola University School of Education faculty member who, with the coach, ensures that the candidate’s internship is providing them with an authentic leadership experience in a Catholic school. The major responsibilities of the coordinator of coaches include:

- 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.
- 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.
- Collaborate with the mentor principals and coaches to complete the assessment of the candidate’s performance during the internship.
Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>What’s due?</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 29</td>
<td>Introduction to State Assessment 4</td>
<td>Action Plan: List of activities to be completed with anticipated deadlines for submission.</td>
</tr>
<tr>
<td>Sept. 8</td>
<td>No Meeting</td>
<td>Action Plan: List of activities to be completed with anticipated deadlines for submission.</td>
</tr>
<tr>
<td>Sept. 22</td>
<td>Progress Check-in - No Meeting</td>
<td>TBD (based on Action Plan)</td>
</tr>
<tr>
<td>Oct. 3</td>
<td>Internship Meeting in Lewis Towers 6th floor Conference room – immediately following ELPS 432 class session</td>
<td>TBD (based on Action Plan)</td>
</tr>
<tr>
<td>Oct. 20</td>
<td>Progress Check-in - No Meeting</td>
<td>TBD (based on Action Plan)</td>
</tr>
<tr>
<td>Nov. 3</td>
<td>Progress Check-in - No Meeting</td>
<td>TBD (based on Action Plan)</td>
</tr>
<tr>
<td>Nov. 14</td>
<td>Internship Meeting in Lewis Towers 6th floor Conference room – immediately following ELPS 432 class session</td>
<td>TBD (based on Action Plan)</td>
</tr>
<tr>
<td>Dec. 1</td>
<td>Internship #1 wrap up - No meeting</td>
<td>State Assessment completion &amp; submission deadline</td>
</tr>
</tbody>
</table>

COURSE CONTENT: Internship #1
The candidate will begin his/her internship within his/her school site. Under the supervision of the coach, university supervisor, and mentor principal, the candidate will complete the assigned 9 SREB activities for this semester of the internship. The order of these activities is built on the previous, knowledge, skills and dispositions taught in the aforementioned coursework and previous embedded field experiences. Therefore, the candidate (in concert with the coach, university supervisor and mentor principal) will continue to use the on-boarding plan that was created in course #1, and has been continually updated and revised, to craft experiences that ensure 100% participation in and 80% leadership of experiences that lead to mastery of the 9 SREB Critical Success Factors.

For this semester of internship, the required SREB activities are the following which will be done in the intern's home school and will ensure that the intern demonstrates participation in 100% of the activities and leadership in 80% of the activities. The intern will provide evidence of mastery for the Illinois State Mandated Internship Assessment Rubric as well as the Academic Excellence Competencies on the Catholic School Principal Competencies.

Participant Expectations:
Through the first internship of Loyola University's Principal Preparation Program, the intern will demonstrate comprehensive understanding and performance in meeting the needs of diverse learners (State Assessment 4), Catholic Competencies domain 3 – Academic Excellence, and the designated SREBs. See table below:

<table>
<thead>
<tr>
<th>State Assessment</th>
<th>SREBs</th>
<th>Catholic Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.a 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 into the School Improvement Plan</td>
<td>1a. ...working with teachers to implement curriculum that produces gains in student achievement as defined by the mission of the school.</td>
<td>3.1 Inspires and leads the school community toward academic excellence.</td>
</tr>
<tr>
<td>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.</td>
<td>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</td>
<td>3.2 Ensures that Catholic teaching and religious values are infused throughout the educational program.</td>
</tr>
<tr>
<td>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)</td>
<td>3d. ...working with a group of teachers to unwrap adopted standards and develop assignments and assessments aligned with the standards.</td>
<td>3.3 Utilizes data effectively to monitor and make changes in the instructional program.</td>
</tr>
</tbody>
</table>

| 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 Area 3.1) | 3f. ...involvement in the work of literacy and numeracy task forces. | 3.4 Develops programs to address the unique learning needs of students. |

| 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) | 3g. ...working with curriculum that is interdisciplinary and provides opportunities for students to apply knowledge in various modalities across the curriculum. | 3.5 Develop a professional learning community to support ongoing professional and faith development of faculty and staff. |

| 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) | 4a. ...working with staff to identify needs of all students. |  |

| 4G – 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) | 5a. ...analyzing data (including standardized test scores, teacher assessments, psychological data, etc.) to develop/refine instructional activities and set instructional goals. |  |

| 9a. ...study groups, problem-solving sessions and/or ongoing meetings to promote student achievement. |  |

| 13a. ...working with faculty to implement research-based instructional practices. | | |
Internship #1

State Assessment #4
Final Product Template
Addresses ELCC 5.1, 5.3, 5.4, and 6.1

Focus 4a. 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 into the School Improvement Plan. (ELCC 5.1)

4a. Summary includes:
- Summary of recommendations for modifications to curriculum and instruction strategies.
- Reflection on the school’s systems and procedures for meeting the individual learning needs of all students.

Focus 4b. Evaluate the school to ensure a wide range of printed, visual and auditory and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, students with disabilities, early childhood, and struggling and advanced readers. (ELCC 5.3)

4b Summary includes:
- Comprehensive summary of how the materials reflect the diverse values, ethics, and diversity of the school community.
- Reflection on candidate’s role in the process as well as recommendations for improvement.

Focus 4c. Candidate works with faculty to identify current assessment strategies and discuss areas for improvement with input from special education and bilingual education teachers.

4c. Summary includes:
- Evidence of work and products developed with special education and bilingual education teachers which are non-discriminatory to be used by the school, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students.
- Reflect on the leaders moral and legal role to ensure that all students’ needs are being met while also exploring the ramifications legal decisions may have on the school community. (ELCC 5.4)

Focus 4d. Candidate works with teachers to develop a plan that focuses on the needs of the school to support services required to meet individualized instruction for students with special needs.

4d Summary includes:
- A comprehensive plan that addresses the need of the school to support the individualized instructional needs for students with special needs (IEPs, IFSPs, Section 504 plans, ELL, at-risk early childhood students and students identified as gifted.
- Reflection on the responsibility for leaders to ensure the needs of all learners are being met.

Focus 4e. Candidate identifies ways in which political, social, economic, and/or legal context influences the learning of all students while acting as an advocate on behalf of the families.

4e summary includes:
- Evidence of activities that proactively serve all students with equity and honor. (ELCC 6.1)
- Reflection on how the school leader becomes an advocate for all students and their families.

Focus 4f. Candidate works with faculty to identify recommendations for improvements or modifications to the SIP with particular attention to using data to design instruction that meets the needs of diverse learners.

4f summary includes:
- Analysis and use of student information to design instruction that meets the diverse needs of students.
- Reflection on your role in the process.
### Professional Dispositions for Administration and Supervision

The School of Education has three dispositions—**Professionalism, Inquiry, and Social Justice**—as indicators of students’ growth for different levels in their program. Your status on these dispositions is a piece of evidence considered in your overall progress in your program of study, and they also overlap with expectations for participation in the course. Your dispositions will be assessed over the course of the internship using the following rubric:

<table>
<thead>
<tr>
<th>Professional Disposition</th>
<th>Mastery (4)</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Does Not Meet Standard (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Candidate consistently performs at a level commensurate with training.</td>
<td>Candidate regularly performs at a level commensurate with training.</td>
<td>Candidate inconsistently performs at a level commensurate with training.</td>
<td>Candidate does not perform at a level commensurate with training.</td>
</tr>
<tr>
<td>Deadlines</td>
<td>Candidate meets all deadlines.</td>
<td>Candidate meets most, but not all, deadlines.</td>
<td>Candidate meets some deadlines.</td>
<td>Candidate rarely meets deadlines.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Candidate initiates collaboration with peers on assignments as appropriate.</td>
<td>Candidate works effectively with peers on assignments.</td>
<td>Candidate works with peers on assignments, but effectiveness is inconsistent.</td>
<td>Candidate does not work effectively with peers on assignments.</td>
</tr>
<tr>
<td>Attendance &amp; Punctuality</td>
<td>Candidate always attends class, maintains professional appointments, and is punctual for all professional obligations.</td>
<td>Candidate regularly attends class, maintains professional appointments, and is punctual for most professional obligations.</td>
<td>Candidate attends class and professional appointments/obligations, but is occasionally late.</td>
<td>Candidate is consistently late or absent from class and/or professional appointments/obligations.</td>
</tr>
<tr>
<td>Integrity</td>
<td>Candidate shows honesty/integrity/values and ethical behavior in all professional and graduate student work.</td>
<td>Candidate shows honesty/integrity/values and ethical behavior in most professional and graduate student work.</td>
<td>Candidate shows lapses in honesty/integrity/values and ethical behavior in professional and student work</td>
<td>Candidate does not show honesty/integrity/values or ethical behavior in professional and/or student work.</td>
</tr>
<tr>
<td>Communication</td>
<td>Candidate communicates promptly with faculty, supervisors, employers, and fellow students (no longer than 2 business days) &amp; initiates communication when appropriate.</td>
<td>Candidate communicates promptly with faculty, supervisors, employers, and fellow students (no longer than 2 business days).</td>
<td>Candidate communicates with faculty, supervisors, employers and fellow students, but occasionally response is not timely (e.g. delayed longer than 2 business days)</td>
<td>Candidate is nonresponsive or slow to respond to faculty, supervisors, employers or fellow students.</td>
</tr>
<tr>
<td>Technology</td>
<td>Candidate’s use of technology in the classroom is limited to the current assigned task (e.g., note-taking during class lectures).</td>
<td>Candidate’s use of technology in the classroom is primarily limited to the current assigned task (e.g., note-taking during class lectures).</td>
<td>Candidate occasionally uses technology in the classroom for tasks not related to current class work.</td>
<td>Candidate regularly uses technology for tasks not related to current class work.</td>
</tr>
<tr>
<td>Appearance</td>
<td>Candidate always dresses in a professionally appropriate manner.</td>
<td>Candidate consistently dresses in a professionally appropriate manner.</td>
<td>Candidate’s attire is occasionally inappropriate for a professional setting.</td>
<td>Candidate’s appearance does not adhere to professional dress codes.</td>
</tr>
<tr>
<td>Quality of Work (Grammar &amp; Mechanics)</td>
<td>Candidate’s papers are free of grammatical and typographical errors.</td>
<td>Candidate’s papers have few grammatical or typographical errors.</td>
<td>Candidate’s papers have occasional grammar or typographical errors.</td>
<td>Candidate’s papers do not adhere to the rules of grammar.</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Candidate’s papers are free of data-reporting errors and/or fabricated data.</td>
<td>Candidate’s papers have few data-reporting errors and no fabricated data.</td>
<td>Candidate’s work has some data errors and/or fabricated data.</td>
<td>Candidate’s work does not contain data or contains inaccurate data.</td>
</tr>
<tr>
<td>Self-expression</td>
<td>Candidate consistently shares his/her ideas and insights verbally with faculty, peers, and school colleagues.</td>
<td>Candidate occasionally shares his/her ideas verbally with faculty, peers and school colleagues.</td>
<td>Candidate rarely shares his/her ideas verbally with faculty, peers and school colleagues.</td>
<td>Candidate does not share his/her ideas verbally with faculty, peers and school colleagues.</td>
</tr>
<tr>
<td>Openness to coaching</td>
<td>Candidate always accepts suggestions/feedback and seeks it out for growth.</td>
<td>Candidate is receptive to suggestions/feedback.</td>
<td>Candidate listens to, but is not always receptive to suggestions/feedback.</td>
<td>Candidate is resistant to suggestions/feedback.</td>
</tr>
<tr>
<td>Inquiry</td>
<td>Mastery (4)</td>
<td>Proficient (3)</td>
<td>Developing (2)</td>
<td>Does Not Meet Standard (1)</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
<td>----------------</td>
<td>----------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Use of evidence</td>
<td>Candidate consistently performs at a level commensurate with training.</td>
<td>Candidate regularly performs at a level commensurate with training.</td>
<td>Candidate’s work inconsistently uses evidence to support responses to questions.</td>
<td>Candidate’s work does not identify quality evidence to support responses to questions.</td>
</tr>
<tr>
<td>Analysis</td>
<td>Candidate consistently demonstrates critical thinking skills in written assignments.</td>
<td>Candidate sometimes demonstrates critical thinking in written assignments.</td>
<td>Candidate inconsistently demonstrates critical thinking in written assignments.</td>
<td>Candidate does not demonstrate critical thinking skills.</td>
</tr>
<tr>
<td>Quality of sources</td>
<td>Candidate critically evaluates information from reliable sources relevant to the profession.</td>
<td>Candidate uses information from reliable sources without critically evaluating it.</td>
<td>Candidate occasionally uses information from non-reliable or irrelevant sources.</td>
<td>Candidate regularly uses information from non-reliable or irrelevant sources.</td>
</tr>
<tr>
<td>Synthesis and Application</td>
<td>Candidate effectively integrates feedback to improve performance.</td>
<td>Candidate attempts to integrate feedback to improve performance.</td>
<td>Candidate selectively integrates feedback to improve performance.</td>
<td>Candidate does not apply feedback.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Justice</th>
<th>Mastery (4)</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Does Not Meet Standard (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective</td>
<td>Candidate consistently reflects on and respects other points of view.</td>
<td>Candidate regularly reflects on and respects other points of view.</td>
<td>Candidate occasionally demonstrates reflection on and respect for other points of view.</td>
<td>Candidate does not demonstrate personal reflection on or respect for other points of view.</td>
</tr>
<tr>
<td>Supportive</td>
<td>Candidate is consistently supportive of others.</td>
<td>Candidate is usually supportive of others.</td>
<td>Candidate occasionally offers support to others.</td>
<td>Candidate does not demonstrate support for others.</td>
</tr>
<tr>
<td>Empathy</td>
<td>Candidate is consistently empathetic with others.</td>
<td>Candidate is usually empathetic with others.</td>
<td>Candidate is occasionally empathetic to others.</td>
<td>Candidate does not demonstrate empathy for others.</td>
</tr>
<tr>
<td>Cultural Sensitivity</td>
<td>Candidate is consistently sensitive to cultural differences.</td>
<td>Candidate is usually sensitive to cultural differences.</td>
<td>Candidate demonstrates inconsistent sensitivity to cultural differences.</td>
<td>Candidate does not demonstrate sensitivity to cultural differences.</td>
</tr>
<tr>
<td>Respect</td>
<td>Candidate consistently respects the diversity of learning styles.</td>
<td>Candidate usually respects the diversity of learning styles.</td>
<td>Candidate is inconsistent in demonstrating respect for the diversity of learning styles.</td>
<td>Candidate does not demonstrate respect for the diversity of learning styles.</td>
</tr>
<tr>
<td>Decision-making</td>
<td>Candidate consistently uses the framework of social justice in decision-making.</td>
<td>Candidate usually uses the framework of social justice in decision-making.</td>
<td>Candidate occasionally demonstrates the use of the framework of social justice in decision-making.</td>
<td>Candidate does not demonstrate use of the framework of social justice in decision-making.</td>
</tr>
</tbody>
</table>
Internship Assessments:

- **LOCUS- Every Semester**
- **Written Eval- Upon completion of Internship**
- **Live Text**

**LOCUS- Course grades**

- You must register your LIVETEXT account. You must register with your Loyola University Chicago email address for this LIVETEXT account to work.
- [http://luc.edu/education/admission/tuition/course-management-fee/](http://luc.edu/education/admission/tuition/course-management-fee/)
- You must check your Loyola University email account on a regular basis.

**Course Evaluation:**

**Illinois State Mandated Internship Assessments:**

Under direction of the university supervisor, mentor principal and coach, complete aligned assessment activities as legislated in State Assessment 4.

Additional activities may be added in order to personalize the experiences for the candidates; however, the candidate, the mentor principal, and the university supervisor must collaboratively develop the final list of activities. A copy of the finalized list should be given to the mentor principal and the university supervisor.

**Evaluation by mentor principal:**

The mentor principal will evaluate candidates at the end of each internship semester. The evaluation instrument is attached to this document. This confidential report will be submitted to the coach and university professor and will be taken into account for the purposes of grading; however, the professor has the final authority for issuing a grade in this course.

**Evaluation by the coach and university supervisor:**

The course grade is a compilation of the following items:

- Reports of activities and weekly journals
- Completion of the assigned SREB activities engaged in activities as described in the internship activities list that is part of this syllabus
- Updating of on-boarding plan
- Time logs signed and approved by the mentor principal
- Attendance at on-campus class sessions
- Reflective weekly analysis of internship experience as described above
- Mentor principal evaluation
- State Principal Internship Rubrics

Written assignments will be evaluated on the basis of:

- Conformity with the assignment directions (analyze, summarize, insights, connection to leadership theory, connection to SREB critical success factors)
- Thoroughness of topic and presentation
- Application of course concepts
- Effectiveness of expression
- Mechanics of writing
A final letter grade will be issued by the university supervisor. The internship in Educational Administration is the culmination of all coursework and is the capstone experience of the administrative program. By virtue of the work accomplished and its inherent responsibility, it is the expectation that candidates will exhibit maturity and professionalism in their work, whether it be at the internship site, or in the completion of all assignments. It is the expectation that written assignments will be submitted on specific due dates. Failure to do so will result in a lower grade. In the event any of the aforementioned assignments/projects are late, not completed, or do not meet criteria for writing expectations, the course grade will be reduced by \( \frac{1}{2} \) (one-half) of a letter grade, i.e., from A to A-, to B+, to B, to B-, and so on.

**Loyola University Policies and Procedures**

**IDEA Objectives for ELPS 566**  
(Objectives in bold print are essential)

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. **Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course**
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. **Developing ethical reasoning and/or ethical decision making**
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. **Learning to apply knowledge and skills to benefit others or serve the public good**
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information
IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side of the page.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.