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 third 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.

Conceptual Framework:

This course is designed for candidates whose goal is to become a principal building leader. The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. *Our mission is social justice, but our responsibility is social action through education.* The School of Education uses transformative education as a tool for challenging and inspiring students to improve the world around us. The conceptual framework of Loyola’s School of Education is “social action through education.” 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/](http://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. In particular, the following School of Education conceptual framework standards will be directly assessed using LIVE-TEXT:

- **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.

**Course Standards:**

**SREB 13 CRITICAL SUCCESS FACTORS/FUNCTIONS (2007):**

- **CSF 3:** The school leader is able to recognize and encourage implementation of good instructional practices that motivate and increase student achievement.
- **CSF6:** The school leader is able to keep everyone informed and focused on student achievement.
- **CSF8:** The school leader is able to understand the change process and has the leadership and facilitation skills to manage it effectively.
- **CSF10:** The school leader is able to organize and use time in innovative ways to meet the goals and objectives of school improvement.
- **CSF11:** The school leader is able to acquire and use resources wisely.

**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 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 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 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

ELCC 6.1: Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student’s academic and social success.

ELCC 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 through the ePortfolio process. Candidate will collect evidence of mastery of the Catholic School Competencies and SREB Critical Success Factors. TaskStream, 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.

In addition to submitting documentation to the ePortfolio, the candidate is also 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.

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, 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 and necessary materials/information for designated internship tasks 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 an 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 time 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.
Internship Assessments:

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

**LOCUS- Course grades**

*LiveText- State assessment rubrics and Dispositions*

**Task Stream (ePortfolio)- SREB 36 Competencies and 12 Catholic Competencies**

- 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, begin aligned assessment activities as legislated in State Assessment 2.

**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:**
A final letter grade will be issued by the university supervisor.
The course grade is a compilation of the following items:
- Completion at the mastery level of the required State Assessment, SREBs & Catholic Competencies
- Attendance at on-campus class sessions,
- Submission of the ILTS 195 score report

**Success Factors as outlined in the State of Illinois Internship Assessments**
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.

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.
Dispositions:
Each course in the School of Education focuses on developing one or more professional dispositions. These dispositions, Professionalism, Inquiry and Social Justice, are indicators of growth for different levels in the program. Below are the descriptions of the expected behaviors for the dispositions:

<table>
<thead>
<tr>
<th>Professional Dispositions for Administration and Supervision</th>
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<tbody>
<tr>
<td><strong>Professionalsm</strong></td>
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<td><strong>Deadlines</strong></td>
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<td><strong>Collaboration</strong></td>
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<td><strong>Attendance &amp; Punctuality</strong></td>
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<tr>
<td><strong>Integrity</strong></td>
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<td><strong>Communication</strong></td>
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<td><strong>Technology</strong></td>
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<tr>
<td><strong>Appearance</strong></td>
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<td><strong>Quality of Work (Grammar &amp; Mechanics)</strong></td>
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<td><strong>Accuracy</strong></td>
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<td><strong>Self-expression</strong></td>
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<td><strong>Openness to coaching</strong></td>
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<tr>
<td>Inquiry</td>
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<tr>
<td>Use of evidence</td>
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<tr>
<td>Analysis</td>
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<tr>
<td>Quality of sources</td>
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<tr>
<td>Synthesis and Application</td>
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<tr>
<td>Social Justice</td>
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<tr>
<td>Reflective</td>
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<td>Supportive</td>
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<td>Empathy</td>
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<td>Cultural Sensitivity</td>
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<td>Respect</td>
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<tr>
<td>Decision-making</td>
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Course Content:
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 third internship of Loyola University’s Principal Preparation Program, the intern will demonstrate comprehensive understanding and performance in conducting teacher hiring, evaluation and professional development. (Assessment 2)

Internship #3

<table>
<thead>
<tr>
<th>State Assessment #2</th>
<th>SREB</th>
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<tbody>
<tr>
<td><strong>2.1 Hiring Process</strong> - 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.</td>
<td>3a. Using a variety of strategies to analyze and evaluate the quality of instructional practices being implemented in a school</td>
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<tr>
<td><strong>2.2 Clinical Supervision</strong> - 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.</td>
<td>3e. Working with a school team to monitor implementation of an adopted curriculum</td>
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<td><strong>2.3 Professional Development Plan</strong> - In conjunction with stakeholders, lead in the development of a professional development plan for a school building that includes: 1) data analysis, 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.</td>
<td>8a. Working with faculty and staff in professional development activities</td>
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<td>8b. Inducting and/or mentoring new teaching staff</td>
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<td>10a. Scheduling of classroom and/or professional development activities in a way that provides meaningful time for school improvement activities</td>
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<td>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 have the opportunity to learn mastery</td>
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<td>11b. Developing schedules that maximize student learning in meaningful ways with measurable success</td>
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<td></td>
<td>6a. Analyzing and communicating school progress and school achievement to teachers, parents and staff</td>
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<td></td>
<td>6b. Gathering feedback regarding effectiveness of personal communication skills</td>
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</tbody>
</table>
Catholic Competencies
Domain 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 Develop 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 governmental agencies) to access available public funds

4.6 Ensures the safety of the school through strategic facilities management

Completion of Illinois Licensure test 195
Students are expected to complete the Illinois Licensure test 195 and submit their test results to the course instructor before December 1, 2019. (Please note: The student’s score on the test is NOT used to determine grade for this course. Full credit for this assignment will be issued to the student upon receipt of the score report). In order to have the results for submission by the due date, students will need to review the results reporting schedule prior to scheduling their testing session with ILTS. Information about the test and scheduling a testing session can be found on the ILTS website under content area tests – 195/196 Principal as Instructional Leader http://www.il.nesinc.com/TestView.aspx?f=HTML_FRAG/IL195_TestPage.html

Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>What’s due?</th>
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<tbody>
<tr>
<td>August 27</td>
<td>Introduction to Internship 3</td>
<td>Action Plan: List of activities to be completed with anticipated deadlines for submission.</td>
</tr>
<tr>
<td>Sept. 10</td>
<td>No Meeting</td>
<td>State Assessment 2.1 Hiring</td>
</tr>
<tr>
<td>Sept. 24</td>
<td>Progress Check-in - No Meeting</td>
<td>State Assessment 2.3 Professional Development Plan</td>
</tr>
<tr>
<td>Oct. 1</td>
<td>Internship Meeting immediately following ELPS 483 class session</td>
<td>State Assessment 2.2 Clinical Supervision</td>
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<tr>
<td>Oct. 22</td>
<td>Progress Check-in - No Meeting</td>
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<tr>
<td>Nov. 5</td>
<td>Internship Meeting in Lewis Towers 6th floor Conference room – immediately following ELPS 432 class session</td>
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<tr>
<td>Nov. 19</td>
<td>Progress Check-in - No Meeting</td>
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<tr>
<td>Dec. 3</td>
<td>Internship #3 wrap up - No meeting</td>
<td>State Assessment final submission deadline - Livetext</td>
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</tbody>
</table>
Loyola University Chicago  
School of Education  
Syllabus Addendum

**Smart Evaluation**
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.
- The feedback is important so that the instructor can gain insight into how to improve their teaching and the department can learn how best to shape the curriculum.

**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](http://www.luc.edu/education/syllabus-addendum/).

**Syllabus Addendum Link**

- [www.luc.edu/education/syllabus-addendum/](http://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*. 