SAKAI: Synchronous Group or Class meetings: **Aug. 27, Oct. 1, Nov. 5 & Dec. 3 5:30-7:00 pm on Zoom**

**School of Education Commitment - COVID-19:** Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *cura personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola’s COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This webpage also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

**COVID-19 Reporting Protocol:** In preparation for our upcoming semester, Loyola University Chicago’s Emergency Response Management team has been working to develop protocols in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. **If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.**

**SOE 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.

**School of Education 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.

In particular, the following School of Education Conceptual Framework Standards will be addressed in this class:

- **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.

**COURSE STANDARDS:**

**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.

**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** 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.
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 EDUCATIONAL LEADERSHIP PREPARATION STANDARDS (NELP) (2018):
1.1 (Mission and Vision) Program completers understand and demonstrate the capability to develop, advocate for, and implement a collaboratively developed and data-informed mission and vision for the school.
1.2 (Values) Program completers understand and demonstrate the capability to articulate, advocate, model, and cultivate a set of core values that define the school's culture.
1.3 (Support system) Program completers understand and demonstrate the capability to build, maintain and evaluate a coherent system of academic and social supports, discipline, services, extracurricular activities, and accommodations to meet the full range of needs of each student.
1.4 (Improvement) Program completers understand and demonstrate the capability to engage staff and school community to develop, implement and evaluate a continuous, responsive, sustainable, data-based school improvement process to achieve the mission of the school.
2.1 (Professional norms) Program completers understand and demonstrate the capability to enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement in their actions, decision making and relationships with others.
2.2 (Decision making) Program completers understand and demonstrate the capability to evaluate the moral and legal consequences of decisions.
2.3 (Values) Program completers understand and demonstrate the capability to model essential educational values of democracy, community, individual freedom and responsibility, equity, social justice, and diversity.
2.4 (Ethical behavior) Program completers understand and demonstrate the capability to model ethical behavior in their actions and relationships with others.
3.1 (Equitable Protocols) Program completers understand and demonstrate the capability to develop, implement and evaluate equitable guidelines, procedures and decisions that ensure each stakeholder is treated fairly, respectfully, and with an understanding of culture and context.
3.2 (Equitable access) Program completers understand and demonstrate the capability to ensure that each student has equitable access to effective teachers, learning opportunities, academic, social and behavioral support and other resources necessary for success.
3.3 (Responsive Practice) Program completers understand and demonstrate the capability to support the development of responsive practices among teachers and staff so they are able to recognize, confront, and alter institutional biases that result in student marginalization, deficit-based schooling and low expectations.
3.4 (Supportive school community) Program completers understand and demonstrate the capability to build and maintain a school culture that ensures each student and family is treated fairly, respectfully, in a responsive manner and free from biases associated with characteristics such as race, culture and language, gender, disability, or special status.
4.1 (Learning System) Program completers understand and demonstrate the capability to develop, align, and implement coherent systems of curriculum, instruction, and assessment that are responsive to student needs, embody high expectations for student learning, align with academic standards within and across grade levels, and promote academic success and social emotional well-being for each student.

4.2 (Instructional Practice) Program completers understand and demonstrate the capability to promote challenging and engaging instructional practice consistent with knowledge of learning theory, child development, and effective pedagogy.

4.3 (Assessment System) Program completers understand and demonstrate the capability to employ technically appropriate system of assessment and data collection, management, analysis, and use to monitor student progress and improve instruction.

4.4 (Learning Support) Program completers understand and demonstrate the capability to employ effective and appropriate technologies, staffing, professional development, structures, and communication to support equitable access to learning for each student.

5.1 (Communication) Program completers understand and demonstrate the capability to maintain effective two-way communication with families and the community.

5.2 (Engagement) Program completers understand and demonstrate the capability to engage families, community, and school personnel in strengthening student learning in and out of school.

5.3 (Partnerships) Program completers understand and demonstrate the capability to build and sustain productive partnerships with communities and public and private sectors to promote school improvement and student development.

5.4 (Advocacy) Program completers understand and demonstrate the capability to advocate for the needs and priorities of the school, district, students, families and the community.

6.1 (Management and Operation Systems) Program completers understand and demonstrate the capability to develop, monitor and evaluate school management and operation systems to address and support each student’s learning needs.

6.2 (Data and Resources) Program completers understand and demonstrate the capability to seek, acquire, and manage fiscal resources, physical resources, technological resources, data and other resources to support student learning, collective professional capability and community and family engagement.

6.3 (Communication Systems) Program completers understand and demonstrate the capability to develop and coordinate communication systems to deliver actionable information for classroom, school improvement, and community engagement.

6.4 (Legal Compliance) Program completers understand and demonstrate the capability to comply with the applicable laws, rights, policies, and regulations as appropriate so as to promote student and adult success.

7.1 (Human Resource Management) Program completers understand and demonstrate the capability to develop and implement a human resource management system that recruits, hires and supports, and retains effective and caring educational personnel and creates leadership pathways for effective succession.

7.2 (Professional Culture) Program completers understand and demonstrate the capability to develop and sustain a professional culture of engagement and commitment to shared vision, goals and objectives pertaining to the education of the whole child.

7.3 (Workplace Conditions) Program completers understand and demonstrate the capability to develop workplace conditions that promote employee leadership, well-being and professional growth.

7.4 (Supervision and Evaluation) Program completers understand and demonstrate the capability to implement research-anchored systems of supervision and evaluation that provide actionable feedback about instruction and other professional practices, promoting collective accountability.

8.1 (Field Experiences) Candidates are provided coherent, authentic experiences that provide opportunities to synthesize and apply content knowledge, develop and refine the professional skills and demonstrate their capabilities as articulated in each of the elements included in NELP Building Level Program Standards one through seven.

8.2 (Authentic) Candidates are provided a minimum of six-months of concentrated (10-15 hours per week) building-level internship or clinical experiences that are authentic leadership activities within a building setting.

8.3 (Mentor) Candidates are provided a mentor who had demonstrated effectiveness as an educational leader with a building setting; understands the specific school context; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and is provided with training by the supervision institution.
Essential Course Information:

CPPP INTERNSHIP:

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.

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, PSEL & NELP 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 27</td>
<td>Seminar 1: Introduction to Internship 1</td>
<td></td>
</tr>
<tr>
<td>Oct. 1</td>
<td>Seminar 2: Progress Check-In and Sharing</td>
<td>State Assessment sections 2.1 &amp; 4a-4c</td>
</tr>
<tr>
<td>Nov. 5</td>
<td>Seminar 3: Progress Check-In and Sharing</td>
<td>State Assessment sections 2.2 &amp; 4d-4e</td>
</tr>
<tr>
<td>Nov. 25</td>
<td>No meeting</td>
<td>State Assessment sections 2.3 &amp; 4f-4g</td>
</tr>
<tr>
<td>Dec. 3</td>
<td>Seminar 4: Progress Check-In, Sharing and Preview for Internship 2</td>
<td>All State Assessments and SREBs should be completed and submitted for final approval.</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 18 SREB activities for this semester of the internship.

For this semester of internship, the required SREB activities 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 at least 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:

Internship #1

Internship Assessment #2
Final Product Template
Addresses NELP 3.1, 3.3, 4.2, 7.2 and 7.3,

Part One: Hiring Process
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.

Utilize Part II of the Human Capitalization Project from ELPS 483. Your submission must include the following:

- Job Description
- A description of the process of collaboration to create the job description in order to meet student learning needs
- Interview questions
- Rubric for assessment of candidates
- Rejection letters for candidates who were not selected
- Looking at a list of faculty, create a plan on how some of the leadership tasks could be distributed throughout the staff to ensure you are protecting your time for instructional leadership (ELCC 3.4) specifically addressing the following areas
  - Enrollment and Marketing
Part Two: Clinical Supervision

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.

Utilize Part I of the Supervision/Formal Observation Cycle from ELPS 482. You may also utilize another formal observation cycle from your internship experiences. Your submission must include the following:

- A thorough summary of the process. (NELP 4.2)
  Part I of the summary should document the experience of the supervision cycle including:
  - Notes and forms from pre-observation conference
  - Notes and forms from classroom observation
  - Notes and forms from post-observation conference
  - Formal evaluation form (if possible)
  - Professional development recommendations including reflecting on their own professional development needs as a leader to be shared with staff. (NELP 7.2)
  Part II of the summary should include your own reflections, including:
  - Articulating the effects of supervision on student learning
  - Effects of supervision on the school improvement process

Part Three: Professional Development Plan

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

Review the professional development plan created in Part III of Assessment #1. Read the National Staff Development Council’s Standards for Staff Development. http://www.ode.state.or.us/opportunities/grants/nclb/title_ii/a_teacherquality/nsdc-standards.pdf

Your submission must include the following:

- Professional Development Plan which includes description of data analysis, multiple options for teacher development and a method for evaluating the PD plan and the extent to which it will lead to school improvement.
- A reflection on how you applied the NSDC standards to the professional development plan

State Assessment #4
Final Product Template
Addresses NELP 2.4, 4.3, 4.4, and 5.4

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. (NELP 4.3)
Focus 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. (NELP 4.4)
  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. (NELP 2.4)

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. (NELP 4.4)
  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. (NELP 5.4)
- 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.

Focus 4g. Work with faculty to identify recommendations for improvements or modifications to the SIP with particular attention to developing school support systems so that teachers can differentiate instruction to meet the needs of diverse learners.
  4g includes:
- Analysis of current available resources to support differentiation and makes recommendation for improvement to the SIP.
- 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>Professionalism</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>Deadlines</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>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>
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</tr>
<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>Use of evidence</td>
<td>Candidate always searches for and identifies evidence-based information to answer questions relevant to the area of inquiry.</td>
<td>Candidate regularly searches for and identifies evidence-based information to answer questions relevant to the area of inquiry.</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>Inquiry</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 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>Reflective</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>Supportive</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>Empathy</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>Cultural Sensitivity</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>Respect</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>
<tr>
<td>Decision-making</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>
</tbody>
</table>
Internship Assessments:

- LOCUS- Every Semester
- Written Eval- Upon completion of Internship
- Digication

LOCUS- Course grades
*Digication State assessment rubrics, Dispositions, SREB 36 Competencies and 12 Catholic Competencies

- 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:
- State Principal Internship Rubrics
- Attendance and engagement in the seminar sessions

Additional documentation collected toward the licensure requirements are:
- Completion and acceptance of 18 SREB activities
- Mentor principal evaluation

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 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 reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- 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 in to how to improve their teaching and the department can learn how best to shape the curriculum.

The **13 possible objectives you will select from are listed below:**

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

**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.

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**Additional ONLINE Course Policies**

*Privacy Statement*

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

*Synchronous Meetings*

This course will meet synchronously 4 times on Zoom. See designated dates and times at top of syllabus.

*Student Participation*

Students will participate in discussions based on internship experiences and learning. It is expected that students will attend every seminar session. If an absence is inevitable, you must notify the instructor (before the seminar session if at all possible).

*Class Conduct*

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

*Student Support*

**Special Circumstances--Receiving Assistance**
Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Services for Students with Disabilities (SSWD) (http://www.luc.edu/sswd/).

*Center for Student Access and Assistance (CSAA)*

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

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*.

**Syllabus Addendum Link:**  www.luc.edu/education/syllabus-addendum/