

**Loyola University Chicago**  
**School of Education**  
***Professionalism in Service of Social Justice***

**ELPS 563: CPS Ed.D. Internship and Residency**  
**Spring 2017**

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**Course Description:**

The job of an educational administrator is very challenging, as well as, very rewarding. Administrators must use their knowledge of theory, research, current educational best practices, and their own good sense and ethical compass to provide the leadership needed to move schools and educational institutions forward.

**The candidate may only begin this internship upon successful completion of the state-mandated online training for Teacher Evaluation as required under 105 ILCS 5/24A-3 of the Illinois School Code.**

**Outcomes:**

Students will demonstrate proficiency in the professional competencies necessary for a successful career in educational leadership. These outcomes are aligned to the CPS Principal Competencies, the Loyola Conceptual Framework and the ELCC and ISLLC standards.

**Instructor/Course Evaluation**

The instructor and course will be evaluated at the end of the term by students through the use of an online evaluation instrument. Each evaluation will address the quality and relevance of course material and the quality of the instruction. The intent is to seek information, which will help to improve both the quality of the course and instructional competence. In completing these evaluations, each student should be mindful of the extent to which the course objectives have been met.

**IDEA Course Assessment Objectives:**

- Learning to apply course material to improve thinking, problem solving, and decisions.
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
- Learning to analyze and critically evaluate ideas, arguments, and points of view.
- Developing ethical reasoning and/or ethical decision making

**IDEA Course Evaluation Link for Students**

Each student should review the link to the IDEA Campus Labs website: <http://luc.edu/idea/> and the **Student IDEA Log In**. This will assist you with completing the course evaluation at the end of the semester.

**Loyola University Chicago's School of Educations' Conceptual Framework Standards Assessed within this Course:** A further description of the conceptual framework: [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

**Conceptual Framework:**

*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. We endeavor to advance professional education in the 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; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.*

*"Loyola University Chicago's School of Education's Conceptual Framework is: Social Action through Education. [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/) This framework guides our mission and curricula of the SOE programs. We hold high expectations for our faculty, students and educational practices. The Conceptual Framework represents the foundation upon which this course has been developed. In support of this fundamental tenant of leadership development, this course explores various facets of human resource administration in educational organizations at the district/macro level. Human resource leadership, as it specifically relates to promoting district vision and mission, will be researched and simulated to develop preferred professional practice that promotes integrity and social justice for the entire educational community*

**SOE Conceptual Framework Standards (CFS)**

- 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.

**ELCC STANDARDS (NATIONAL POLICY BOARD FOR EDUCATIONAL ADMINISTRATION-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 6.2:** 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.

### **CPS Principal Competencies (2013)**

#### ***School Leader Competency Placemat***

#### **Principal Practice Competencies**

The following six competencies, with standards and elements, outlines the responsibilities and performance expectations of principals:

#### **Competency A**

#### **Champions Teacher and Staff Excellence through a Focus on Continuous Improvement**

1. Develops, implements and monitors the outcomes of the Continuous Improvement Work Plan and school wide student achievement data results to improve student achievement

- a.) Assesses the Current State of School Performance
- b.) Develops a Continuous Improvement Work Plan
- c.) Maintains a Focus on Results

2. Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address areas of improvement and celebrate successes

- a.) Implements Data Driven Decision Making
- b.) Implements Data Driven Instruction
- c.) Establishes a system to collect and review data on attendance, lateness, discipline, and student referrals

3. Collaborates with staff to allocate personnel, time, material, and adult learning resources appropriately to

achieve the Continuous Improvement Work Plan targets

- a.) Allocates Resources to Support Student Learning
  - b.) Prioritizes Time
4. Utilizes current technologies to support leadership and management functions
- a.) Employs Current Technologies
- 5.) Creates a Safe, Clean, and Orderly Learning Environment
- a.) Builds, evaluates, and develops a team of educators and support staff to ensure the learning environment is safe, clean, and orderly

## **Competency B**

### **Creates Powerful Professional Learning Systems that Guarantee Learning for Students**

1. Works with and engages staff in the development and continuous refinement of a shared vision for effective teaching and learning by implementing a standards based curriculum, relevant to student needs and interests, research-based effective practice, academic rigor, and high expectations for student performance in every classroom
  - a.) Implements Curricular Scope and Sequence
  - b.) Reviews Instructional Practices
2. Implements student interventions that differentiate instruction based on student needs
  - a.) Uses Disaggregated Data
3. Selects and retains teachers with the expertise to deliver instruction that maximizes student learning
  - a.) Selects and Assigns Effective Teachers
  - b.) Retains Effective Teachers
4. Evaluates the effectiveness of teaching and holds individual teachers accountable for meeting their goals by conducting frequent formal and informal observations in order to provide timely, written feedback on instruction, preparation and classroom environment as part of the district teacher appraisal system
  - a.) Observes Staff and Gives Feedback
  - b.) Evaluates Staff
5. Ensures the training, development, and support for high-performing instructional teacher teams to support adult learning and development to advance student learning and performance
  - a.) Develops an Instructional Team
6. Supports the system for providing data-driven professional development and sharing of effective practice by thoughtfully providing and protecting staff time intentionally allocated for this purpose
  - a.) Implements Professional Learning
7. Advances Instructional Technology within the learning environment

## **Competency C**

### **Builds a Culture Focused on College and Career Readiness**

1. Builds a culture of high aspirations and achievement for every student
  - a.) Links Aspiration to College and Career Opportunities
  - b.) Develops a Student Goal Setting Process
2. Requires staff and students to demonstrate consistent values and positive behaviors aligned to the school's vision and mission
  - a.) Translates the School Values into Specific Behaviors
  - b.) Develops a Code of Conduct
3. Leads a school culture and environment that successfully develops the full range of students' learning capacities - academic, creative, social-emotional, behavioral, and physical
  - a.) Creates a Culture that Supports Social Emotional Learning

- b.) Creates a Culture that Supports Effective Effort

### **Competency D**

#### **Empowers and Motivates Families and the Communities to Become Engaged**

1. Creates, develops, and sustains relationships that result in active student engagement in the learning process
  - a.) Builds on-going Relationships
  - b.) Develops strategic plan to communicate with key community leaders
2. Utilizes meaningful feedback of students, staff, families, and community in the evaluation of school programs and policies
  - a.) Includes Multiple Voices and Perspective
3. Proactively engages families and communities in supporting their child's learning and the school's learning goals
  - a.) Engages Families
4. Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively
  - a.) Builds Capacity to Manage Change
  - b.) Demonstrates Personal Resolve and Response to Challenges
  - c.) Expands relationships with LSC and external partnerships to facilitate budget process

### **Competency E**

#### **Relentlessly Pursues Self-Disciplined Thinking Action**

1. Treats all people fairly, equitably, and with dignity and respect. Protects the rights and confidentiality of students and staff
  - a.) Models Equity and Dignity
2. Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession. Protects the rights and confidentiality of students and staff
  - a.) Protects Rights and Confidentiality
3. Create and supports a climate that values, accepts, and understands diversity in culture and point of view
  - a.) Recognizes the Strength of a Diverse Population
  - b.) Creates a Culturally Responsiveness Climate
  - c.) Engages in Courageous Conversations about Diversity
4. Relentlessly pursues reflective behavior

### **Competency F**

#### **Leads School Toward Achieving the Vision**

1. Coordinates efforts to create and implement a vision for the school and defines desired results and goals that align with the overall school vision and lead to student improvement for all learners
  - a.) Collaborates to Develop and Maintain a Shared Vision of High Expectations
2. Ensures that the school's identity, vision, mission drive school decisions
  - a.) Ensures vision and mission drive school decisions
  - b.) Confronts Low Expectations
3. Conducts difficult but crucial conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing student learning and results
  - a.) Conducts Difficult Conversations to Improve Student Results

## **ISSLC STANDARDS**

### Standard 1

- An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

### Standard 2

- An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

### Standard 3

- An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

### Standard 4

- An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

### Standard 5

- An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

### Standard 6

- An education leader promotes the success of every student by understanding, responding to, and influencing the political, social economic, legal and cultural context.

Source: *Interstate School Leaders Licensure Consortium of the Council of Chief State School Officers, 2008.*

### **LiveText:**

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

The following hyperlink offers additional information about [LiveText](#). Refer to the following link for additional information on Technology and Technology support at <https://connect.luc.edu/itrs-dropin>.

## Dispositions

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 disposition will be assessed in the course along with the rubric. The rubric for dispositions for the internship can be found below:

	<b>Target</b>	<b>Acceptable</b>	<b>Poor</b>	<b>Unacceptable</b>
<b>PROFESSIONALISM</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i>Candidate meets all deadlines</i>	Candidate meets all deadlines consistently = 1 leadership artifact every 2 weeks of 2 submissions no later than the last day of every month	Candidate meets deadlines with a few exceptions.	Candidate frequently does not meet deadlines.	Candidate does not complete any work
<i>Candidate honestly and accurately cites other’s work</i>	Candidate honestly and accurately cites other’s work in a consistent manner.	Candidate honestly cites other’s work but at times is not accurate with the exact citation.	Candidate misrepresents other’s work as his/her own.	Candidates does not complete or cite work
<i>Candidate is punctual for meetings within the professional setting (internship)</i>	Candidate is punctual on a consistent basis for meetings within the professional setting. (internship)	Candidate is punctual for meetings, with a few exceptions, within the professional setting. (internship)	Candidate is consistently not punctual and or cancels consistently for meetings within the professional setting. (internship)	Candidate is consistently absent and unprofessional
<i>Candidate communicates promptly with faculty</i>	Candidate consistently communicates/ responds/ confirms when needed in a prompt manner (either by email or phone) with faculty about appointments/ assignments.	Candidate usually communicates/ responds/ confirms when needed with faculty in a prompt manner (either by email or phone).	Candidate does not communicate/ responds/ confirms when needed with faculty in a prompt manner causing much disruption to the implementation of the candidate’s program.	Candidates fails to consistently communicate with administrators or site supervisor.
<i>Candidate actively seeks CPS Principal position: <b>once they achieve eligibility*</b></i>	Candidate applies for 2 or more principal positions each semester	Candidate applies for 1 principal position each semester	Candidate fails to apply for principal positions.	Candidate does not have positions within school or district to apply. Or, candidate is not ready for administrative position.

\*This will apply to Candidates who have achieved CPS Eligibility, but have not yet secured a CPS principal position (contingent upon CPS principal e-bulletin).

<i>Candidate uses technology in the classroom only for academic purposes</i>	Candidate consistently uses technology in the classroom only for academic purposes.	Candidate uses technology in the classroom for academic purposes with a few exceptions.	Candidate uses technology inappropriately often checking personal email and/or surfing the web in the classroom.	Candidate does not know how to use any technology.
<i>Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards</i>	Candidate consistently demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC	Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC	Candidate demonstrates unethical behavior (such as dishonesty, cheating, or spreading gossip) in graduate work.	Candidate consistently displays unethical behavior

	standards.	standards with few exceptions.		
<b><i>Inquiry</i></b>				
<i>Candidate is able to reflect and respect other points of view within the school environment (internship)</i>	Candidate consistently reflects and respects other points of view within the school environment. (internship)	Candidate respects other points of view with few exceptions. In the case of these exceptions, the candidate reflects to remedy the situation within the school environment (internship)	The candidate does not reflect upon his/her unfair behavior and does not attempt to remedy the situation within the school environment (internship)	Candidate does not respect other points of view.
	<b>Target</b>	<b>Acceptable</b>	<b>Poor</b>	<b>Unacceptable</b>
<b><i>Social Justice</i></b>				
<i>Candidate demonstrates a belief that all students can learn within the school environment (internship)</i>	Candidate consistently demonstrates a belief that all students can learn within the school environment. The candidate will not tolerate a culture complacent with failure. (internship)	Candidate demonstrates a belief that all students can learn within the school environment with a few exceptions. The candidate is not complacent with a culture of failure. (internship)	Candidate does not demonstrate a belief that all students can learn within the school environment and is complacent with a culture of failure. (internship)	Candidates is discriminatory in words and actions.
	<b>Target</b>	<b>Acceptable</b>	<b>Poor</b>	<b>Unacceptable</b>
<i>Candidate demonstrates respect for cultural differences within the school environment (internship)</i>	Candidate consistently demonstrates respect for cultural differences within the school environment and continually seeks to gain greater inter-cultural competence. (internship)	Candidate demonstrates respect for cultural differences within the school environment with few exceptions. The candidate seeks to gain greater inter-cultural competence. (internship)	Candidate does not demonstrate respect for cultural differences within the school environment and does not seek to gain inter-cultural competence. (internship)	Candidate is consistently disrespectful.
<i>Candidate demonstrates social justice within the school environment (internship)</i>	The candidate advocates strongly for social justice within the school environment in both word and deed. (internship)	The candidate supports social justice within the school environment in both word and deed. (internship)	The candidate's words and deeds within the school environment do not support the principles of social justice. (internship)	Candidates does not display respect, understanding of social justice principles.



## **REQUIRED STATEMENTS**

### **Diversity:**

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

### **Technology:**

The information pertinent to school organizations and instructional leadership constantly changes. Therefore, throughout the course, students will develop and practice skills in locating and using on-line resources critical to these topics. All students MUST register their LIVETEXT account. Students must use their Loyola University Chicago email to register this account. Failure to register one's LIVETEXT account will result in a student not being able to receive a final grade. Refer to the following link for additional information on Technology and Technology support at <https://connect.luc.edu/itrs-dropin>.

### **Addendum**

You are encouraged to visit the following website which provides information related to **academic honesty, accessibility, the SOE conceptual framework, ethics reporting, and electronic communication policies:** [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

**Assignments will not be accepted past the stated due date on the syllabus. References must be cited using APA 6<sup>th</sup> edition style.**

**ALL WRITTEN ASSIGNMENTS MUST BE TYPED AND DOUBLE SPACED. It is the expectation that assignments are written at a professional level using correct English grammar and syntax, organized thought and higher level thinking skills. A rubric for each assignment is attached to this syllabus**

### **Late Assignments**

Due to the fact that this course is based on providing you with feedback on your principal competencies, you are strongly encouraged to submit evidence, artifacts, and reflections of your work weekly. You are required to complete at least 6 competencies per semester and **Cohort 2 and cohort 3 members must complete all principal competencies by March 1, 2017.**

### **E-PORTFOLIO**

In this course, we will use the Loyola Taskstream e-portfolio system as a student portfolio for you to enter your evidence, artifacts, and reflections of skills on the CLC list of competencies. You are required to have access to (at least) a DSL Internet connection and Loyola Email Account with reliable access. You are required to be familiar with downloading and attaching files. Including creating and opening a Zip File. You must also have access to Microsoft Word, Microsoft Excel, and Microsoft PowerPoint. Additionally, you must have access to *the following Software* – All are available for free download if needed this semester: Adobe Flash Player, Adobe Reader, Adobe Shockwave, Java Software, QuickTime, and RealPlayer.

Candidates are expected to manage and add work to their e-portfolio each semester until all CPS competencies are mastered. Mastery of at least six CPS competencies per semester is required until all competencies are mastered.

**Year 2016-2017**

<b>Fall Professional</b>	<b>Fall Competencies</b>	<b>Spring Professional</b>	<b>Spring Competencies</b>
Principal/AP/Admin	Minimum 6 mastered	Principal/AP/Admin	All competencies must be mastered

**Class Participation Policies:**

To achieve full benefit of participation, this course requires at least 3 hours per week. Approximately 1 ½ hours of this time is spent entering your experiences that document principal competences into the Loyola e-portfolio system **and** approximately 1 ½ hours of time meeting with your Loyola leadership coach each week. Inability to meet this time requirement will reduce a participant's benefit from the course, or, in some cases, fulfillment of assignments needed to complete and receive credit for the course. This course has been designed to require time just as an on-campus class. Failure to meet this minimum requirement will result in a reduction of grade. The course rubric is included on the next page.

**Grading Policy:**

Grading: (See Included Rubric For Point Allocations)

A = 32-36 points

B = 29-31 points

C = 25-28 points

D = 21-24 points

F = 0-20 points

**Grading Policy:** Candidates are required to master all of the CPS competencies by the end of their third year in the program. Coaching for CPS candidates concludes at the end of the spring term of the third year in the program.

For the Spring 2017 semester, candidates are required to submit to their coaches' evidence of mastery of three (3) by October February 15, 2017 and three (3) competencies by March 15, 2017. Cohort 3 should have all competencies mastered.

ELPS 563 Internship Course Rubric

POINTS EARNED SKILL	0	1	2	3	4
<b>Quality of E-portfolio Submissions</b>	No Work Entered in E-portfolio or reflections are missing, or usually include the response, I would do nothing differently	Usually unsatisfactory submissions. Reflections <b>often</b> missing at least one or more of the following: <ul style="list-style-type: none"> <li>• description of appropriate artifact,</li> <li>• a list all of the competencies with which it is aligned,</li> <li>• including what went well, and</li> <li>• what you would have done differently.</li> </ul>	Average submissions most of the time. Reflections <b>sometimes</b> include: <ul style="list-style-type: none"> <li>• description of appropriate artifact,</li> <li>• a list all of the competencies with which it is aligned,</li> <li>• including what went well, and</li> <li>• what you would have done differently as related to this particular competency.</li> </ul>	Satisfactory submissions most of the Time. Reflections <b>usually</b> include: <ul style="list-style-type: none"> <li>• description of appropriate artifact,</li> <li>• a list all of the competencies with which it is aligned,</li> <li>• including what went well, and</li> <li>• what you would have done differently as related to this particular competency.</li> </ul>	Satisfactory submissions all of the Time. Reflections <b>always</b> include: <ul style="list-style-type: none"> <li>• description of appropriate artifact,</li> <li>• a list all of the competencies with which it is aligned,</li> <li>• including what went well, and</li> <li>• what you would have done differently as related to this particular competency.</li> </ul>
<b>Sufficient Progress Toward Mastery of Competencies</b>	Did not submit any e-portfolio entries with artifacts that demonstrate leadership for any competency.	1 e-portfolio submission with new artifact(s) during current semester. 1 submission is at the leadership level.	2-3 complete e-portfolio submissions with new artifact(s) and reflections each semester. Of all new entries, at least 3 submissions are at the leadership level	4-5 complete e-portfolio submissions with new artifact(s) and reflections each semester. Of all new entries, at least 4 submissions are at the leadership level.	6 or more complete e-portfolio submissions with new artifact(s) and reflections each semester. Of 6 submissions, at least 5 at leadership level.
<b>Uses Data to Measure and Gauge Success of Initiatives</b>	Does not utilize data for decision making.	Does not make efforts to use existing data in making decisions.	Collects existing data passively as a working member of the school community but there is no clear use of this data as information to improve the school community.	Sometimes uses existing data or collects new data to measure effectiveness and make improvements to some school initiatives.	Uses data as appropriate to consistently measure effectiveness of various initiatives as a transformative leader throughout the school.
<b>Change Agent</b>	Leads no new initiatives.	Attempted to lead one or more initiatives, however: change was not significant, relevant stakeholders were not incorporated, identifiable results through the use of data was not evident	Attempted to lead several initiatives, however, one or more of the following factors were usually not implemented: use of identifiable results, incorporation of all relevant stakeholders, change that was significant	Was able to lead several initiatives however, on occasion, one or more of the following factors was not implemented: use of identifiable results, incorporation of all relevant stakeholders, change that was significant	Demonstrates the ability to facilitate and lead significant change through a collaborative process that includes all relevant members of the school community with identifiable results.

