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

ELPS 480: Residency Seminar for MEd Administration and Supervision
Fall 2017

Professor(s): Dr. Felicia Stewart
Meeting Time: by appointment
Phone: 312-915-6345
Email: fstewart1@luc.edu

Course Description:
The job of an educational administrator is very challenging, as well as, very rewarding. Principals and 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. These educators are charged with applying all knowledge and experiences to real life circumstances.

The candidate may only begin this course if currently is in a Principal (Resident or Interim) position or administrative/leadership role (verified by supervisor). 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 & Suburban Principal Competencies, the Loyola Conceptual Framework and the ELCC and ISLLC standards.

LOYOLA UNIVERSITY CHICAGO'S SCHOOL OF EDUCATIONS' CONCEPTUAL FRAMEWORK STANDARDS ASSESSED WITHIN THIS COURSE:

CF1: Candidate critically evaluate current bodies of knowledge in their field
CF2: Candidates apply culturally responsive practices that engage diverse communities
CF3: Understanding Issues of Social Justice and Inequity
CF4: Create action plans to implement curriculum as an instructional leader
CF5: Application of Technological Knowledge/Skills
CF7: Understanding Moral and Ethical Decision-making
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 school 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, outline 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.


I 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.
• Acquiring skills in working with others as a member of a team

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/

Academic Honesty
➢ http://luc.edu/education/syllabus-addendum/

Accessibility
➢ http://luc.edu/education/syllabus-addendum/

Conceptual Framework
➢ http://luc.edu/education/syllabus-addendum/
➢ SOE's Conceptual Framework - Social Action through Education - is exemplified within the context of this course. Review link for additional policy and information.

Ethics Line Reporting Hotline
➢ http://luc.edu/education/syllabus-addendum/

Electronic Communication Policies and Guidelines.
➢ http://luc.edu/education/syllabus-addendum/
Assignments will not be accepted past the stated due date on the syllabus. References must be cited using APA 6th 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, you are strongly encouraged to submit evidence, artifacts, and reflections of your work on at least once per month. Waiting until the last minute to submit your evidence, artifacts, and reflections will result in minimal feedback from your coach.

Live Text
In this course, we will use the Live Text system as a student portfolio for you to enter your evidence, artifacts, and reflections of skills on the 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. Mastery of at least six competencies per semester is required until all competencies are 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 = 90-100 points
B = 81-89 points
C = 76-80 points
D = 70-75 points
F = 0-69 points

Grading Policy: Candidates are required to master 6 competencies each semester in the program.
For the Spring 2018 semester, candidates are required to submit to their coaches' evidence of mastery of six (6) by April 5, 2018.
<table>
<thead>
<tr>
<th>SKILL</th>
<th>POINTS EARNED</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of E-portfolio Submissions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Work Entered in E-portfolio or reflections are missing, or usually include the response, I would do nothing differently</td>
<td>Usually unsatisfactory submissions. Reflections often missing at least one or more of the following: • description of appropriate artifact, • a list all of the competencies with which it is aligned, • including what went well, and • what you would have done differently. Average submissions most of the time. Reflections sometimes include: • description of appropriate artifact, • a list all of the competencies with which it is aligned, • including what went well, and • what you would have done differently as related to this particular competency. Satisfactory submissions most of the Time. Reflections usually include: • description of appropriate artifact, • a list all of the competencies with which it is aligned, • including what went well, and • what you would have done differently as related to this particular competency. Satisfactory submissions all of the Time. Reflections always include: • description of appropriate artifact, • a list all of the competencies with which it is aligned, • including what went well, and • what you would have done differently as related to this particular competency.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sufficient Progress Toward Mastery of Competencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did not submit any e-portfolio entries with artifacts that demonstrate leadership for any competency.</td>
<td>1 e-portfolio submission with new artifact(s) during current semester. 1 submission is at the leadership level.</td>
<td>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.</td>
<td>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.</td>
<td>6 or more complete e-portfolio submissions with new artifact(s) and reflections each semester. Of 6 submissions, at least 5 at leadership level.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses Data to Measure and Gauge Success of Initiatives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not utilize data for decision making.</td>
<td>Does not make efforts to use existing data in making decisions.</td>
<td>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.</td>
<td>Sometimes uses existing data or collects new data to measure effectiveness and make improvements to some school initiatives.</td>
<td>Uses data as appropriate to consistently measure effectiveness of various initiatives as a transformative leader throughout the school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change Agent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leads no new initiatives.</td>
<td>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</td>
<td>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</td>
<td>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</td>
<td>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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>PROFESSIONALISM</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidate meets all deadlines</strong></td>
<td>Candidate meets all deadlines consistently = 1 leadership artifact every 2 weeks of 2 submissions no later than the last day of every month</td>
<td>Candidate meets deadlines with a few exceptions.</td>
<td>Candidate frequently does not meet deadlines.</td>
</tr>
<tr>
<td><strong>Candidate honestly and accurately cites other’s work</strong></td>
<td>Candidate honestly and accurately cites other’s work in a consistent manner.</td>
<td>Candidate honestly cites other’s work but at times is not accurate with the exact citation.</td>
<td>Candidate misrepresents other’s work as his/her own.</td>
</tr>
<tr>
<td><strong>Candidate is punctual for meetings within the professional setting (internship)</strong></td>
<td>Candidate is punctual on a consistent basis for meetings within the professional setting. (internship)</td>
<td>Candidate is punctual for meetings, with a few exceptions, within the professional setting. (internship)</td>
<td>Candidate is consistently not punctual and or cancels consistently for meetings within the professional setting. (internship)</td>
</tr>
<tr>
<td><strong>Candidate communicates promptly with faculty</strong></td>
<td>Candidate consistently communicates/responds/confirm when needed in a prompt manner (either by email or phone) with faculty about appointments/assignments.</td>
<td>Candidate usually communicates/responds/confirm when needed with faculty in a prompt manner (either by email or phone).</td>
<td>Candidate does not communicate/responds/confirm when needed with faculty in a prompt manner causing much disruption to the implementation of the candidate’s program.</td>
</tr>
<tr>
<td><strong>Candidate actively seeks Administrative position.</strong></td>
<td>Candidate applies for 2 or more principal positions each semester</td>
<td>Candidate applies for 1 principal position each semester</td>
<td>Candidate fails to apply for principal positions.</td>
</tr>
</tbody>
</table>

*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).
<table>
<thead>
<tr>
<th><strong>Candidate uses technology in the classroom only for academic purposes</strong></th>
<th><strong>Target</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Unacceptable</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate uses technology in the classroom only for academic purposes.</td>
<td>Candidate consistently uses technology in the classroom only for academic purposes.</td>
<td>Candidate uses technology in the classroom only for academic purposes with a few exceptions.</td>
<td>Candidate uses technology inappropriately often checking personal email and/or surfing the web in the classroom.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards</strong></th>
<th><strong>Target</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Unacceptable</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards.</td>
<td>Candidate consistently demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards.</td>
<td>Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards with few exceptions.</td>
<td>Candidate demonstrates unethical behavior (such as dishonesty, cheating, or spreading gossip) in graduate work.</td>
</tr>
</tbody>
</table>

**INQUIRY**

<table>
<thead>
<tr>
<th><strong>Candidate is able to reflect and respect other points of view within the school environment (internship)</strong></th>
<th><strong>Target</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Unacceptable</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate consistently reflects and respects other points of view within the school environment. (internship)</td>
<td>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)</td>
<td>Candidate does not respect other points of view. The candidate does not reflect upon his/her unfair behavior and does not attempt to remedy the situation within the school environment (internship)</td>
<td></td>
</tr>
</tbody>
</table>

**SOCIAL JUSTICE**

<table>
<thead>
<tr>
<th><strong>Candidate demonstrates a belief that all students can learn within the school environment (internship)</strong></th>
<th><strong>Target</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Unacceptable</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate demonstrates a belief that all students can learn within the school environment. The candidate will not tolerate a social culture complacent with failure. (internship)</td>
<td>Candidate demonstrates a belief that all students can learn within the school environment with a few exceptions. The candidate is not complacent with a social culture of failure. (internship)</td>
<td>Candidate does not demonstrate a belief that all students can learn within the school environment and is complacent with a social culture of failure. (internship)</td>
<td></td>
</tr>
</tbody>
</table>
### Assessment # 1

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

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

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

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

- **Focus Area: 1.4** – Work with faculty or faculty teams to gather and examine data to assess progress on the SIP and make recommendations for improvements or modifications to the SIP.
Illinois Principal Preparation Program Seminar Assessment Rubric

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

<table>
<thead>
<tr>
<th></th>
<th>Meeting the Standard</th>
<th>Does Not Meet Standard</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content:</strong></td>
<td>The candidate uses media in a compelling presentation format that focuses on the school’s vision and mission and its connection to the work of the staff and principal to attain greater student achievement. The presentation also connects the vision to the work of the school’s improvement plan and is tailored to the audience.</td>
<td>The presentation does not bring the vision and mission of the school into focus for the attainment of greater student achievement. The school improvement plan is mentioned but is not a central part of the work to accomplish greater student achievement. The presentation is too generic to specifically connect the audience to thematerial.</td>
<td>1 / 0</td>
</tr>
<tr>
<td></td>
<td>• Appropriateness of the content</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Process:</strong></td>
<td>The candidate creates a document that clearly outlines the process used in preparing for the presentation, communicating with the audience, and planning the follow-up meeting. The candidate provides additional artifacts to support the presentation. There is a logical sequence to all events, all are well planned and executed, and achieve the stated purpose.</td>
<td>The candidate’s outline is brief or incomplete for the presentation. Few artifacts support the presentation. It lacks organizational logic and reflects poor planning. The purpose is vague, clear communication to the audience is lacking, and the presentation does not achieve its purpose.</td>
<td>1 / 0</td>
</tr>
<tr>
<td></td>
<td>• Follows theory to practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Logical &amp; Sequential</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Understandable</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Achieves the purpose</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Outcomes/Reflections:</strong></td>
<td>The candidate clearly states the</td>
<td>The Outcomes/Reflections of the</td>
<td></td>
</tr>
<tr>
<td>Outcomes and expectations of the presentation. The candidate has additional data and documents to support the Outcomes/Reflections and expectations. The candidate provides artifacts to support the presentation.</td>
<td>Clearly stated and demonstrated outcomes and expectations of the candidate’s presentation are vague and unclear (few or no artifacts support the presentation). There are few supporting documents or data to back up the presentation.</td>
<td>Data supports the results</td>
<td>Candidate reflects on her/his role in the process</td>
</tr>
<tr>
<td>Products:</td>
<td>Meeting the Standard</td>
<td>Does Not Meet Standard</td>
<td>Score</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>• Align to standards</td>
<td>The candidate produces the following presentation items: an outline, a multi-media presentation (power point or other), handouts, and meeting minutes; as well as documentation of the input from the audience as a result of the presentation. (More artifacts are encouraged to demonstrate greater competency.)</td>
<td>The candidate produces few of the following suggested items: (artifacts did not demonstrate competency): an outline, a multi-media presentation (power point or other), handouts, meeting minutes; as well as documentation of the input from the audience as a result of the presentation.</td>
<td>1 / 0</td>
</tr>
<tr>
<td>• Articulate and well organized</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrates full completion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reflection</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality:</th>
<th>The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate meets or exceeds the standards measured on this assessment.</th>
<th>The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate does not meet or exceed the standards measured on this assessment.</th>
<th>1 / 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Beginning principal like or better</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Complete</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Accurate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Candidate must MEET 5 or 5 to demonstrate competency

Total Score for Focus Area 1.1
**Focus Area: 1.2 –** Analyze and review data, including but not limited to, state test results, and work with a faculty group/team to identify areas for improvement and interventions, with particular attention given to NCLB student subgroups and low performing students.

<table>
<thead>
<tr>
<th>Content</th>
<th>Meets the Standard</th>
<th>Does Not Meet the Standard</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards= 2.A-2.I, 5.A, 5.C, 5E, Appropriateness of the content</td>
<td>The candidate works with faculty to review and analyze national, state, district, school and classroom data to identify academic achievement interventions for each of the schools NCLB subgroups or low performing students. Candidate’s work reflects new interventions that align to the School Improvement Plan and the school’s student achievement goals.</td>
<td>The candidate’s work with faculty to analyze and review data will not likely result in improved student learning for each of the schools NCLB subgroups or low achieving students. The candidate’s work with faculty is sporadic, disconnected, and/or does not connect the intervention to the SIP and the school’s student achievement goals.</td>
<td>1 / 0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Process:</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows theory to practice</td>
<td>The candidate produces an analysis of data (an artifact) and has other artifacts to demonstrate the process used in preparing for, working with, and following up on the work with the faculty in the identification of interventions that will improve student learning for all NCLB subgroups. There is a logical sequence to all activities. Planning and execution is of high quality and achieves the purpose.</td>
<td>The candidate is not able to produce a useable process for the review and analysis of data (an artifact) and/or other artifacts that demonstrate a reliable process for preparing, working with, and following up on the work with the faculty. The candidate identifies inadequate improvement interventions. There is an illogical sequence to all activities. Planning and execution is poor and the purpose is not achieved.</td>
<td>1 / 0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcomes/Reflections:</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly stated and demonstrated</td>
<td>The candidate produces clearly stated outcomes and expectations, performs data analysis, reviews the process used with the faculty (artifacts to demonstrate accomplishment) and has additional data and documents to support the Outcomes/Reflections of specific new improvement interventions for all NCLB subgroups.</td>
<td>The candidate produces unclear Outcomes/Reflections and expectations for the data analysis and review process with the faculty (and has poorly constructed artifacts). Further, additional data and documents to support the Outcomes/Reflections of specific new improvement interventions for all NCLB subgroups are lacking or absent.</td>
<td>1 / 0</td>
</tr>
<tr>
<td>Products:</td>
<td>Meets the Standard</td>
<td>Does Not Meet the Standard</td>
<td>Score</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>• Align to standards</td>
<td>The candidate produces the following suggested items: a document detailing the data analysis and review process and products; all materials created and used in leading the faculty through the analysis and identification of specific interventions, and the meeting minutes verifying the input of, and work done by the faculty on the interventions (more artifacts are encouraged to demonstrate greater competency.)</td>
<td>The candidate produces few of the suggested items. Those produced do not demonstrate competency in the documentation of the following processes: conducting a review of the analysis of data; leading the faculty through the analysis and identification of specific instructional interventions; detailing meeting minutes indicating faculty worked on the interventions discussed; and/or soliciting input from faculty in the school improvement process.</td>
<td>1 / 0</td>
</tr>
<tr>
<td>• Articulate and well organized</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrates full completion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reflection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality:</td>
<td>The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate meets or exceeds the standards measured on this assessment.</td>
<td>The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate does not meet or exceed the standards measured on this assessment.</td>
<td>1 / 0</td>
</tr>
<tr>
<td>• Beginning principal like or better</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Complete</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Accurate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Candidate must MEET 5 of 5 to demonstrate competency | Total Score for Area 1.2 |
Focus Area: 1.3 – Work with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan.

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

<table>
<thead>
<tr>
<th>Content:</th>
<th>Meeting the Standard</th>
<th>Does Not Meet Standard</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Standards = 1.B-1.E, 2.A, 2.D, 2.E, 2.I, 4.A-4.D, 5.A</td>
<td>The candidate demonstrates their work with the faculty to create, implement and evaluate an SIP action plan. The action plan is based on current data, reflects current research and best practices, and is connected to the work outlined in the school’s SIP.</td>
<td>The candidate’s action plan does not clearly focus on the work of the faculty to attain greater student achievement. The plan is not based on data, does not reflect current research, and is not clearly connected to the work outlined in the school’s SIP</td>
<td>1 / 0</td>
</tr>
<tr>
<td>• Appropriateness of the content</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Process:</th>
<th>Meeting the Standard</th>
<th>Does Not Meet Standard</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Follows theory to practice</td>
<td>The candidate creates a clear action plan (an artifact) in collaboration with the faculty and possesses other artifacts that demonstrate the processes used in preparing for, implementing and evaluating the SIP action plans. There is a logical sequence to all events, all are well planned and executed, and achieve the purpose of improving student achievement.</td>
<td>The candidate’s action plan is not clear or is missing (an artifact) and other artifacts that demonstrate the processes used in preparing for, implementing, and evaluating the SIP action plans. There is a logical sequence to all events, all are well planned and executed, and achieve the purpose of improving student achievement.</td>
<td>1 / 0</td>
</tr>
<tr>
<td>• Logical &amp; Sequential</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Understandable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Achieves the purpose</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcomes/Reflections:</th>
<th>Meeting the Standard</th>
<th>Does Not Meet Standard</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clearly stated and demonstrated</td>
<td>The candidate clearly states the outcomes and expectations of the action plan. The candidate and the faculty demonstrate a clear understanding of the roles and responsibilities required for the implementation of the action plan and the continuous quality improvement process.</td>
<td>The candidate states the Outcomes/Reflections and expectations of the initiatives but the focus is unclear. The candidate’s action plan is unclear or lacks faculty input. The additional data and documents to support the Outcomes/Reflections of the initiative are lacking or absent. The process for the formative evaluation of the action plan is lacking or absent.</td>
<td>1 / 0</td>
</tr>
<tr>
<td>• Data supports the results</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Candidate reflects on her/his role in the process</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Products:

- **Align to standards**
- **Articulate and well organized**
- **Demonstrates full completion**

The candidate produces the following artifacts: a copy of the action plan; data and other information used with staff who work on the creation and implementation of the action plan; documentation of meetings and processes used to monitor the progress of the implementation; evidence of a formative evaluation process and impacts on student learning attained as a result of the initiative; etc. (more artifacts are encouraged to demonstrate greater competency.)

### Quality:

- **Beginning principal like or better**
- **Complete**
- **Accurate**

The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate meets or exceeds the standards measured on this assessment.

The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate does not meet or exceed the standards measured on this assessment.

### Assignments:

1. Master and document six (6) competencies entered and approved by April 5, 2018. Three of the competencies can be utilized from your ELPS 569 class.
2. Complete a Seminar paper on one of the focus areas identified above (1.1, 1.2, 1.3 or 1.4). Paper should be double spaced and contain at least of the details below. Due on or before April 20, 2018.
   a. Select a project you have worked on this semester
   b. Use a pseudonym for your seminar site
   c. Include background information on site
   d. What was your role at the site
   e. How your leadership impacted the project
   f. Identify your successes and challenges
   g. Use data points to describe and support information
   h. Paper should be approximately 5 pages
Loyola University Chicago  
School of Education  
Syllabus Addendum

IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side of the page.

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

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

Syllabus Addendum Link

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

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

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