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 second of four courses (totaling four semesters) of the principal internship. This semester of internship is to occur in your home building-the building in which you work. 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.

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.

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

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

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

**Conceptual framework**

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

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

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

The SOE uses transformative education as a tool for challenging and inspiring students to improve the world around us. We view transformation on a continuum from a highly personal process (requiring risks, vulnerability, and trust) to the transformation of supports, services, and outcomes for our students, community partners, and those whom they serve. Each point on this continuum requires both reflection and a commitment to interdisciplinary and transdisciplinary collaboration that challenges our perceptions and decision-making. Programs incorporate Ignatian pedagogy and traditions, including the four processes of knowing: attention, reflection, judgment, and action and commitment (http://www.luc.edu/transformativeed/index.shtml).

Transformative education does not have the narrow learning of a knowledge base as its outcome, but rather it prioritizes the notion of disruptive knowledge, a means or process of questioning knowledge and the valuing of learning more. The SOE prepares our candidates to critique the knowledge base and to question knowledge through a social justice lens, and simultaneously to use and contribute to knowledge for just purposes.

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

The SOE embeds social justice principles throughout course work, research, and service oriented activities. “The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and [in which] all members are physically and psychologically safe and secure” (Bell, Adams & Griffin, 2013, p. 3). Our efforts are devoted to promoting human rights, reducing inequalities, and increasing the empowerment of society’s most vulnerable groups. Our mission is social justice, but our responsibility is to social action. We work to transcend openness, understanding, tolerance, and acceptance, instead working directly to promote equal representation where there is disproportionality, resilience where there is vulnerability or risk, access where there is isolation, and equality where there is none.
During the Internship experience we will utilize this conceptual framework as a lens through which to examine candidates’ leadership endeavors. Specifically, we will develop and honor the practice of leadership behaviors that promote just and equitable educational services to all members of our learning community. www.luc.edu/education/mission/

While the training of the Internship candidate is centered around the concept of “hands on learning,” the professional growth of the Internship candidate is fostered through reflective analysis of his/her skills in problem solving, application, and implementation of leadership skills as opportunities to improve student outcomes through excellence in teaching and program development.

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

SREB 13 CRITICAL SUCCESS FACTORS/FUNCTIONS (2007):
CSF 1: The school leader is able to create a focused mission to improve student achievement and a vision of elements of school, curriculum, and instructional practices that make 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 set high expectations for all students to learn high-level content.
CSF 13: The school leader is able to set high expectations for all students to learn high-level content.

CATHOLIC COMPETENCIES - Domain 2 Governance and Leadership
2.1 Promote innovation, change, and collaboration in achieving the Catholic educational mission.
2.2 Understands Catholic school governance structures; especially the role of the parish pastor, pastoral council, parish finance committee, school board, Catholic Schools Office, and state Department of Education.
2.3 Initiates, monitors, and evaluates the strategic planning process to fulfill the school’s mission and position the school for the future.
2.4 recruits, selects, supervises and evaluates school personnel in accordance with the Catholic mission of the school.
2.5 Develops and maintains policies which are congruent with the local Catholic diocese and which support the mission of the school.

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL) (2015) (formerly ISLLC)
PSEL 1: Effective educational leaders develop, advocate and enact a shared mission, vision and core values of high-quality education and academic success and well-being of each student.
PSEL 2: Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.
PSEL 3: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.
PSEL 4: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.
PSEL 5: Effective educational leaders cultivate an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.
PSEL 6: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.
PSEL 7: Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

PSEL 8: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

PSEL 9: Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

PSEL 10: Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION (NCATE) (2011):

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

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

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

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

ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

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

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

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

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

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

ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.

ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community.

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

ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student's academic and social success.

ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

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

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

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

NATIONAL STANDARDS AND BENCHMARKS FOR EFFECTIVE CATHOLIC SCHOOLS

NSBECS STANDARD 1.  An excellent Catholic school is guided and driven by a clearly communicated mission that embraces a Catholic Identity rooted in Gospel values, centered on the Eucharist, and committed to faith formation, academic excellence and service.

NSBECS STANDARD 2.  An excellent Catholic school adhering to mission provides a rigorous academic program for religious studies and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture and life.
Benchmark 2.4 The school's Catholic identity requires excellence in academic and intellectual formation in all subjects including religious education.

NSBECs STANDARD 5. An excellent Catholic school has a governing body (person or persons) which recognizes and respects the role(s) of the appropriate and legitimate authorities, and exercises responsible decision making (authoritative, consultative, advisory) in collaboration with the leadership team for development and oversight of the school's fidelity to mission, academic excellence, and operational vitality.

NSBECs STANDARD 6. An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school’s mission and vision.

Benchmark 6.2 The leader/leadership team articulates a clear mission and vision for the school, and engages the school community to ensure a school culture that embodies the mission and vision.

Benchmark 6.4 The leader/leadership team establishes and supports networks of collaboration at all levels within the school community to advance excellence.

Benchmark 6.5 The leader/leadership team directs the development and continuous improvement of curriculum and instruction, and utilizes school-wide data to plan for continued and sustained academic excellence and growth.

Benchmark 6.6 The leader/leadership team works in collaboration with the governing body to provide and infrastructure of programs and services that ensures the operational vitality of the school.

Benchmark 6.7 The leader/leadership team assumes responsibility for communicating new initiatives and/or changes to school programs to all constituents.

NSBECs STANDARD 7

Benchmark 7.7 Faculty collaborate in professional learning communities to develop, implement and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement.

Benchmark 7.9 Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values.

Benchmark 7.10 Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning.

NSBECs STANDARD 8. An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent and to inform the continuous review of curriculum and the improvement of instructional practices.

Benchmark 8.1 School-wide and student data generated by a variety of tools are used to monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance.

Benchmark 8.2 School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.

Benchmark 8.3 Faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance, and student self-assessment.

Benchmark 8.4 Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered.

Benchmark 8.5 Faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics.

NSBECs STANDARD 9. An excellent Catholic school provides programs and services aligned with the mission to enrich the academic program and support the development of student and family life.

Benchmark 9.1 School-wide programs for parents/guardians provide opportunities for parents/guardians to partner with school leaders, faculty, and other parents/guardians to enhance the educational experience for the school community.

Benchmark 9.2 Guidance services, wellness programs, behavior management programs and ancillary services provide the necessary support for students to successfully complete the school program.
CPPP INTERNSHIP: The Role of the Internship Candidate

Internship candidates are expected to take the initiative to broaden their professional experiences. They must be willing to put forth additional time and effort that is not required of other staff members, which often means arriving early and leaving late from their school site. While the training of the Internship candidate is essentially centered around the concept of ‘hands on learning,’ the professional growth of the Internship candidate is fostered through reflective analysis of his/her skills in problem solving, application, and implementation of leadership skills.

The intern candidate will document professional growth on the On-Boarding Plan collected through the ePortfolio process. Candidate will collect evidence of mastery of the Catholic School Competencies and SREB Critical Success Factors. 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 of coaches.

The Role of the Coach

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

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

The Role of the Coordinator of Coaches
The coordinator of coaches is a Loyola University School of Education faculty member who, with the coach, ensures that the candidate's internship is providing them with an authentic leadership experience in a Catholic school. The major responsibilities of the coordinator of coaches include:
- Observe, evaluate, and provide feedback at least four times a year to each candidate about the candidate's performance on those measures, which align to the final assessments.
- Meet three times per semester (total of 6 meetings per year) with the candidates as a group to discuss issues related to student learning and school improvement arising from the internship.
- Collaborate with the mentor principals and coaches to complete the assessment of the candidate's performance during the internship.

Internship Assessments:

LOCUS- Course grades
*LiveText- State assessment rubrics and Dispositions
Task Stream (ePortfolio)- SREB 36 Competencies and 12 Catholic Competencies

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

Course Evaluation:

Illinois State Mandated Internship Assessments:
Under direction of the university supervisor, mentor principal and coach, begin aligned assessment activities as legislated in State Assessment 1.

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:
- Completion of the assigned SREB activities as described in the internship activities list that is part of this syllabus,
- Updating of on-boarding plan,
- Attendance at on-campus class sessions,
- Reflective analysis of internship experience as described below,
• Mentor principal evaluation, and,
• State Principal Internship Rubrics.

Written assignments will be evaluated on the basis of:
• Conformity with the assignment directions (analyze, summarize, insights, connection to leadership theory, connection to SREB critical success factors
• Thoroughness of topic and presentation,
• Application of course concepts,
• Effectiveness of expression, and,
• Mechanics of writing.

No project will be accepted more than one week after its due date. Late assignments will result in grade reduction.

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

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.
**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) Candidate consistently performs at a level commensurate with training.</th>
<th>Proficient (3) Candidate regularly performs at a level commensurate with training.</th>
<th>Developing (2) Candidate inconsistently performs at a level commensurate with training.</th>
<th>Does Not Meet Standard (1) Candidate does not perform at a level commensurate with training.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Deadlines</strong></td>
<td>Candidate meets all deadlines.</td>
<td>Candidate meets most, but not all, deadlines.</td>
<td>Candidate meets some deadlines.</td>
<td>Candidate rarely meets deadlines.</td>
</tr>
<tr>
<td><strong>Collaboration</strong></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><strong>Attendance &amp; Punctuality</strong></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><strong>Integrity</strong></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><strong>Communication</strong></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><strong>Technology</strong></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><strong>Appearance</strong></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><strong>Quality of Work (Grammar &amp; Mechanics)</strong></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><strong>Accuracy</strong></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><strong>Self-expression</strong></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><strong>Openness to coaching</strong></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) Candidate consistently performs at a level commensurate with training.</td>
<td>Proficient (3) Candidate regularly performs at a level commensurate with training.</td>
<td>Developing (2) Candidate inconsistently performs at a level commensurate with training.</td>
<td>Does Not Meet Standard (1) Candidate does not perform at a level commensurate with training.</td>
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<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>Social Justice</th>
<th>Mastery (4) Candidate consistently performs at a level commensurate with training.</th>
<th>Proficient (3) Candidate regularly performs at a level commensurate with training.</th>
<th>Developing (2) Candidate inconsistently performs at a level commensurate with training.</th>
<th>Does Not Meet Standard (1) Candidate does not perform at a level commensurate with training.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective</td>
<td>Candidate consistently reflects on and respects other points of view.</td>
<td>Candidate regularly reflects on and respects other points of view.</td>
<td>Candidate occasionally demonstrates reflection on and respect for other points of view.</td>
<td>Candidate does not demonstrate personal reflection on or respect for other points of view.</td>
</tr>
<tr>
<td>Supportive</td>
<td>Candidate is consistently supportive of others.</td>
<td>Candidate is usually supportive of others.</td>
<td>Candidate occasionally offers support to others.</td>
<td>Candidate does not demonstrate support for others.</td>
</tr>
<tr>
<td>Empathy</td>
<td>Candidate is consistently empathetic with others.</td>
<td>Candidate is usually empathetic with others.</td>
<td>Candidate is occasionally empathetic to others.</td>
<td>Candidate does not demonstrate empathy for others.</td>
</tr>
<tr>
<td>Cultural Sensitivity</td>
<td>Candidate is consistently sensitive to cultural differences.</td>
<td>Candidate is usually sensitive to cultural differences.</td>
<td>Candidate demonstrates inconsistent sensitivity to cultural differences.</td>
<td>Candidate does not demonstrate sensitivity to cultural differences.</td>
</tr>
<tr>
<td>Respect</td>
<td>Candidate consistently respects the diversity of learning styles.</td>
<td>Candidate usually respects the diversity of learning styles.</td>
<td>Candidate is inconsistent in demonstrating respect for the diversity of learning styles.</td>
<td>Candidate does not demonstrate respect for the diversity of learning styles.</td>
</tr>
<tr>
<td>Decision-making</td>
<td>Candidate consistently uses the framework of social justice in decision-making.</td>
<td>Candidate usually uses the framework of social justice in decision-making.</td>
<td>Candidate occasionally demonstrates the use of the framework of social justice in decision-making.</td>
<td>Candidate does not demonstrate use of the framework of social justice in decision-making.</td>
</tr>
</tbody>
</table>
Course Content:
The candidate will serve his/her internship within his/her school site. Under the supervision of the coach, university supervisor, and mentor principal, the candidate will complete the 9 SREB and 5 Catholic Competency activities assigned for this semester of the internship. The order of these activities is built on the previous knowledge, skills and dispositions taught in earlier coursework and previous embedded field experiences. Therefore, the candidate (in concert with the coach, university supervisor and mentor principal) will continue to use the on-boarding plan that was created in ELPS 480, and which has been continually updated and revised, to craft experiences that ensure 100% participation in and at least 80% leadership of experiences that lead to mastery of the 13 SREB Critical Success Factors.

The intern will provide evidence of mastery for the Illinois State Mandated Internship Assessment Rubric as well as the Governance and Leadership Competencies on the Catholic School Principal Competencies.

Through the second internship of Loyola University’s Principal Preparation Program, the intern will...

<table>
<thead>
<tr>
<th>State Assessment</th>
<th>SREB</th>
<th>Catholic Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Explain purpose of SIP and its relationship to the school’s vision in a presentation to stakeholders</td>
<td>1c: Working with teachers to implement curriculum that produces gains in student achievement as defined by the mission of the school</td>
<td>2.1 Promote innovation, change, and collaboration in achieving the Catholic educational mission.</td>
</tr>
<tr>
<td>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.</td>
<td>2a: Developing/overseeing academic recognition programs that acknowledge and celebrate student’s success at all levels of ability</td>
<td>2.2 Understands Catholic school governance structures; especially the role of the parish pastor, pastoral council, parish finance committee, school board, Catholic Schools Office, and state Department of Education.</td>
</tr>
<tr>
<td>1.3 Work with faculty or faculty teams to create implement and formatively evaluate a school improvement action.</td>
<td>2b: Activities resulting in raising standards and academic achievement for all students and teachers.</td>
<td>2.3 Initiates, monitors, and evaluates the strategic planning process to fulfill the school’s mission and position the school for the future.</td>
</tr>
<tr>
<td>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 for the following year.</td>
<td>2c: Authentic assessments of student work through the use and/or evaluation of rubrics, end of the course tests, and projects.</td>
<td>2.4 recruits, selects, supervises and evaluates school personnel in accordance with the Catholic mission of the school.</td>
</tr>
<tr>
<td></td>
<td>3b: Working with teachers to select and implement appropriate instructional strategies that address identified achievement gaps</td>
<td>2.5 Develops and maintains policies which are congruent with the local Catholic diocese and which support the mission of the school.</td>
</tr>
<tr>
<td></td>
<td>9b: Scheduling, developing and/or presenting professional development activities to faculty that positively impact student achievement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5b: Facilitating data disaggregation for use by faculty and other stakeholders</td>
<td></td>
</tr>
<tr>
<td></td>
<td>13b: Working with faculty to implement research-based instructional practices</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1d: Assisting with transitional activities for students as they progress to higher levels of placement (i.e. elementary to middle, middle to high school, high school to higher education)</td>
<td></td>
</tr>
</tbody>
</table>
Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>What’s due?</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 16</td>
<td>Introduction to State Assessment 1</td>
<td></td>
</tr>
<tr>
<td>January 23</td>
<td>No Meeting</td>
<td>Action Plan: List of activities to be completed with anticipated deadlines for submission.</td>
</tr>
<tr>
<td>February 20</td>
<td>Internship Meeting – immediately following ELPS 407 class session</td>
<td>TBD</td>
</tr>
<tr>
<td>March 20</td>
<td>Internship Meeting – immediately following ELPS 407 class session</td>
<td>TBD</td>
</tr>
<tr>
<td>April 17</td>
<td>Internship #2 wrap up</td>
<td>State Assessment completion &amp; submission deadline</td>
</tr>
</tbody>
</table>

Loyola University Policies and Procedures

IDEA Objectives for ELPS 567  
(Objectives in bold print are essential, *Italicized Objectives are important*)

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

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

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

Syllabus Addendum Link

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

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

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