Course Description:
The job of a Catholic school administrator is very challenging, as well as, very rewarding. Administrators must use their knowledge of theory, research, current educational best practices as well as Church teachings to provide the leadership needed to move schools and educational institutions forward. Catholic school administrators are also called to be the faith leader of the school. According to the Church’s most recent document on Catholic education, *Renewing our Commitment to Catholic Elementary and Secondary Schools in the Third Millennium*, “The preparation and ongoing formation of new administrators and teachers is vital if our schools are to remain truly Catholic in all aspects of school life. Catholic school personnel should be grounded in a faith-based Catholic culture, have strong bonds to Christ and the Church, and be witnesses to the faith in both their words and actions.” Through Loyola University’s Catholic Principal Preparation Program (CPPP) candidates will be provided with authentic leadership opportunities in a Catholic school setting. The CPPP internship requires that the candidate work under the supervision of a practicing administrator of a Catholic school for each semester of the four-semester internship. Ideally, the candidate will be assigned a wide range of administrative duties and responsibilities with corresponding authority. Opportunities for the candidate to assume a leadership role or to participate/observe in the decision making process are expected.

This is the final of four courses (totaling four semesters) of the principal internship. This semester of internship may occur in the building in which you work or in another school building. Over the four internship semesters, as required by the State, the candidate is will be expected to participate, observe, and lead in a variety of educational experiences within the pre-k-12 continuum while receiving experience working with a diverse student population.

Procedures/Requirements for Entry into the Internship:
- All candidates must be admitted to a graduate program in the School of Education at Loyola University Chicago.
- Candidates must be supported by a practicing school administrator who has more than three years of experience in the area he/she is supervising. The candidate must have written approval of the administrator of the host school. An application form is to be completed by the candidate and the host school administrator. This form is available further on in this syllabus and on the LUC School of Education website.
- 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):
CSF1: The school leader is able to create a focused mission to improve student achievement and a vision of the elements of school, curriculum, and instructional practices that makes higher achievement possible.
CSF4: 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 7: The school leader is able to make parents partner in their student’s education and create a structure for parent and educator collaboration.
CSF8: The school leader is able to understand the change process and has the leadership and facilitation skills to manage it effectively.
CSF11: The school leader is able to acquire and use resources wisely.
CSF12: The school leader is able to obtain support from the central office and from community and parent leaders for their school improvement agenda.

ISLLC STANDARDS (2008):
ISLLC 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.
ISLLC 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.
ISLLC 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment
ISLLC 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.
ISLLC 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
ISLLC 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

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 3.5: 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 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

ELCC 5.1: 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 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

CPPP INTERNSHIP:

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

The intern candidate will document professional growth on the On-Boarding Plan collected through the ePortfolio process. Candidate will collect evidence of mastery of the Catholic School Competencies and SREB Critical Success Factors. The Task Stream, the ePortfolio, will be assessed in an on-going fashion with the coach and the coordinator of coaches (who is a Loyola University Faculty member). It is the responsibility of the intern candidate to maintain their ePortfolio and to communicate with the support team (mentor principal, coach, and coordinator of coaches). It is expected that intern candidates will post the evidence of learning/mastery of outcomes to their ePortfolio on a regular and consistent basis.

In addition to submitting documentation to the ePortfolio, the candidate is also responsible for submitting evidence of having completed the state assessments on LIVETEXT. The state assessments will be scored on the state required rubric by the faculty advisor with input from the coach of the candidate.

Internship candidates must realize that in any given situation they may find themselves ‘in between’ teachers and administrators. This delicate balance requires a great deal of political savvy and nuance. In this position, the intern candidate may become privy to extremely confidential information. It is essential that they keep all privileged information confidential.
The Role of the Mentor Principal
Mentor principals are building administrators with experience leading a Catholic school. The mentor principal will serve as part of the candidate’s support team. The major responsibilities include:

- Allow the intern principal to observe the administrative responsibilities of the building principal.
- Allow the intern principal to begin to assume the duties and responsibilities of the building administrator.
- To observe and give feedback to the candidate aimed at developing the skills, knowledge, and dispositions defined by the program.
- To serve as a member of the candidate’s support team to further the candidate’s performance toward meeting the goals of the school.
- Meet with the candidate’s coach to discuss the internship requirements and discuss the progress the candidate is making on successfully completing the required activities and assessments.

During the course of the internships, if the Mentor Principal has concerns or issues regarding the candidate that need to be discussed, the Mentor Principal will contact the coach or the coordinator or coaches.

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 monthly (or more often, 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:

- Meet twice per semester with the mentor principal at the internship site of each candidate.
- Observe, evaluate, and provide feedback at least four times a year to each candidate about the candidate’s performance on those measures, which align to the final assessments.
- Meet three times per semester (total of 6 meetings per year) with the candidates as a group to discuss issues related to student learning and school improvement arising from the internship.
- Collaborate with the mentor principals and coaches to complete the assessment of the candidate’s performance during the internship.
COURSE CONTENT: Internship #4

The candidate will begin his/her internship within his/her school site. Under the supervision of the coach, university supervisor, and mentor principal, the candidate will complete the assigned 9 SREB activities for this semester of the internship. The order of these activities is built on the previous, knowledge, skills and dispositions taught in the aforementioned coursework and previous embedded field experiences. Therefore, the candidate (in concert with the coach, university supervisor and mentor principal) will continue to use the on-boarding plan that was created in course #1, and has been continually updated and revised, to craft experiences that ensure 100% participation in and 80% leadership of experiences that lead to mastery of the 9 SREB Critical Success Factors.

For this semester of internship, the required SREB activities are the following which will be done in the intern’s home school and will ensure that the intern demonstrates participation in 100% of the activities and leadership in 80% of the activities. The intern will provide evidence of mastery for the Illinois State Mandated Internship Assessment Rubric as well as the Academic Excellence Competencies on the Catholic School Principal Competencies.

Participant Expectations:
Through the fourth internship of Loyola University’s Principal Preparation Program, the intern will demonstrate comprehensive understanding and performance in conducting teacher hiring, evaluation, and professional development. (State Assessment 3)

<table>
<thead>
<tr>
<th>State Assessment</th>
<th>SREBs</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Investigate, define, and delineate the system and factors within the internship school for advocating, nurturing, and sustaining a culture of collaboration, trust, learning, high expectations, and a personalized and motivating learning environment for students.</td>
<td>1b working with the administration to develop, define, and/or adapt best practices based on current research that supports the school's vision and focuses on improving student achievement</td>
</tr>
<tr>
<td>1.2 Review the school’s budget and other resources with the internship principal. Detail how the resources are typically used, evaluated for adequacy, assess for effectiveness and efficiency. Provide recommendations for improvement. Address the impact of the budget on the following NCLB student subgroups: Limited English Proficiency, special education, and economically disadvantaged. Present recommendations for improvement to a faculty group and solicit input in the budget development process.</td>
<td>4b collaborate with adults from within the school and community to provide mentors for all students</td>
</tr>
<tr>
<td>1.3 State the mission of the school. Determine and analyze the different systems that exist within the school to fulfill the school's mission (i.e. instructional: curriculum, assessment, technology, class structure; and management: discipline plan, attendance, maintenance, transportation, etc.). Choose one instructional and one management system; create an assessment tool that will be used to rate the two systems. Finally develop recommendations for improvement of aspects of the two systems that need improvement and report the findings to the internship principal.</td>
<td>4c will help lead activities designed to increase parental involvement</td>
</tr>
<tr>
<td>4d. take a lead role in parent/student/school collaborations that develop long term educational goals for students</td>
<td></td>
</tr>
<tr>
<td>7a. be involved in meaningful relationships with faculty and parents to develop action plans for student achievement</td>
<td></td>
</tr>
<tr>
<td>8c demonstrate facilitation skills to build a “learning community” that includes all stakeholders</td>
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<tr>
<td>11a. write grants or develop partnerships that provide needed resources for school improvement</td>
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</tr>
</tbody>
</table>
Catholic Competencies:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Builds and maintains a positive Catholic culture and environment in the school.</td>
</tr>
<tr>
<td>1.2</td>
<td>Leads the community in worship, prayer and service.</td>
</tr>
<tr>
<td>1.3</td>
<td>Provides a high quality religious education program staffed by qualified teachers.</td>
</tr>
<tr>
<td>1.4</td>
<td>Collaborates with parents as the primary educator of their children.</td>
</tr>
</tbody>
</table>

Candidates are required to take state licensure exam 196 and provide to the Coordinator of Coaches the documentation of the results by April 30, 2020. (Please note: In order for results to be received by April 30, exams must be completed by April 12, 2020.)

Internship #4

Internship Assessment #3
Final Product Template
Addresses ELCC 2.1, 2.4, 3.1, 3.2, 3.3, 5.5, 6.3

Part One: Culture of Collaboration

**Focus Area: 3.1** Investigate, define, and delineate the systems and factors within the internship school for advocating, nurturing, and sustaining a culture of collaboration, trust, learning, high expectations, and a personalized and motivating learning environment for students.

Part I of the summary should include:

- Define and analyze systems in the school building.
- Provide evidence of established norms or protocols that protect the welfare and safety of students and staff within a school. *(ELCC 3.3)*
- Create leadership graphic detailing different roles.
- Potential learning environment systems that may be included are: PLCs, SIP, professional development, teacher leadership, cultural proficiency, or guaranteed and viable curriculum and culture.
- Explore the student discipline policy and discuss how it promotes social justice and student success. *(ELCC 5.5)*

Part II of the summary should include:

- Collects and analyzes data that evaluates the effectiveness of systems in the school and makes appropriate recommendations to ensure alignment to school improvement goals.
- Candidate reflects on the role at school culture and an effective instructional program impact on school personnel and student achievement. *(ELCC 2.1)*

**Part Two: Budget**

**Focus Area: 3.2** Review the school’s budget and other resources with the internship principal. Detail how the resources are typically used, evaluated for adequacy, assess for effectiveness and efficiency. Provide recommendations for improvement. Address the impact of the budget on the following NCLB student subgroups: Limited English Proficiency, special education and economically disadvantaged. Present recommendations for improvement to faculty group and solicit input in the budget development plan.
Part I of the summary should include:
- Copy of school budget initialed by the internship principal.
- Details on how budget resources are
  - A. evaluated for adequacy
  - B. assessed for effectiveness and efficiency
  - C. recommendations for improvement
  - D. Impact on NCLB subgroups
  - E. Reflect on the current fiscal state of the school and the diocese for emerging trends and future challenges. (ELCC 6.3)

Part II of the summary should include:
- Copy of the report with recommendations that is presented to principal and any other stakeholders.
- Candidate reflection on their role in the budget process and the overall impact the budget has on student achievement and learning.

**Part Three: Systems and Mission**

**Focus Area 3.3:** State the mission of the school. Determine and analyze the different systems that exist within the school to fulfill the school’s mission (ie instructional, curriculum, assessment, technology, class structure, and management: discipline plan; attendance; maintenance; transportation, etc). Choose one instructional and one management system; create an assessment tool that will be used to rate the two systems. Finally, develop recommendations for improvement of aspects of the two systems that need improvement and report the findings to the internship principal.

Part I of the summary and report that includes:
- A report that contains:
  - An assessment tool used to rate the use of technology and how it supports teaching and learning and also assess one management system (ELCC 2.4)
  - A mapping of the two systems
  - Analysis of the data along with recommendations (ELCC 3.1)

Part II of the summary includes:
- A brief analysis of how the two systems align with the mission of the school.
- Candidate reflects on how to manage human, fiscal, and technological resources………. (ELCC 3.2)

**Course Calendar**

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>What’s due?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 21</td>
<td>Seminar #1 - Introduction to State Assessment 3</td>
<td></td>
</tr>
<tr>
<td>Jan 31</td>
<td>No Meeting</td>
<td>Action Plan: List of activities to be completed with anticipated deadlines for submission.</td>
</tr>
<tr>
<td>Feb. 18</td>
<td>Seminar #2 - Progress Check-in</td>
<td></td>
</tr>
<tr>
<td>March 31</td>
<td>Seminar #3 - Progress Check-in</td>
<td></td>
</tr>
<tr>
<td>April 21</td>
<td>No meeting</td>
<td>State Assessment, SREB &amp; CC completion &amp; submission deadline</td>
</tr>
<tr>
<td>(Tuesday)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 28</td>
<td>Seminar #4 – Celebration</td>
<td></td>
</tr>
<tr>
<td>April 30</td>
<td>No Meeting</td>
<td>State Licensure exam 196 results due</td>
</tr>
</tbody>
</table>
Internship Assessments:

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

**LOCUS- Course grades**

*LiveText- State assessment rubrics and Dispositions*

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

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

**Course Evaluation:**

**Illinois State Mandated Internship Assessments:**

Under direction of the university supervisor, mentor principal and coach, complete aligned assessment activities as legislated in State Assessment 2.

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

**Evaluation by mentor principal:**

The mentor principal will evaluate candidates at the end of each internship semester. The evaluation instrument is attached to this document. This confidential report will be submitted to the coach and university professor and will be taken into account for the purposes of grading; however, the professor has the final authority for issuing a grade in this course.

**Evaluation by the coach and university supervisor:**

The course grade is a compilation of the following items:

- Reports of activities and weekly journals
- Completion of the assigned SREB activities engaged in activities as described in the internship activities list that is part of this syllabus
- Updating of on-boarding plan
- Time logs signed and approved by the mentor principal
- Attendance at on-campus class sessions
- Reflective weekly analysis of internship experience as described above
- Mentor principal evaluation
- 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
- Mechanics of writing
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 (3)</th>
<th>Proficient (2)</th>
<th>Developing (1)</th>
<th>Does Not Meet Standard (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Candidate consistently performs at a level commensurate with training.</td>
<td>Candidate regularly performs at a level commensurate with training.</td>
<td>Candidate inconsistently performs at a level commensurate with training.</td>
<td>Candidate does not perform at a level commensurate with training.</td>
</tr>
<tr>
<td>Deadlines</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>Collaboration</td>
<td>Candidate initiates collaboration with peers on assignments as appropriate.</td>
<td>Candidate works effectively with peers on assignments.</td>
<td>Candidate works with peers on assignments, but effectiveness is inconsistent.</td>
<td>Candidate does not work effectively with peers on assignments.</td>
</tr>
<tr>
<td>Attendance &amp; Punctuality</td>
<td>Candidate always attends class, maintains professional appointments, and is punctual for all professional obligations.</td>
<td>Candidate regularly attends class, maintains professional appointments, and is punctual for most professional obligations.</td>
<td>Candidate attends class and professional appointments/obligations, but is occasionally late.</td>
<td>Candidate is consistently late or absent from class and/or professional appointments/obligations.</td>
</tr>
<tr>
<td>Integrity</td>
<td>Candidate shows honesty/integrity/values and ethical behavior in all professional and graduate student work.</td>
<td>Candidate shows honesty/integrity/values and ethical behavior in most professional and graduate student work.</td>
<td>Candidate shows lapses in honesty/integrity/values and ethical behavior in professional and student work</td>
<td>Candidate does not show honesty/integrity/values or ethical behavior in professional and/or student work.</td>
</tr>
<tr>
<td>Communication</td>
<td>Candidate communicates promptly with faculty, supervisors, employers, and fellow students (no longer than 2 business days) and initiates communication when appropriate.</td>
<td>Candidate communicates promptly with faculty, supervisors, employers, and fellow students (no longer than 2 business days).</td>
<td>Candidate communicates with faculty, supervisors, employers and fellow students, but occasionally response is not timely (e.g. delayed longer than 2 business days)</td>
<td>Candidate is nonresponsive or slow to respond to faculty, supervisors, employers or fellow students.</td>
</tr>
<tr>
<td>Technology</td>
<td>Candidate’s use of technology in the classroom is limited to the current assigned task (e.g., note-taking during class lectures).</td>
<td>Candidate’s use of technology in the classroom is primarily limited to the current assigned task (e.g., note-taking during class lectures).</td>
<td>Candidate occasionally uses technology in the classroom for tasks not related to current class work.</td>
<td>Candidate regularly uses technology for tasks not related to current class work.</td>
</tr>
<tr>
<td>Appearance</td>
<td>Candidate always dresses in a professionally appropriate manner.</td>
<td>Candidate consistently dresses in a professionally appropriate manner.</td>
<td>Candidate’s attire is occasionally inappropriate for a professional setting.</td>
<td>Candidate’s appearance does not adhere to professional dress codes.</td>
</tr>
<tr>
<td>Quality of Work (Grammar &amp; Mechanics)</td>
<td>Candidate’s papers are free of grammatical and typographical errors.</td>
<td>Candidate’s papers have few grammatical or typographical errors.</td>
<td>Candidate’s papers have occasional grammar or typographical errors.</td>
<td>Candidate’s papers do not adhere to the rules of grammar.</td>
</tr>
</tbody>
</table>

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 õ (one-half) of a letter grade, i.e., from A to A-, to B+, to B, to B-, and so on.
<table>
<thead>
<tr>
<th>Accuracy</th>
<th>Candidate’s papers are free of data-reporting errors and/or fabricated data.</th>
<th>Candidate’s papers have few data-reporting errors and no fabricated data.</th>
<th>Candidate’s work has some data errors and/or fabricated data.</th>
<th>Candidate’s work does not contain data or contains inaccurate data.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-expression</td>
<td>Candidate consistently shares his/her ideas and insights verbally with faculty, peers, and school colleagues.</td>
<td>Candidate occasionally shares his/her ideas verbally with faculty, peers and school colleagues.</td>
<td>Candidate rarely shares his/her ideas verbally with faculty, peers and school colleagues.</td>
<td>Candidate does not share his/her ideas verbally with faculty, peers and school colleagues.</td>
</tr>
<tr>
<td>Openness to coaching</td>
<td>Candidate always accepts suggestions/feedback and seeks it out for growth.</td>
<td>Candidate is receptive to suggestions/feedback.</td>
<td>Candidate listens to, but is not always receptive to suggestions/feedback.</td>
<td>Candidate is resistant to suggestions/feedback.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inquiry</th>
<th>Mastery (3) Candidate consistently performs at a level commensurate with training.</th>
<th>Proficient (2) Candidate regularly performs at a level commensurate with training.</th>
<th>Developing (1) Candidate inconsistently performs at a level commensurate with training.</th>
<th>Does Not Meet Standard (0) Candidate does not perform at a level commensurate with training.</th>
</tr>
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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 (3) Candidate consistently performs at a level commensurate with training.</th>
<th>Proficient (2) Candidate regularly performs at a level commensurate with training.</th>
<th>Developing (1) Candidate inconsistently performs at a level commensurate with training.</th>
<th>Does Not Meet Standard (0) 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 Evaluation:

Smart Evaluation
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.

- The feedback is important so that the instructor can gain insight into how to improve their teaching and the department can learn how best to shape the curriculum.

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

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information
Loyola University Chicago  
School of Education  
Syllabus Addendum

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

**LiveText**  
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](http://www.luc.edu/education/livetext).

**Syllabus Addendum Link**  
- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

**Center for Student Access and Assistance (CSAA)**

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

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

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