



CENTER FOR THE STUDY OF  
**EDUCATION POLICY**  
EMPHASIZING RESEARCH THAT MATTERS  
*Illinois State University*



*Center for the Study of Education Policy*  
*Principal Preparation Program Toolkit*

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*Guy Banicki, Illinois State University*  
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*Melissa Brown Sims, American Institutes of Research*  
*Phillip Buckley, Southern Illinois University Edwardsville*  
*Mavis DeMar, East Aurora School District 131*  
*Janis Fine, Loyola University Chicago*  
*Michaela Fray, Quincy Public Schools 172*  
*Carol Frericks, Quincy Public Schools 172*  
*Dianne Gardner, Illinois State University*  
*Nancy Gibson, Concordia University Chicago*  
*Joan Glotzbach, East Aurora School District 131*  
*Lynne Haeffele, Illinois State University*  
*Alicia Haller, Illinois State University*  
*Dean Halverson, Western Illinois University*  
*Beth Hatt, Illinois State University*  
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*Mary Kay Scharf, Bloomington School District 87*  
*Kristine Servais, Illinois State University*  
*Linda Sloat, University of Illinois Urbana-Champaign*  
*Susan Sostak, Loyola University Chicago*  
*Jenny Tripses, Bradley University*  
*Vicki Van Tuyle, Southern Illinois University Edwardsville*  
*Carol Webb, Western Illinois University*  
*Sharon Weiss, Catholic Diocese of Peoria*  
*Brad White, Southern Illinois University Edwardsville*  
*Lora Wolff, Western Illinois University*



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## **CSEP Principal Preparation Program Toolkit (Illinois State University Center for the Study of Education Policy)**

The Center for the Study of Education Policy utilized several grants to develop principal preparation program tools to assist programs in the implementation of the new standards and requirements for the licensure of school principals and assistant principals. Also, with the help of another grant in partnership with several PK-12 school districts, additional tools were developed for both the university and school districts to use in implementing a program for the development of potential principal candidates. The tools found in this toolkit have been developed and used in programming for principal preparation and for the principal preparation program internship.

The tools were developed with the assistance of the following Principal Preparation Programs in Illinois: Illinois State University, Loyola University, North Central College, Southern Illinois University Edwardsville, and Western Illinois University; and PK-12 School districts: Bloomington District #87, East Aurora District #131, Quincy District #172, and Catholic Schools of in the Dioceses of Peoria, Rockford and Springfield.

The following introduces the tools that were created and gives a brief overview of each tool and its intended purpose.

### **CSEP Principal Preparation Program Toolkit Table of Contents:**

#### **Program Improvement Tools:**

1. Logic Model: Illinois Principal Prep Program Continuous Improvement and Review Process
2. IL Principal Preparation Program Continuous Improvement Cycle (8 Step)
3. Evaluation Capacity Building Matrix
4. Principal Prep Program Evaluation Self-Assessment Tool
5. Principal Preparation Program Evaluation Self-Assessment Rubric
6. Principal Preparation Program Data Collection Matrix

**Program Use Tools:**

1. Principal Preparation Program Candidate Self-Assessment Tool
2. Principal Preparation Program Candidate Assessment Tool (Aligned to the Self-Assessment Tool)
3. Principal Preparation Program Candidate Reference Form (Aligned to the Self-Assessment & Candidate Assessment Tools)
4. Principal Preparation Program Dispositions Assessment Tool & Self-Test
5. Interview Questions for Potential Principal Preparation Program Candidates – ISLLC
6. Interview Questions for Potential Principals – IL Performance Standards for School Leaders
7. Principal Preparation Program REVISED Internship Assessment Scoring Rubric

**Internship Tools:**

- a. EA&NCC IL-PART Principal Prep Intern Application Process
- b. Internship Competency Checklist
- c. Internship Calendar Sample
- d. Internship Evidence Chart
- e. Internship Overview Sample
- f. QPS-WIU Competency Assessment Log
- g. QPS-WIU Principal Internship Action Plan
- h. QPS-WIU SREB Critical Success Factor Guide
- i. QPS-WIU SREB Critical Success Factor Log

**Mentor Tools and Forms:**

- j. Mentor Certification Form
- k. Mentor Log Sample
- l. Mentor Intern Meeting Notes Form
- m. Mentor Principal Planning Guide Form Blank
- n. QPS-WIU Interview Questions Principal Mentor
- o. QPS-WIU Principal Mentor Application

**Roles and Responsibilities in the Internship:**

- p. Responsibilities of Mentor, Supervisor, Intern

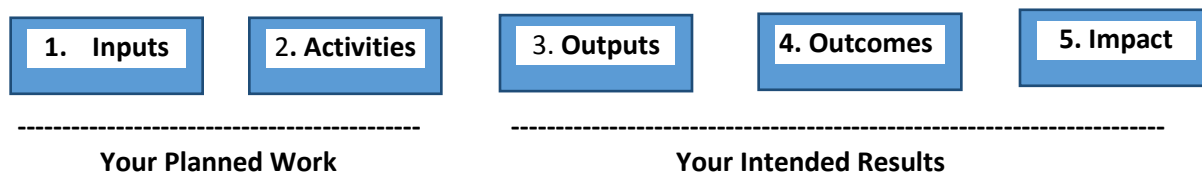
**Internship Supervisor Tools:**

- q. ISU Supervisor Intern Meeting Notes Form
- r. Intern Observation Sample

## PROGRAM IMPROVEMENT TOOLS:

### #1. Logic Model: Illinois Principal Prep Program Continuous Improvement and Review Process

This tool is designed to give an overall picture of what a continuous improvement and review process model would be for principal preparation programs in Illinois. “Basically, a logic model is a systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve. The most basic logic model is a picture of how you believe your program will work. It uses words and/or pictures to describe the sequence of activities thought to bring about change and how these activities are linked to the results the program is expected to achieve” (W. K. Kellogg Foundation, 2004).



“The Basic Logic Model components shown in Figure 1 above are defined below. These components illustrate the connection between your planned work and your intended results. They are depicted numerically by steps 1 through 5 below.

YOUR PLANNED WORK describes what resources you think you need to implement your program and what you intend to do.

1. Inputs/Resources include the human, financial, organizational, and community resources a program has available to direct toward doing the work. Sometimes this component is referred to only as Inputs.
2. Program Activities are what the program does with the resources. Activities are the processes, tools, events, technology, and actions that are an intentional part of the program implementation. These interventions are used to bring about the intended program changes or results.

YOUR INTENDED RESULTS include all of the program’s desired results (outputs, outcomes, and impact).

3. Outputs are the direct products of program activities and may include types, levels and targets of services to be delivered by the program.
4. Outcomes are the specific changes in program participants’ behavior, knowledge, skills, status and level of functioning. Short-term outcomes should be attainable within 1 to 3 years, while longer-term outcomes should be achievable within a 4 to 6-year timeframe. The logical progression from short-term to long-term outcomes should be reflected in impact occurring within about 7 to 10 years.

5. Impact is the fundamental intended or unintended change occurring in organizations, communities or systems as a result of program activities within 7 to 10 years. In the current model of W. K. Kellogg Foundation grant making and evaluation, impact often occurs after the conclusion of project funding.

The term logic model is frequently used interchangeably with the term ‘program theory’ in the evaluation field. Logic models can alternatively be referred to as theory because they describe how a program works and to what end” (W. K. Kellogg Foundation, 2004).

The logic model presented in this toolkit is modeled after the Kellogg Foundation model. It demonstrates the types of resources and activities that most principal preparation programs have at their disposal for their programs. This model further represents the intended outputs, outcomes, and intended impacts that programs should have as a result of the resources and activities implemented as envisioned by the state statutes.

The logic model should provoke programs to answer some of the following questions:

- Are there other resources available to the program that are not being used or found? What would those resources be and how could they be developed?
- Are the activities of the program aligned to the programs intended outputs, outcomes, and finally its intended impact? How does the program know the activities are doing what the program intends? What data is being collected and analyzed for the program to know?
- What data does the program collect to determine if the program’s outputs are helping it achieve its intended goals?

Reference:

Logic Model Development Guide - Using Logic Models to Bring Together Planning, Evaluation, and Action; W.K. Kellogg Foundation, One East Michigan Avenue East, Battle Creek, Michigan 49017-4058, [www.wkkf.org](http://www.wkkf.org)

## **#2. Illinois Principal Preparation Program Continuous Improvement Cycle (8 Step)**

The Principal Preparation Program Continuous Improvement Cycle is based upon the quality improvement processes of Walter Shewhart and W. Edward Deming, pioneers of the quality movement in this country. The process cycle is based upon four steps; Plan, Do, Study, & Act, implemented by Shewhart in this country to improve any program process. Each of the four steps has been added to and modified since their inception but the basic philosophy remains the same: any process can be improved if the use of the quality improvement cycle is applied and followed using appropriate and significant data for understanding how a process is working and what needs to be improved to make it better.

This tool’s improvement cycle was developed for Principal Preparation Programs in Illinois. Each of the Four Steps shown in the matrix below describes the process step, what to do to implement the step, and what data and information is needed for the process step to work efficiently and effectively. Obviously, as with any tool or process improvement cycle,



some aspects of the cycle may need to be changed to address the context of its use since no single program or process is usually designed or run the same in all contexts.

### **#3 Evaluation Capacity Building Matrix**

This Matrix focuses on a principal preparation program's elements, data sources, analysis, and use of data throughout the program, for both candidate assessment and program improvement. By completing the matrix, each program should be able to define the program's elements that are clearly providing data for analysis and improvement and identify those elements where additional work might help the program to gather additional data for use in program improvement. This tool is only as useful as the honesty and integrity with which it is completed and then utilized.

### **#4 Principal Prep Program Evaluation Self-Assessment Tool**

The Principal Preparation Program Evaluation Self-Assessment Tool has been designed based upon the *Quality Measures for Educational Leadership Development Systems and Programs* and is to be used by a principal preparation program as a self-assessment on quality standards established by Education Development Center, Inc., Newton, MA. The tool's intent is to ask programs to identify data and other sources of evidence that denote whether or not the program is achieving its short term outcomes, medium term outcomes, and long term outcomes based upon data and evidences that the program can produce. Then, based upon that data, the program can use the data for program improvement work.

### **#5 Principal Preparation Program Evaluation Self-Assessment Tool Rubric**

This assessment rubric was designed as the rubric companion to the Principal Preparation Program Evaluation Self-Assessment Tool to give principal preparation programs a tool to use to help them assess where they are in relationship to the standards. This rubric defines four levels of attainment: well developed, developed, emerging, and beginning, for each of the quality indicators of the Short-Term Outcomes, Medium-Term Outcomes, and Long-Term Outcomes of the program. Use of this rubric with the companion self-assessment allows programs to determine the quality of their program against the standards set by *Quality Measures for Educational Leadership Development Systems and Programs*; Copyright © 2009 by Education Development Center, Inc., Newton, MA.

### **#6 Principal Preparation Program Data Collection Matrix**

This is a principal preparation program improvement tool that a program can use to review the various types of data it is collecting. The tool will help programs better understand the purpose for which the data is collected, where and how the data is stored, and how the data is used for program improvement. Programs that can populate this matrix have found their programs to be data efficient and effective and able to use the data that they have for effective program improvements. Programs have also found that they are collecting many sources of data but they are seldom reviewing or using the data for program improvement. As a

result, programs can make decisions as to whether or not to continue to collect the data or to find ways to make better use of the data that they are collecting.

## **PROGRAM USE TOOLS:**

### **A. Principal Preparation Program Candidate Self-Assessment Tool**

The Principal Preparation Program Candidate Self-Assessment Tool has been developed for use in Illinois as a pre and post assessment tool for candidates of principal preparation programs. Candidates should be administered this self-assessment at the beginning of their principal preparation program to establish a “base-line” of competency on the Illinois Performance Standards for School Leaders. When candidates of programs conclude their internship, they should again be administered this self-assessment to establish growth on the standards as a result of their program work. (Please note: this tool is available online in order to help with administration, scoring of the assessment, and for data collection purposes – contact the Center for the Study of Education Policy at Illinois State University for details.)

### **B. Principal Preparation Program Candidate Assessment Rubric Tool**

This tool has been developed for principal preparation programs in Illinois to use in the assessment of potential candidates who wish to enter the principal preparation program. It has been designed as a companion document to the Candidate’s Self-Assessment that programs could use to collect all the data that they have available about potential candidates and organize it into one document that will then align to the candidate’s self-assessment scores.

### **C. Principal Preparation Program Candidate Reference Form**

This is a form that principal preparation programs could use to gather information on potential program candidates. The potential candidate is to give this form to someone who they wish to give them a reference for inclusion into the program. The form is aligned to the Illinois Performance Standards for School Leaders so that a principal, who would be familiar with these leadership standards, should be able to assess the leadership and skill level of the potential candidate. Further, this form is also aligned to the Candidates Self-Assessment and should provide programs with valuable information about the potential success of the candidate.

### **D. Principal Preparation Program Dispositions Assessment Tool & Self-Assessment**

Principal Preparation Programs have long asked for a “dispositions” tool in order to understand the quality of the dispositions of candidates seeking entrance into programs. This tool is designed using a Likert-type scale of 1 to 10 and various “dispositional items aligned to the Illinois Performance Standards for School Leaders. This tool can be given to candidates as a precursor to candidate acceptance into the program. The assessment could also be given at the conclusion of the program to see if there were any changes in the candidate’s perception of their own dispositions. Finally, this tool could be used by programs to gather additional data from leaders who know and have worked with the potential candidate.

### **E. Interview Questions for Potential Principal Preparation Program Candidates – ISLLC**

This tool is intended to give Principal Preparation Programs a source of questions to use with potential candidates during the admissions portion of the program. The questions are based on the ISLLC Standards (2008) which are the program standards that were written into the program requirements. These questions have been designed to seek candidate's knowledge concerning the standards and would need to be used with some caution, as candidates may or may not be familiar with the standards and their application to programs.

**F. Interview Questions for Potential Principals – ILPS4SL**

This tool of interview questions is based on the Illinois Performance Standards for School Leaders and is aligned to the ISLLC Standards required of principal preparation programs. These interview questions were designed with a dual purpose. First, principal preparation programs might want to use them with program candidates as a means of preparing the candidates for interviews for principal positions. Second, programs might want to offer these questions to their program partners to help in their selection process of a new principal.

**G. Principal Preparation Program REVISED Internship Assessment Scoring Rubric**

Several principal preparation programs in Illinois asked that the Internship Assessment Rubric provided by the State of Illinois be revised from its current state of two assessment scores to four in order to provide more and better information to candidates as they completed the assessments. Therefore, two additional categories were added to the assessment matrix. The State's assessment contains the categories of "Meets the Standard and Does Not Meet the Standard." Two additional categories were added: "Exceeds the Standard" and "Nears the Standard." In this way additional feedback could be given to candidates who excel and do excellent quality work and feedback could be given to candidates who are almost meeting the standard but lacking in only a few areas.

**INTERNSHIP TOOLS:**

**a. EA&NCC IL-PART Principal Prep Intern Application Process:**

This tool was designed as a partnership effort between East Aurora School District #131 and North Central College to designate the application process for candidates who wished to be in the IL-PART principal preparation program. It is important to note that this is an exclusive agreement between District #131 and North Central College; however, this one part of the process to be involved in the program is shared to show that planning and working together are essential to make this program successful.

**b. Internship Competency Checklist:**

This Checklist demonstrates how Illinois State University was able to put together in a one-page document the internship assessment requirements for Interns in the IL-PART partnership with the Bloomington School District. Clearly delineated are the state, ISLLC, and SREB required assessments in a checklist form.

**c. Internship Calendar Sample:**

The internship calendar sample is a planning tool for the intern and mentor principal to use in order to make sure that the intern (during a full-time internship) is able to take advantage of as many opportunities as possible to schedule assessments and activities in order to complete all the assessments of the internship. Note that on this calendar the intern is scheduled at other buildings in order meet the K-12 requirements of the internship.

**d. NCC Internship Evidence Chart**

North Central College's Internship Evidence Chart is a very thorough document of all the program's requirements for the internship including a special "residency" requirement of the program. This document clearly spells out what the expectations are for the intern along with ideas for artifacts that will support the activities and expectations. This chart is used by the candidate, the mentor, and faculty supervisor so that everyone is on the same expectations page with regards to the internship.

**e. NCC Internship Overview Sample**

This document is a general overview of North Central's expectations for internship candidates entering that phase of the principal preparation program. Having an overview document such as this is helpful for students to understand the overall expectations and comprehensiveness of the internship requirements which are more thorough than most internships.

**f. QPS-WIU Competency Assessment Log**

The Quincy Public Schools and Western Illinois University devised this Competency Assessment Log to help their internship candidates keep track of the assessments that they had completed and those that still needed to be finished. This one-page document is easy to review and to assess as to where the intern is in regards to the completion of the assessments.

**g. QPS-WIU Principal Internship Action Plan**

The Quincy Public Schools and Western Illinois University devised this Action Planning tool for intern candidates, mentors, and faculty supervisors. It is a very good guide to help all three focus on the internship assessments along with Quincy PS identified priorities to be completed with the required state assessment activities. The planning document helps provide space for activities that are either observations, participation, and/or created/led. Additional ideas for artifacts are also listed.

**h. QPS-WIU SREB Critical Success Factor Guide**

The Quincy Public Schools and Western Illinois University created this tool for internship candidates to use in meeting the state required 13 SREB Critical Success Factor assessments. Each of the critical success factors are listed along with the internship experiences expected to meet the success factor assessment. Each of the 13 Critical Success Factors are further broken down into elements which makes 36 essential activities that internship candidates must address in the internship.

**i. QPS-WIU SREB Critical Success Factor Log**

The Quincy Public Schools and Western Illinois University created this tool as a companion document to the QPS-WIU SREB Critical Success Factor Guide. The Critical Success Factors Log documents the intern's experience, the assessment used to determine the intern's proficiency on the assessment, and intern's participation level. By using the combination of the Guide and the Log, the program, mentor, and intern can be assured of completing all the SREB requirements.

**MENTOR TOOLS AND FORMS:**

**j. Mentor Certification Form**

Illinois State University created the Mentor Certification Form in order to have assurances that the mentor principal of intern candidates met all the state mandated requirements to be a mentor principal. The school district has all the documentation that would be applicable to whether or not the mentor principal would meet the state requirements; therefore, it is only reasonable to ask the district superintendent to certify the mentor principal. The form clearly spells out the requirements necessary to be a mentor principal.

**k. Parochial Mentor Log Sample**

Parochial schools are not held to the state requirements for principal certification. That however does not mean that they are not interested in principal preparation and improvement of principals. This Mentor Log Sample is an example of what another parochial archdiocese requires of its principals for continued improvement.

**l. Mentor Intern Meeting Notes Form**

This tool was designed to give documentation and guidance to the program's weekly required meeting of the mentor and the intern during the internship. By providing a planning tool such as this, the weekly meetings will have a chance to be productive and beneficial to both the intern candidate and the mentor principal. By suggesting mentor preparation topics and then discussion guide topics makes planning for the meeting much more focused and applicable. Additionally, by writing down the items discussed and agreed upon, there is a better chance that they will be completed versus being forgotten or misplaced.

**m. Mentor Principal Planning Guide Form Blank**

The Mentor Principal Planning Guide is a tool for use by the mentor principal to help in keeping track of and planning for the numerous internship activities of the intern. There can be well over 50+ activities associated with the internship required assessments. This planning guide is a simple tool to use in keeping track of those activities.

**n. QPS-WIU Interview Questions Principal Mentor**

The Quincy Public Schools and Western Illinois University created this tool to use in interviewing potential principals who could serve as mentors to interns. These questions helped the WIU program and the Quincy Public Schools to match interns with the best fit to a principal mentor.

**o. QPS-WIU Principal Mentor Application**

The Quincy Public Schools and Western Illinois University created this comprehensive tool to gather information about potential mentor principal candidates. The tool combines information about the IL-PART program with additional information about the criteria to be a mentor principal along with the role of a mentor principal. At the conclusion of this information is the application blank the potential mentor would use to apply.

**ROLES AND RESPONSIBILITIES IN THE INTERNSHIP:**

**p. Responsibilities of Mentor, Supervisor, Intern**

This Illinois State University document clearly outlines the state's requirements for mentor principals, faculty supervisors, and intern candidates along with additional items that the program deemed appropriate and important. Clearly spelling out expectations for all major players participating in the internship lessens the chance that there will be problems during the internship experience.

**INTERNSHIP SUPERVISORS FORMS:**

**q. ISU Supervisor Intern Meeting Notes Form**

This tool is very similar to the Mentor Intern Meeting Notes Form except this form is to be used by the Supervisor when meeting with the intern candidate. It is similar to the mentor form in that it has suggestions for the supervisor to use for preplanning the meeting along with a guide of discussion questions. Additionally, by writing down the items discussed and agreed upon, there is a better chance that they will be completed versus being forgotten or misplaced.

**r. NCC Intern Observation Sample**

This sample document was provided by North Central College as an example of communication between the faculty supervisor and the intern candidate. The faculty supervisor observed the intern making a presentation to the faculty of the school in which the intern candidate was placed. This presentation was to meet one of the internship required assessments. Having a form such as this available when observing an intern candidate makes it much easier to give feedback and to document the observation.



The term logic model is frequently used interchangeably with the term program theory in the evaluation field. Logic models can alternatively be referred to as theory because they describe how a program works and to what end” (W. K. Kellogg Foundation, 2004).

The logic model presented in this toolkit is modeled after the Kellogg Foundation model. It demonstrates the types of resources and activities that most principal preparation programs have at their disposal for their programs. This model further represents the intended outputs, outcomes, and intended impacts that programs should have as a result of the resources and activities implemented as envisioned by the state statutes.

The logic model should provoke programs to answer some of the following questions:

- Are there other resources available to the program that are not being used or found? What would those resources be and how could they be developed?
- Are the activities of the program aligned to the programs intended outputs, outcomes, and finally its intended impact? How does the program know the activities are doing what the program intends? What data is being collected and analyzed for the program to know?
- What data does the program collect to determine if the program’s outputs are helping it achieve its intended goals?

#### Reference:

Logic Model Development Guide - Using Logic Models to Bring Together Planning, Evaluation, and Action; W.K. Kellogg Foundation, One East Michigan Avenue East, Battle Creek, Michigan 49017-4058, [www.wkkf.org](http://www.wkkf.org)



## Logic Model – Illinois Principal Preparation Program Continuous Improvement and Review Process

<b>INPUTS:</b> <i>(What to invest)</i>	<b>OUTPUTS:</b>		<b>OUTCOMES – IMPACT</b>		
Faculty Time Money Research Materials Technology Partners	<b>Activities:</b> <i>(What we do)</i>	<b>Participation:</b> <i>(Who we reach)</i>	<b>Short Term:</b> <i>(What the short term results are)</i>	<b>Medium Term:</b> <i>(What the medium term results are)</i>	<b>Long Term:</b> <i>(What the ultimate impacts are)</i>
	<ul style="list-style-type: none"> <li>Review Principal Preparation Programs (Quality Program Assessments and Feedback).</li> <li>Support university personnel in their continuous improvement processes (Process Improvements)</li> <li>Help faculty implement best practices for improving programs (Knowledge Building)</li> </ul>	<ul style="list-style-type: none"> <li>Principal Preparation Program Faculty members and ISBE</li> <li>University Partners, Faculty, and ISBE</li> <li>Faculty Members and ISBE</li> </ul>	Improved candidate selection  Improved courses and programs  Improved Internship  Improved graduates of programs	Candidates prepared through quality coursework  Candidates ready to perform Internship assessments successfully  Candidates prepared to lead schools in improving learning for all students	<b>Improved learning for ALL students</b>  <b>Improved teacher practices</b>  <b>Improved school leadership</b>  <b>Improved school culture and climate</b>

### EVALUATION: 1. Focus – 2. Collect Data – 3. Analyze and Interpret – 4. Report – Repeat the Cycle

<b>1. Focus:</b>	<b>2. Collect Data:</b>	<b>3. Analyze the results:</b>	<b>4. Report:</b>
<ol style="list-style-type: none"> <li>Program Requirements</li> <li>Internship Requirements</li> <li>Internship Assessments</li> <li>Coursework Requirements</li> <li>Staffing Requirements</li> <li>Candidate Selection</li> </ol>	<ol style="list-style-type: none"> <li>Data Collected for Program Improvement</li> <li>Analysis of the Program Improvement Data</li> <li>Program Changes Based on Data Analysis</li> <li>Summative INTERNSHIP Assessment Data: (Number of candidates; listing of each and all assessments with the scoring of each candidate on the assessment and number of times each candidate needed to complete the assessment successfully; length of the internship for each candidate)</li> <li>Listing of Courses and Course Syllabi</li> <li>Number of candidates and Faculty (FTE)</li> <li>Number of Candidate Applications</li> <li>Number of Candidates Selected</li> <li>Number of Candidate Completers</li> <li>Graduate's School Data Analysis over time</li> </ol>	<ol style="list-style-type: none"> <li>Analysis and planning for program improvement based on data 1, 2, &amp;3 (<u>Short Term analysis</u>)</li> <li>Analysis and implementation for improvement for Internship and candidate success based on data 4, 5, 6, 7, 8 and 9 (<u>Medium Term analysis</u>)</li> <li>Analysis and planning for improvements based on data 10 (<u>Long term analysis</u>)</li> </ol>	<ol style="list-style-type: none"> <li>Program Improvement Plan</li> <li>Internship Improvement Plan</li> <li>Candidate Selection Improvement Plan</li> <li>Coursework and Staffing Improvement Plan</li> </ol>



**PRINCIPAL PREPARATION PROGRAM CONTINUOUS IMPROVEMENT CYCLE:**

The Principal Preparation Program Improvement Cycle is based upon the quality improvement processes of Walter Shewhart and W. Edward Deming, pioneers of the quality movement in this country. The process cycle is based upon four steps; Plan, Do, Study, & Act, implemented by Shewhart in this country to improve any program process. Each of the four steps has been added to and modified since their inception but the basic philosophy remains the same: any process can be improved if the use of the quality improvement cycle is applied and followed using appropriate and significant data for understanding how a process is working and what needs to be improved to make it better.

The following improvement cycle was developed for Principal Preparation Programs in Illinois. Each of the Four Steps shown in the matrix below describes the process step, what to do to implement the step, and what data and information is needed for the process step to work efficiently and effectively. Obviously, as with any tool or process improvement cycle, some aspects of the cycle may need to be changed to address the situation since no single program or process is usually designed or run the same.

**ILLINOIS PRINCIPAL PREPARATION PROGRAM CONTINUOUS IMPROVEMENT CYCLE:**

**STEP ONE – PLAN**

Process Steps:	What to do:	Data and Information:
1. Establish initial conditions	<ol style="list-style-type: none"> <li>1. Define the system, process, or organization to be studied.</li> <li>2. Define the possibilities for improvement.</li> <li>3. What method will be used to identify and select the issue(s) to address?</li> <li>4. What are the steps or data collected which have led to the establishment of this issue or problem to be studied?</li> <li>5. Is there enough information to foster commitment of those responsible for implementing necessary improvements?</li> <li>6. Is the research and reasoning documented before the</li> </ol>	<p>Principal Preparation Programs will keep the following data and information to establish the “initial conditions”:</p> <ul style="list-style-type: none"> <li>• A complete description of the PPP, clearly defining its systems and processes.</li> <li>• Random sample of course syllabi.</li> <li>• Random sample of successfully completed assessments from each course in the program with their scoring guides.</li> <li>• Number of candidate applications, number</li> </ul>

	<p>issue is attacked?</p> <ol style="list-style-type: none"> <li>7. Determine if the issue should be improved or redesigned.</li> <li>8. How does the issue relate to the organization's vision and purpose?</li> <li>9. What are the skills and spans of influence of the people responsible for this study?</li> </ol>	<p>admitted to the program, number who have successfully completed the program.</p>
<p>2. Define the issue(s)</p>	<ol style="list-style-type: none"> <li>1. Define the issue and imagine the perfect process or solution.</li> <li>2. What needs to be known about the issue or problem?</li> <li>3. What types of new data will be used to measure progress?</li> <li>4. Identify a base line for measuring progress.</li> <li>5. Develop operational definitions you will need in order to collect data.</li> </ol>	<p>Principal Preparation Programs will:</p> <ul style="list-style-type: none"> <li>• Review all data above.</li> <li>• Determine the most pressing issue(s) to be solved based on the data.</li> <li>• Define the issue(s).</li> <li>• Determine what new data will be needed to study the issue.</li> <li>• Determine the base line for measuring the new data.</li> <li>• Develop any operational definitions needed.</li> </ul>
<p>3. Collect data on the issue(s)</p>	<ol style="list-style-type: none"> <li>1. Collect and plot base line data.</li> <li>2. Develop tables and graphs representing the issue or problem.</li> <li>3. Identify any variables to localize the issue.</li> <li>4. Design data collection instruments.</li> <li>5. Collect data and summarize variables' effects on the issue.</li> <li>6. Determine additional helpful information (i.e. a cost benefit analysis, resources, or poor moral if the issue goes unaddressed).</li> </ol>	<p>Principal Preparation Programs will:</p> <ul style="list-style-type: none"> <li>• Collect and plot base line data on the issue(s).</li> <li>• Develop tables and graphs of the issue(s).</li> <li>• Identify any variables for the issue(s).</li> <li>• Design data collection instruments and collect data to summarize the effects of the variables on the issue(s).</li> <li>• Determine if any additional information is needed.</li> </ul>
<p>4. Determine causes for the current</p>	<ol style="list-style-type: none"> <li>1. Determine dominant causes (rather than symptoms) for the issue.</li> <li>2. Prioritize the causes.</li> </ol>	<p>Using information from step 3 above, Principal Preparation Programs will:</p> <ul style="list-style-type: none"> <li>• Determine the dominant causes for the issue(s).</li> </ul>

conditions	<ol style="list-style-type: none"> <li>3. Study the interrelationships.</li> <li>4. Select the basic cause(s) to address with a new theory.</li> </ol>	<ul style="list-style-type: none"> <li>• Prioritize the causes.</li> <li>• Study the interrelationships of the causes.</li> <li>• Select the basic cause(s).</li> </ul>
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### STEP TWO – DO

Process Steps:	What to do:	Data and Information:
5. Select and implement a “theory” for improvement	<ol style="list-style-type: none"> <li>1. Has the issue been documented and communicated?</li> <li>2. List and prioritize possible improvements based on knowledge gained in step one above.</li> <li>3. Determine possible implementation strategies (i.e. cost of each strategy, personnel requirements, other resources, etc.).</li> <li>4. Determine commitment from key people?</li> <li>5. Determine who has process ownership.</li> <li>6. Test the improvement theory on a small scale before applying it to the system.</li> <li>7. Predict the results.</li> </ol>	Principal Preparation Programs will: <ul style="list-style-type: none"> <li>• Communicate the issue(s) and the cause(s).</li> <li>• Determine possible improvement strategies.</li> <li>• Determine implementation processes for the strategies.</li> <li>• Assign a person to lead the strategies.</li> <li>• Test the strategies on a small scale and predict the results of the test.</li> </ul>

### STEP THREE – STUDY

Process Steps:	What to do:	Data and Information:
6. Study the results	<ol style="list-style-type: none"> <li>1. Determine if the improvement actions taken were effective.</li> <li>2. Compare new performance with base line data collected in stage 3 (of the Current Conditions).</li> <li>3. Describe what was learned from the test.</li> <li>4. Did the results match the prediction?</li> </ol>	Principal Preparation Programs will: <ul style="list-style-type: none"> <li>• Using data from the test, determine if the test strategies were effective.</li> <li>• Compare the test strategies data to the base line data collected in stage 3 (of the Current Conditions).</li> <li>• Using charts and graphs of data, describe what was learned from the test strategies.</li> </ul>

		<ul style="list-style-type: none"> <li>• Make a determination if the test strategies were effective.</li> </ul>
7. Standardize the improvements	<ol style="list-style-type: none"> <li>1. Institutionalize the new improvement(s):             <ol style="list-style-type: none"> <li>a. Assign process responsibility.</li> <li>b. Devise training.</li> <li>c. Change current policy.</li> <li>d. Determine if the improvement should be applied in another pilot or system wide implementation.</li> </ol> </li> </ol>	<p>Principal Preparation Programs will:</p> <ul style="list-style-type: none"> <li>• If test strategies are determined to be effective, the new improvements need to be put into the system by:             <ul style="list-style-type: none"> <li>○ Assigning process responsibility.</li> <li>○ Conducting training.</li> <li>○ Changing policy to reflect the new improvements.</li> </ul> </li> </ul>

**STEP FOUR – ACT**

Process Steps:	What to do:	Data and Information:
8. Establish future plans	<ol style="list-style-type: none"> <li>1. Determine if the implementation theory was effective.</li> <li>2. Summarize results and make future recommendations.</li> </ol>	<p>Principal Preparation Programs will:</p> <ul style="list-style-type: none"> <li>• Collect data on the new improvements.</li> <li>• Summarize the results of the data and make future recommendations.</li> </ul>

## Principal Preparation Program Evaluation Capacity Building Matrix Template

*This Matrix focuses on a principal preparation program's elements, data sources, analysis, and use of data throughout the program, for both candidate assessment and program improvement. By completing the matrix below, each program should be able to define the program's elements that are clearly providing data for analysis and improvement and identify those elements where additional work might help the program to gather additional data for use in program improvement.*

<b>PREPARATION PROGRAM COMPONENTS:</b>					
<b>I. Recruitment &amp; Admissions</b>					
<b>Element:</b>	<b>The element is present:</b>	<b>A clear process is defined for this element:</b>	<b>The element is documented in writing:</b>	<b>Data for the element is collected:</b>	<b>A defined process is in place for the data's use:</b>
a. Clearly defined recruitment and admission processes.					
b. Clearly defined data to be collected from candidates.					
c. Process for collected data from candidates to be used and stored.					
d. Precise candidate selection criteria.					
e. Process to review candidate's data against selection criteria.					
f. Clearly defined process for candidate interviews.					
g. Clearly defined process to combine interview data with admissions data for admissions judgment.					
h. Defined data elements of the recruitment and/or admissions process that informs the program for admissions improvement.					
i. Written and maintained recruitment/admissions documents and/or instruments.					

<b>II. Program Coursework</b>					
<b>Element:</b>	<b>The element is present:</b>	<b>A clear process is defined for this element:</b>	<b>The element is documented in writing:</b>	<b>Data for the element is collected:</b>	<b>A defined process is in place for the data's use:</b>
a. There is a process before deciding on a pathway (e.g. courses for either the principal or teacher leader). The process is included in existing policy.					
b. There is a clearly defined structure of the coursework progression (course sequence, cohort or individual model, etc.).					
c. The required course sequence builds to mastery of standards and skills for preparation of the internship.					
d. Standards attainment is measured with common assessment instruments and evidence collected along with critically constructed rubrics to judge candidate knowledge and performance.					
e. Overall program performance data is reviewed and used for specific purposes: e.g. to improve recruitment and/or admissions processes; to improve course content and delivery; and/or for accreditation purposes.					
f. There is coordination and collaboration across courses and the curriculum.					
g. Clearly defined "core" coursework and assessments along with others that are flexible allows for unique features included in the program coursework.					
h. There are clearly defined coursework					



syllabi, documents, and other instruments.					
i. There is a clearly defined process.					
<b>III. Program Internship</b>					
<b>Element:</b>	<b>The element is present:</b>	<b>A clear process is defined for this element:</b>	<b>The element is documented in writing:</b>	<b>Data for the element is collected:</b>	<b>A defined process is in place for the data's use:</b>
a. Clearly defined process for candidate placement in internship assignments.					
b. There is a clearly defined process for mentor principals and faculty supervisors' selection and preparation.					
c. Clearly defined overall structure to the internship.					
d. Candidate's internship progress and attainment is measured by assessments and evidence/data collected; clearly defined rubrics judge candidate knowledge and performance.					
e. Overall internship performance data reviewed for specific program improvement purposes: i.e. coursework feedback, internship assessments, placement of candidates, etc.					
f. Clearly defined "core" elements of the internship along with others that are flexible and the unique features the program internship includes.					
g. Clearly defined internship documents / instruments / rubrics etc.					

<b>IV. Candidate Success in the field</b>					
<b>Element:</b>	<b>The element is present:</b>	<b>A clear process is defined for this element:</b>	<b>The element is documented in writing:</b>	<b>Data for the element is collected:</b>	<b>A defined process is in place for the data's use:</b>
a. Candidates are monitored for their success after their placement in the field.					
b. Data are defined and gathered regarding completer performance.					
c. Criteria are defined and used to judge completer performance in the field.					
d. Completer performance data are reviewed for specific purposes: e.g. to improve recruitment/admission processes, to improve coursework, to improve internship experiences, etc.					
e. There are clearly defined completer documents/instruments.					
<b>OTHER PROGRAM AREAS:</b>					
<b>I. Partnerships</b>					
<b>Element:</b>	<b>The element is present:</b>	<b>A clear process is defined for this element:</b>	<b>The element is documented in writing:</b>	<b>Data for the element is collected:</b>	<b>A defined process is in place for the data's use:</b>
a. Clearly defined process for partner selection/recruitment.					
b. Clearly articulated criteria for the success of the partnership defined along with partnership "quality indicators".					
c. Processes in place to continuously improve the partnership arrangements.					
d. Clearly defined and articulated unique partnership arrangements.					
e. Clearly defined partnership					

instruments and/or documentation.					
<b>II. Coaching / other Candidate supports</b>					
<b>Element:</b>	<b>The element is present:</b>	<b>A clear process is defined for this element:</b>	<b>The element is documented in writing:</b>	<b>Data for the element is collected:</b>	<b>A defined process is in place for the data's use:</b>
a. Clearly defined candidate supports during recruitment/admission, coursework, and the internship.					
b. Program supports of candidates including: coaches who have clearly defined roles, criteria for recruitment, and training.					
c. Specific candidate "core" supports and some that are flexible.					
d. Documented other unique features of candidate support that are present.					
e. Clearly defined candidate support instruments and/or documentation.					
<b>III. Program Cohesion</b>					
<b>Element:</b>	<b>The element is present:</b>	<b>A clear process is defined for this element:</b>	<b>The element is documented in writing:</b>	<b>Data for the element is collected:</b>	<b>A defined process is in place for the data's use:</b>
a. Clearly defined processes ensure program continuity and coherence.					
b. Specific criteria judge program continuity and coherence.					
c. Processes to continuously improve program cohesion using data.					
d. Clearly defined features of program cohesion that are "core" along with those which are flexible.					
e. Documented unique features of program cohesion.					
f. Clearly define program cohesion instruments and/or documentation.					



## PRINCIPAL PREPARATION PROGRAM SELF-ASSESSMENT REVIEW TOOL \*

The following tool has been designed based upon the *Quality Measures for Educational Leadership Development Systems and Programs* and is to be used by a principal preparation program as a self-assessment on quality standards established by Education Development Center, Inc., Newton, MA. The tool's intent is to ask programs to identify data and other sources of evidence that denote whether or not the program is achieving its short term outcomes, medium term outcomes, and long term outcomes based upon data and evidences that the program can produce. Then, based upon that data, the program can use the data for program improvement work.

## PRINCIPAL PREPARATION PROGRAM SELF-ASSESSMENT REVIEW TOOL \*

### Section A: Program Details

Program Name: \_\_\_\_\_

Director: \_\_\_\_\_ Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Review Team Members (please include team member's role and/or position):

### Section B: Brief Description of Program

*Please provide important descriptive information about this program including year of inception, number of participants served, and any other key features of the program below (use additional pages as needed).*

\* Adapted from *Quality Measures for Educational Leadership Development Systems and Programs*; Copyright © 2009 by Education Development Center, Inc., Newton, MA. All rights reserved.

## Section C: Short Term Outcomes/Impact Supporting Evidence

Use the table below to list the evidence that best supports each indicator of quality. Indicate the type(s) of evidence. Note the developmental level (well-developed, developed, emerging, beginning) the evidence supports for each indicator of quality.

Indicators of Quality for <b>COURSE CONTENT &amp; PEDAGOGY (Short Term Outcomes)</b>	Title of Supporting Evidence/Data Source:	Type of Evidence				Evidence supports...
		Document	Observation	Interview	Other	
1. Requires course work in <b>each</b> of the following content domains: <ul style="list-style-type: none"> <li>• Vision for learning</li> <li>• School culture</li> <li>• Instructional supervision</li> <li>• Management of resources and operations</li> <li>• Ethical practices</li> <li>• Political, social, economic, legal and cultural contexts</li> </ul>						<i>Well-Developed</i>
						<i>Developed</i>
						<i>Emerging</i>
						<i>Beginning</i>
2. <b>All</b> required courses are logically and sequentially organized and specifically aligned to Illinois standards, required ISLLC Standards, and SREB Critical Success Factors and Competencies.						<i>Well-Developed</i>
						<i>Developed</i>
						<i>Emerging</i>
						<i>Beginning</i>
3. <b>All</b> required courses incorporate project based learning methods that include adequate opportunities for students to practice an array of field experienced skills in real school contexts.						<i>Well-Developed</i>
						<i>Developed</i>
						<i>Emerging</i>
						<i>Beginning</i>
4. <b>All</b> required courses <b>explicitly link</b> coursework assessments to the standards and required assessments and any other expectations of the program.						<i>Well-Developed</i>
						<i>Developed</i>
						<i>Emerging</i>
						<i>Beginning</i>
5. <b>All</b> required courses implement <b>well-defined</b> formative and summative						<i>Well-Developed</i>
						<i>Developed</i>

assessment measures to evaluate candidate performance.						<i>Emerging</i>
						<i>Beginning</i>
6. Other implementation required of coursework by state statute: <ul style="list-style-type: none"> <li>• 8 coursework requirements*</li> <li>• Alignment to SREB Critical Success Factors</li> <li>• Alignment to internship assessments</li> </ul>						<i>Well-Developed</i>
						<i>Developed</i>
						<i>Emerging</i>
						<i>Beginning</i>
7. The program’s curriculum addresses student learning and school improvement by focusing on: <ul style="list-style-type: none"> <li>• Instruction at the Pre-K through grade 12 levels</li> <li>• All students with specific attention to special needs students &amp; ELL populations</li> <li>• The role of curriculum, instruction, and assessment in improving student learning</li> <li>• Illinois Professional Teaching Standards</li> <li>• Collaborative relationships with all members of the school community</li> </ul>						<i>Well-Developed</i>
						<i>Developed</i>
						<i>Emerging</i>
						<i>Beginning</i>
8. The program provides a description of the process and how data will be: <ul style="list-style-type: none"> <li>• <b>Collected</b> for course, curriculum, and instructional improvement</li> <li>• <b>Analyzed</b> for course, curriculum, and instructional improvement</li> <li>• <b>Used</b> for course, curriculum, and instructional improvement</li> <li>• <b>Shared</b> with program partners</li> </ul>						<i>Well-Developed</i>
						<i>Developed</i>
						<i>Emerging</i>
						<i>Beginning</i>

\*The eight coursework requirements are: 1) State and federal laws, regulations, and case law affecting Illinois public schools; 2) State and federal laws, regulations, and case law regarding programs for students with disabilities and ELL students; 3) use of technology for effective teaching, learning, and administrative needs; 4) use of a

process that determines how a student responds to scientific, research-based interventions that are designed to screen students who may be at risk of academic failure; monitors the effectiveness of instruction proposed for students identified as at risk; and modifies instruction as needed to meet the needs of each student; 5) understanding developmentally appropriate literacy skills for student learning (early literacy through adolescent literacy), including assessment for literacy, developing strategies to address reading problems, an understanding of reading in the content areas, and scientific literacy; 6) understanding numeracy skills and working collaboratively across content areas to improve problem-solving and number sense at all grade levels; 7) identification of bullying; understanding the different types of bullying behavior and its harm to individual students and the school; and the importance of teaching, promoting, and rewarding a peaceful and productive school climate; and 8) the process to be used to evaluate certified staff in accordance with the provisions of Section 24A-3 of the School Code [105 ILCS 5/24A-3].

## **SECTION D: PROGRAM QUALITY RATING**

**Quality rating for Course Content & Pedagogy – Short Term Outcomes: (Pick only one)**

*Well-Developed      Developed      Emerging      Beginning*

**Notes for continuous improvement / future program planning for Course Content & Pedagogy – Short Term Outcomes:**



## Section E: Medium Term Outcomes/Impact Supporting Evidence

Use the table below to list the evidence that best supports each indicator of quality. Indicate the type(s) of evidence. Note the developmental level (well-developed, developed, emerging, beginning) the evidence supports for each indicator of quality.

Indicators of Quality for <i>the Internship (Medium Term Outcomes)</i>	Title of Supporting Evidence/Data Source:	Type of Evidence				Evidence supports...
		Document	Observation	Interview	Other	
1. The program requires interns to complete a <b>comprehensive series</b> of required assessments and activities that are <b>explicitly linked</b> to ISLLC standards (2008), the SREB Critical Success Factors, <b>and</b> Illinois Administrator Standards.						Well-Developed
						Developed
						Emerging
						Beginning
2. The program requires internship mentors to: <ul style="list-style-type: none"> <li>Observe candidate completing assessments.</li> <li>Work directly with the candidate to participate in completion of the assessments.</li> <li>Works directly with the candidate to take the lead in specific internship tasks.</li> </ul>						Well-Developed
						Developed
						Emerging
						Beginning
3. The program provides the intern with expert coaching and mentoring support that includes <b>daily</b> opportunities for the intern to be observed and receive feedback from experts while developing their skills through the completion of the required assessments.						Well-Developed
						Developed
						Emerging
						Beginning
4. The program provides: <ul style="list-style-type: none"> <li>clear communication of the <b>formal summative assessments</b> of intern performance <b>via written assessment rubrics</b>;</li> <li>a written internship syllabus providing evidence of the internship requirements</li> </ul>						Well-Developed
						Developed
						Emerging
						Beginning

Indicators of Quality for <i>the Internship (Medium Term Outcomes)</i>	Title of Supporting Evidence/Data Source:	Type of Evidence				Evidence supports...
		Document	Observation	Interview	Other	
that all candidates are in sustained, continuous, structured, and supervised experiences for up to 24 months.						
5. The program offers the intern the opportunity to develop competencies in <b>more than one school level</b> (Pre-K, elementary, middle and high) <b>and demographic context</b> .						<i>Well-Developed</i>
						<i>Developed</i>
						<i>Emerging</i>
						<i>Beginning</i>
6. Other implementation required of the internship by state statute: <ul style="list-style-type: none"> <li>• Mentor requirements</li> <li>• Faculty supervisor requirements</li> <li>• Internship assurances</li> <li>• Internship extension</li> <li>• Training for mentors and faculty supervisors</li> </ul>						<i>Well-Developed</i>
						<i>Developed</i>
						<i>Emerging</i>
						<i>Beginning</i>
7. The program provides <b>an assessment system and its instruments</b> that ensure each candidate's competency on the following: <ul style="list-style-type: none"> <li>• School improvement planning</li> <li>• Appropriate curriculum materials for ELLs, students with disabilities, and struggling students</li> <li>• Specified work with special education and bi-lingual teachers</li> <li>• Specified work with IEPs, IFSPs, or Section 504 plans, ELLs, early childhood, and gifted students</li> <li>• Advocating for students &amp; families</li> <li>• Designing instruction to meet the diverse needs of students</li> <li>• Working with teachers to develop differentiated strategies to teach students at all levels of development</li> </ul>						<i>Well-Developed</i>
						<i>Developed</i>
						<i>Emerging</i>
						<i>Beginning</i>

Indicators of Quality for <i>the Internship</i> ( <i>Medium Term Outcomes</i> )	Title of Supporting Evidence/Data Source:	Type of Evidence				<i>Evidence supports...</i>
		Document	Observation	Interview	Other	
8. The program provides a description of the process and how data will be: <ul style="list-style-type: none"> <li>• <b>Collected</b> for improvement of the internship.</li> <li>• <b>Analyzed</b> for improvement of the internship.</li> <li>• <b>Used</b> for improvement of the internship.</li> <li>• <b>Shared</b> with program partners.</li> </ul>						<i>Well-Developed</i>  <i>Developed</i>  <i>Emerging</i>  <i>Beginning</i>

## SECTION F: PROGRAM QUALITY RATING

**Quality Rating for the *Internship – Medium Term Outcomes*: (pick one)**

*Well-Developed*      *Developed*      *Emerging*      *Beginning*

**Notes for continuous improvement/future program planning for the *Internship – Medium Term Outcomes*:**

## Section G: Long Term Outcomes/Impact Supporting Evidence

Use the table below to list the evidence that best supports each indicator of quality. Indicate the type(s) of evidence. Note the developmental level (well-developed, developed, emerging, and beginning) the evidence supports for each indicator of quality.

Indicators of Quality for Long Term Outcomes:	Title of Supporting Evidence/Data Source:	Type of Evidence				Evidence supports...
		Document	Observation	Interview	Other	
1. The program provides a description of the process and how data from candidates <b><i>placed in the field will be collected</i></b> for improvement of: <ul style="list-style-type: none"> <li>• The internship,</li> <li>• courses,</li> <li>• curriculum,</li> <li>• instruction,</li> <li>• candidate selection</li> </ul>						Well-Developed
						Developed
						Emerging
						Beginning
2. The program provides a description of the process and how data from candidates <b><i>placed in the field will be analyzed</i></b> for improvement of: <ul style="list-style-type: none"> <li>• The internship,</li> <li>• courses,</li> <li>• curriculum,</li> <li>• instruction,</li> <li>• candidate selection</li> </ul>						Well-Developed
						Developed
						Emerging
						Beginning
3. The program provides a description of the process and how data from candidates <b><i>placed in the field will be used</i></b> for improvement of: <ul style="list-style-type: none"> <li>• The internship,</li> <li>• courses,</li> <li>• curriculum,</li> <li>• instruction,</li> <li>• candidate selection</li> </ul>						Well-Developed
						Developed
						Emerging
						Beginning
4. The program provides a description of the process and how data from candidates <b><i>placed</i></b>						Well-Developed
						Developed

<p><b><i>in the field will be shared with program partners</i></b> for improvement of:</p> <ul style="list-style-type: none"> <li>• The internship,</li> <li>• courses,</li> <li>• curriculum,</li> <li>• instruction,</li> <li>• candidate selection</li> </ul>							Emerging
							Beginning
<p>5. The program provides a description of the process and how data from candidates <b><i>placed in the field</i></b> will be collected, analyzed, used and also shared with program partners for candidates' <b>improvement of learning for all students.</b></p>							Well-Developed
							Developed
							Emerging
							Beginning
<p>6. The program provides a description of the process and how data from candidates <b><i>placed in the field</i></b> will be collected, analyzed, used and also shared with program partners for candidates' <b>improvement of school leadership.</b></p>							Well-Developed
							Developed
							Emerging
							Beginning
<p>7. The program provides a description of the process and how data from candidates <b><i>placed in the field</i></b> will be collected, analyzed, used and shared with program partners for candidates' <b>improvement of teacher practices.</b></p>							Well-Developed
							Developed
							Emerging
							Beginning
<p>8. The program provides a description of the process and how data from candidates <b><i>placed in the field</i></b> will be collected, analyzed, used and also shared with program partners for candidates' <b>improvement of school culture and climate.</b></p>							Well-Developed
							Developed
							Emerging
							Beginning

## SECTION H: PROGRAM QUALITY RATING

**Quality Rating for LONG TERM OUTCOMES/IMPACTS:** *(pick one)*

*Well-Developed*

*Developed*

*Emerging*

*Beginning*

**Notes for continuous improvement/future program planning for Long Term Outcomes/Impacts:**

## Section I: Other Requirements Supporting Evidence

Use the table below to list the evidence that best supports each indicator of quality. Indicate the type(s) of evidence. Note the developmental level (well-developed, developed, emerging, beginning) the evidence supports for each indicator of quality.

Indicators of Quality for Other Requirements	Title of Supporting Evidence/Data Source:	Type of Evidence				Evidence supports...
		Document	Observation	Interview	Other	
1. Includes <b>developmentally sequenced</b> partnerships with a formal written MOU (reviewed and renewed yearly) <b>with input to</b> the program’s design, implementation, and evaluation.						Well-Developed
						Developed
						Emerging
						Beginning
2. Provides the following staffing requirements: <ul style="list-style-type: none"> <li>IL PPP minimum faculty requirements</li> <li>Adjunct faculty</li> <li>Faculty supervisors supervise no more than 36 intern candidates; mentors no more than 2</li> <li>Roles and responsibilities of faculty supervisors, mentors, and candidates</li> <li>All full time faculty and supervisors will be trained to evaluate certified personnel</li> </ul>						Well-Developed
						Developed
						Emerging
						Beginning
3. Candidate selection meets the following requirements: <ul style="list-style-type: none"> <li>Minimum admittance requirements</li> <li>Evidence of how the program will assess the candidate’s achievements as a teacher in the admissions portfolio</li> <li>The rubric used to assess and evaluate the candidate’s required portfolio</li> </ul>						Well-Developed
						Developed
						Emerging
						Beginning
4. Other candidate selection information: <ul style="list-style-type: none"> <li>A copy of all rubrics the program uses for selection of candidates for inclusion into the program</li> </ul>						Well-Developed
						Developed
						Emerging



Indicators of Quality for <i>Other Requirements</i>	Title of Supporting Evidence/Data Source:	Type of Evidence				<i>Evidence supports... Beginning</i>
		Document	Observation	Interview	Other	
<ul style="list-style-type: none"> <li>Any additional requirements for admission into the program</li> </ul>						

**SECTION J: PROGRAM QUALITY RATING**

**Quality Rating for OTHER REQUIREMENTS:** *(pick one)*

*Well-Developed      Developed      Emerging      Beginning*

**Notes for continuous improvement/future program planning for OTHER REQUIREMENTS:**



## ILLINOIS PRINCIPAL PREPARATION PROGRAM SELF-ASSESSMENT REVIEW TOOL – Assessment Rubric

This assessment rubric was designed to give principal preparation programs a tool to use to help them assess where they are in relationship to the standard when using the Illinois Principal Preparation Program Self-Assessment Review Tool. This rubric defines four levels of attainment: well developed, developed, emerging, and beginning, for each of the quality indicators of the Short-Term Outcomes, Medium-Term Outcomes, and Long-Term Outcomes of the program. Use of this rubric with the companion self-assessment allows programs to determine the quality of their program against the standards set by *Quality Measures for Educational Leadership Development Systems and Programs*; Copyright © 2009 by Education Development Center, Inc., Newton, MA.

<b>Indicators of Quality for COURSE CONTENT &amp; PEDAGOGY (Short Term Outcomes)</b>	<b>(4) WELL-DEVELOPED</b>	<b>(3) DEVELOPED</b>	<b>(2) EMERGING</b>	<b>(1) BEGINNING</b>
<p>1. Requires course work in <i>each</i> of the following content domains:</p> <ul style="list-style-type: none"> <li>• Vision for learning</li> <li>• School culture</li> <li>• Instructional supervision</li> <li>• Management of resources and operations</li> <li>• Ethical practices</li> <li>• Political, social, economic, legal and cultural contexts</li> </ul>	<p>Requires course work in <i>each</i> of the following content domains:</p> <ul style="list-style-type: none"> <li>• Vision for learning</li> <li>• School culture</li> <li>• Instructional supervision</li> <li>• Management of resources and operations</li> <li>• Ethical practices</li> <li>• Political, social, economic, legal and cultural contexts</li> </ul>	<p>Requires course work in <i>five out of the six</i> of the following content domains:</p> <ul style="list-style-type: none"> <li>• Vision for learning</li> <li>• School culture</li> <li>• Instructional supervision</li> <li>• Management of resources and operations</li> <li>• Ethical practices</li> <li>• Political, social, economic, legal and cultural contexts</li> </ul>	<p>Requires course work in <i>at least half</i> of the following content domains:</p> <ul style="list-style-type: none"> <li>• Vision for learning</li> <li>• School culture</li> <li>• Instructional supervision</li> <li>• Management of resources and operations</li> <li>• Ethical practices</li> <li>• Political, social, economic, legal and cultural contexts</li> </ul>	<p>Requires course work in <i>fewer than three</i> of the following content domains:</p> <ul style="list-style-type: none"> <li>• Vision for learning</li> <li>• School culture</li> <li>• Instructional supervision</li> <li>• Management of resources and operations</li> <li>• Ethical practices</li> <li>• Political, social, economic, legal and cultural contexts</li> </ul>
<p>2. <b>All</b> required courses are logically and sequentially organized and specifically aligned to Illinois standards, required ISLLC Standards, and SREB Critical Success Factors and Competencies.</p>	<p><b>All</b> required courses are logically and sequentially organized and specifically aligned to Illinois standards, required ISLLC Standards, and SREB Critical Success Factors and Competencies.</p>	<p><b>Most</b> required courses are logically and sequentially organized and specifically aligned to Illinois standards, required ISLLC Standards, and SREB Critical Success Factors and Competencies.</p>	<p><b>Only a few</b> required courses are logically and sequentially organized and specifically aligned to Illinois standards, required ISLLC Standards, and SREB Critical Success Factors and Competencies.</p>	<p>Required courses <b>are not yet</b> logically and sequentially organized and specifically aligned to Illinois standards, required ISLLC Standards, and SREB Critical Success Factors and Competencies.</p>
<p>3. <b>All</b> required courses incorporate project based learning methods that includes adequate opportunities for students to practice an array of field experienced skills in real school contexts.</p>	<p><b>All</b> required courses incorporate project based learning methods that includes adequate opportunities for students to practice an array of field experienced skills in real school contexts.</p>	<p><b>Most</b> required courses incorporate project based learning methods that includes adequate opportunities for students to practice an array of field experienced skills in real school contexts.</p>	<p><b>Only a few</b> required courses incorporate project based learning methods that includes adequate opportunities for students to practice an array of field experienced skills in real school contexts.</p>	<p>Required courses <b>do not yet</b> incorporate project based learning methods that includes adequate opportunities for students to practice an array of field experienced skills in real school contexts.</p>

4. <b>All</b> required courses <b>explicitly link</b> coursework assessments to the standards and required assessments and any other expectations of the program.	<b>All</b> required courses <b>explicitly link</b> coursework assessments to the standards and required assessments and any other expectations of the program.	<b>Most</b> required courses <b>explicitly link</b> coursework assessments to the standards and required assessments and any other expectations of the program.	<b>Only a few</b> required courses <b>explicitly link</b> coursework assessments to the standards and required assessments and any other expectations of the program.	Required courses <b>do not yet explicitly link</b> coursework assessments to the standards and required assessments and any other expectations of the program.
5. <b>All</b> required courses implement <b>well-defined</b> formative and summative assessment measures to evaluate candidate performance.	<b>All</b> required courses implement <b>well-defined</b> formative and summative assessment measures to evaluate candidate performance.	<b>Most</b> required courses implement <b>well-defined</b> formative and summative assessment measures to evaluate candidate performance.	<b>Only a few</b> required courses implement <b>well-defined</b> formative and summative assessment measures to evaluate candidate performance.	Required courses <b>do not yet</b> implement <b>well-defined</b> formative and summative assessment measures to evaluate candidate performance.
6. Other implementation required of coursework by state statute: <ul style="list-style-type: none"> <li>• 8 coursework requirements</li> <li>• Alignment to SREB Critical Success Factors</li> <li>• Alignment to internship assessments.</li> </ul>	<b>All</b> implementation requirements of coursework by state statute are complete: <ul style="list-style-type: none"> <li>• 8 coursework requirements</li> <li>• Alignment to SREB Critical Success Factors</li> <li>• Alignment to internship assessments.</li> </ul>	<b>Most</b> implementation requirements of coursework by state statute are complete: <ul style="list-style-type: none"> <li>• 8 coursework requirements</li> <li>• Alignment to SREB Critical Success Factors</li> <li>• Alignment to internship assessments.</li> </ul>	<b>Only a few</b> implementation requirements of coursework by state statute are complete: <ul style="list-style-type: none"> <li>• 8 coursework requirements</li> <li>• Alignment to SREB Critical Success Factors</li> <li>• Alignment to internship assessments.</li> </ul>	Implementation requirements of coursework by state statute <b>are not yet</b> complete: <ul style="list-style-type: none"> <li>• 8 coursework requirements</li> <li>• Alignment to SREB Critical Success Factors</li> <li>• Alignment to internship assessments.</li> </ul>
7. The program’s curriculum addresses student learning and school improvement by focusing on: <ul style="list-style-type: none"> <li>• Instruction at the Pre-K through grade 12 levels</li> <li>• All students with specific attention to special needs students &amp; ELL populations</li> <li>• The role of curriculum, instruction, and assessment in improving student learning</li> <li>• Illinois Professional Teaching Standards</li> <li>• Collaborative relationships with all members of the school community</li> </ul>	The program’s curriculum addresses <b>all</b> student learning and school improvement by focusing on: <ul style="list-style-type: none"> <li>• Instruction at the Pre-K through grade 12 levels</li> <li>• All students with specific attention to special needs students</li> <li>• The role of curriculum, instruction, and assessment in improving student learning</li> <li>• Illinois Professional Teaching Standard</li> <li>• Collaborative relationships with all members of the school community</li> </ul>	The program’s curriculum addresses <b>most</b> student learning and school improvement by focusing on: <ul style="list-style-type: none"> <li>• Instruction at the Pre-K through grade 12 levels</li> <li>• All students with specific attention to special needs students</li> <li>• The role of curriculum, instruction, and assessment in improving student learning</li> <li>• Illinois Professional Teaching Standard</li> <li>• Collaborative relationships with all members of the school community</li> </ul>	The program’s curriculum addresses <b>only a few</b> student learning and school improvement by focusing on: <ul style="list-style-type: none"> <li>• Instruction at the Pre-K through grade 12 levels</li> <li>• All students with specific attention to special needs students</li> <li>• The role of curriculum, instruction, and assessment in improving student learning</li> <li>• Illinois Professional Teaching Standard</li> <li>• Collaborative relationships with all members of the school community</li> </ul>	The program’s curriculum <b>does not yet</b> address student learning and school improvement by focusing on: <ul style="list-style-type: none"> <li>• Instruction at the Pre-K through grade 12 levels</li> <li>• All students with specific attention to special needs students</li> <li>• The role of curriculum, instruction, and assessment in improving student learning</li> <li>• Illinois Professional Teaching Standard</li> <li>• Collaborative relationships with all members of the school community</li> </ul>

<p>8. The program provides a description of the process and how data will be:</p> <ul style="list-style-type: none"> <li>• Collected for course, curriculum, and instructional improvement</li> <li>• Analyzed for course, curriculum, and instructional improvement</li> <li>• Used for course, curriculum, and instructional improvement</li> <li>• Shared with program partners</li> </ul>	<p>The program provides a <b>complete</b> description of the process and how <b>all</b> data will be:</p> <ul style="list-style-type: none"> <li>• Collected for course, curriculum, and instructional improvement</li> <li>• Analyzed for course, curriculum, and instructional improvement</li> <li>• Used for course, curriculum, and instructional improvement</li> <li>• Shared with program partners</li> </ul>	<p>The program provides a <b>somewhat complete</b> description of the process and how <b>most</b> data will be:</p> <ul style="list-style-type: none"> <li>• Collected for course, curriculum, and instructional improvement</li> <li>• Analyzed for course, curriculum, and instructional improvement</li> <li>• Used for course, curriculum, and instructional improvement</li> <li>• Shared with program partners</li> </ul>	<p>The program provides an <b>incomplete</b> description of the process and how <b>only a few</b> data will be:</p> <ul style="list-style-type: none"> <li>• Collected for course, curriculum, and instructional improvement</li> <li>• Analyzed for course, curriculum, and instructional improvement</li> <li>• Used for course, curriculum, and instructional improvement</li> <li>• Shared with program partners</li> </ul>	<p>The program <b>has yet to</b> provide a description of the process and how <b>any</b> data will be:</p> <ul style="list-style-type: none"> <li>• Collected for course, curriculum, and instructional improvement</li> <li>• Analyzed for course, curriculum, and instructional improvement</li> <li>• Used for course, curriculum, and instructional improvement</li> <li>• Shared with program partners</li> </ul>
<p><b>Indicators of Quality for the Internship (Medium Term Outcomes)</b></p>	<p><b>(4) WELL-DEVELOPED</b></p>	<p><b>(3) DEVELOPED</b></p>	<p><b>(2) EMERGING</b></p>	<p><b>(1) BEGINNING</b></p>
<p>1. The program requires interns to complete a <b>comprehensive series</b> of required assessments and activities that are <b>explicitly linked</b> to ISLLC standards (2008), the SREB Critical Success Factors, <b>and</b> Illinois Administrator Standards.</p>	<p>Requires interns to complete a <b>comprehensive series</b> of required assessments and activities that are <b>explicitly linked</b> to ISLLC standards (2008), the SREB Critical Success Factors, <b>and</b> Illinois Administrator Standards.</p>	<p>Requires interns to complete the <b>required</b> assessments and activities that are <b>linked</b> to ISLLC standards (2008), the SREB Critical Success Factors, <b>and</b> Illinois Administrator Standards.</p>	<p>Requires interns to complete <b>most of</b> the required assessments and activities that are <b>vaguely linked</b> to ISLLC standards (2008), the SREB Critical Success Factors, <b>and</b> Illinois Administrator Standards.</p>	<p>Requires interns to complete some assessments and activities that are <b>not yet linked</b> to ISLLC standards (2008), the SREB Critical Success Factors, <b>and</b> Illinois Administrator Standards.</p>
<p>2. The program requires internship mentors to:</p> <ul style="list-style-type: none"> <li>• Observe candidate completing assessments</li> <li>• Work directly with the candidate to participate in completion of the assessments</li> <li>• Works directly with the candidate to take the lead in specific internship tasks</li> </ul>	<p>Requires internship mentors to <b>regularly implement and document</b>:</p> <ul style="list-style-type: none"> <li>• Observing candidate completing assessments</li> <li>• Working directly with the candidate to participate in completion of the assessments</li> <li>• Working directly with the candidate to take the lead in specific internship tasks</li> </ul>	<p>Requires internship mentors to <b>implement</b>:</p> <ul style="list-style-type: none"> <li>• Observing candidate completing assessments</li> <li>• Working directly with the candidate to participate in completion of the assessments</li> <li>• Working directly with the candidate to take the lead in specific internship tasks</li> </ul>	<p><b>Asks</b> internship mentors to:</p> <ul style="list-style-type: none"> <li>• Observe candidate completing assessments</li> <li>• Work with the candidate to participate in completion of <b>some</b> assessments</li> <li>• Work with the candidate to take the lead in <b>some</b> internship tasks</li> </ul>	<p><b>Does not yet</b> require internship mentors to:</p> <ul style="list-style-type: none"> <li>• Observe candidate completing assessments</li> <li>• Work directly with the candidate to participate in completion of the assessments</li> <li>• Work directly with the candidate to take the lead in specific internship tasks</li> </ul>

<p>3. The program provides the intern with expert coaching and mentoring support that includes <b>daily</b> opportunities for the intern to be observed and receive feedback from experts while developing their skills through the completion of the required assessments.</p>	<p>Provides the intern with expert coaching and mentoring support that includes <b>daily</b> opportunities for the intern to be observed and receive feedback from experts while developing their skills through the completion of the required assessments.</p>	<p>Provides the intern with expert coaching and mentoring support that includes <b>regularly scheduled</b> opportunities for the intern to be observed and receive feedback from experts while developing their skills through the completion of the required assessments.</p>	<p>Provides the intern with expert coaching and mentoring support that includes <b>occasional</b> opportunities for the intern to be observed and receive feedback from experts while developing their skills through the completion of the required assessments.</p>	<p><b>Does not yet</b> provide the intern with expert coaching and mentoring support that includes opportunities for the intern to be observed and receive feedback from experts while developing their skills through the completion of the required assessments.</p>
<p>4. The program provides:</p> <ul style="list-style-type: none"> <li>• Clear communication of the <b>formal summative assessments</b> of intern performance <b>via written assessment rubrics</b>;</li> <li>• A written internship syllabus providing evidence of the internship requirements that all candidates are in sustained, continuous, structured, and supervised experiences for up to 24 months.</li> </ul>	<p>Requires:</p> <ul style="list-style-type: none"> <li>• Clear communication of the <b>formal summative assessments</b> of intern performance <b>via written assessment rubrics</b>;</li> <li>• A written internship syllabus that provides evidence of the internship requirements that all candidates are in sustained, continuous, structured, and supervised experiences for up to 24 months.</li> </ul>	<p>Provides:</p> <ul style="list-style-type: none"> <li>• Some communication of the <b>formal summative assessments</b> of intern performance <b>via assessment rubrics</b>;</li> <li>• A written internship syllabus providing evidence of the internship requirements that all candidates are in structured and supervised experiences for up to 24 months.</li> </ul>	<p>Provides:</p> <ul style="list-style-type: none"> <li>• <b>Informal</b> communication of the <b>summative assessments</b> of intern performance;</li> <li>• A written internship syllabus providing evidence of the internship requirements that all candidates are in supervised experiences for up to 24 months.</li> </ul>	<p><b>Has yet to provide:</b></p> <ul style="list-style-type: none"> <li>• Clear communication of the <b>formal summative assessments</b> of intern performance <b>via written assessment rubrics</b>;</li> <li>• A written internship syllabus providing evidence of the internship requirements that all candidates are in sustained, continuous, structured, and supervised experiences for up to 24 months.</li> </ul>
<p>5. The program offers the intern the opportunity to develop competencies in <b>more than one school level</b> (Pre-K elementary, middle and high) <b>and demographic context</b>.</p>	<p>Offers the intern the opportunity to develop competencies in <b>more than one school level</b> (Pre-K elementary, middle and high) <b>and demographic context</b>.</p>	<p>Offers the intern the opportunity to develop competencies in <b>more than one school level</b> (Pre-K elementary, middle and high) <b>or demographic context</b>.</p>	<p>Offers the intern the opportunity to develop competencies in <b>one school level</b> (elementary, middle and high) <b>and/or demographic context</b>.</p>	<p><b>Does not yet</b> offer the intern the opportunity to develop competencies in school contexts.</p>
<p>6. Other implementation required of the internship by state statute:</p> <ul style="list-style-type: none"> <li>• Mentor requirements</li> <li>• Faculty supervisor requirements</li> <li>• Internship assurances</li> <li>• Internship extension</li> <li>• Training for mentors and faculty supervisors</li> </ul>	<p>Requires <b>all</b> of the following in the internship:</p> <ul style="list-style-type: none"> <li>• Mentor requirements</li> <li>• Faculty supervisor requirements</li> <li>• Internship assurances</li> <li>• Internship extension</li> <li>• Training for mentors and faculty supervisors</li> </ul>	<p>Requires in the internship <b>four of the following five</b>:</p> <ul style="list-style-type: none"> <li>• Mentor requirements</li> <li>• Faculty supervisor requirements</li> <li>• Internship assurances</li> <li>• Internship extension</li> <li>• Training for mentors and faculty supervisors</li> </ul>	<p>Requires <b>at least two</b> of the following in the internship:</p> <ul style="list-style-type: none"> <li>• Mentor requirements</li> <li>• Faculty supervisor requirements</li> <li>• Internship assurances</li> <li>• Internship extension</li> <li>• Training for mentors and faculty supervisors</li> </ul>	<p><b>Has not yet made</b> requirements of the following in the internship:</p> <ul style="list-style-type: none"> <li>• Mentor requirements</li> <li>• Faculty supervisor requirements</li> <li>• Internship assurances</li> <li>• Internship extension</li> <li>• Training for mentors and faculty supervisors</li> </ul>

<p>7. The program provides <b><i>an assessment system and its instruments</i></b> that ensure each candidate’s competency on the following:</p> <ul style="list-style-type: none"> <li>• School improvement planning</li> <li>• Appropriate curriculum materials for ELLs, students with disabilities, and struggling students</li> <li>• Specified work with special education and bi-lingual teachers</li> <li>• Specified work with IEPs, IFSPs, or Section 504 plans, ELLs, early childhood, and gifted students</li> <li>• Advocating for families</li> <li>• Designing instruction to meet the diverse needs of students</li> <li>• Working with teachers to develop differentiated strategies to teach students at all levels of development</li> </ul>	<p>Provides <b><i>an assessment system and its instruments</i></b> that ensure each candidate’s competency on <b><i>all</i></b> the following:</p> <ul style="list-style-type: none"> <li>• School improvement planning</li> <li>• Appropriate curriculum materials for ELLs, students with disabilities, and struggling students</li> <li>• Specified work with special education and bi-lingual teachers</li> <li>• Specified work with IEPs, IFSPs, or Section 504 plans, ELLs, early childhood, and gifted students</li> <li>• Advocating for families</li> <li>• Designing instruction to meet the diverse needs of students</li> <li>• Working with teachers to develop differentiated strategies to teach students at all levels of development</li> </ul>	<p>Provides <b><i>an assessment system and its instruments</i></b> that ensure each candidate’s competency <b><i>on five of the following seven:</i></b></p> <ul style="list-style-type: none"> <li>• School improvement planning</li> <li>• Appropriate curriculum materials for ELLs, students with disabilities, and struggling students</li> <li>• Specified work with special education and bi-lingual teachers</li> <li>• Specified work with IEPs, IFSPs, or Section 504 plans, ELLs, early childhood, and gifted students</li> <li>• Advocates for families</li> <li>• Advocating for families</li> <li>• Designing instruction to meet the diverse needs of students</li> <li>• Working with teachers to develop differentiated strategies to teach students at all levels of development</li> </ul>	<p>Provides <b><i>assessments and its instruments</i></b> that ensure each candidate’s competency <b><i>on at least half</i></b> of the following:</p> <ul style="list-style-type: none"> <li>• School improvement planning</li> <li>• Appropriate curriculum materials for ELLs, students with disabilities, and struggling students</li> <li>• Specified work with special education and bi-lingual teachers</li> <li>• Specified work with IEPs, IFSPs, or Section 504 plans, ELLs, early childhood, and gifted students</li> <li>• Advocating for families</li> <li>• Designing instruction to meet the diverse needs of students</li> <li>• Working with teachers to develop differentiated strategies to teach students at all levels of development</li> </ul>	<p><b><i>Has not yet</i></b> provided <b><i>an assessment system and its instruments</i></b> that ensure each candidate’s competency on the following:</p> <ul style="list-style-type: none"> <li>• School improvement planning</li> <li>• Appropriate curriculum materials for ELLs, students with disabilities, and struggling students</li> <li>• Specified work with special education and bi-lingual teachers</li> <li>• Specified work with IEPs, IFSPs, or Section 504 plans, ELLs, early childhood, and gifted students</li> <li>• Advocating for families</li> <li>• Designing instruction to meet the diverse needs of students</li> <li>• Working with teachers to develop differentiated strategies to teach students at all levels of development</li> </ul>
<p>8. The program provides a complete description of the process and how data will be:</p> <ul style="list-style-type: none"> <li>• Collected for improvement of the internship</li> <li>• Analyzed for improvement of the internship</li> <li>• Used for improvement of the internship</li> <li>• Shared with program partners</li> </ul>	<p>The program <b><i>provides a complete description</i></b> of the process and how data will be:</p> <ul style="list-style-type: none"> <li>• Collected for improvement of the internship</li> <li>• Analyzed for improvement of the internship</li> <li>• Used for improvement of the internship</li> <li>• Shared with program partners</li> </ul>	<p>The program provides <b><i>3 of the 4 descriptions</i></b> of the process and how data will be:</p> <ul style="list-style-type: none"> <li>• Collected for improvement of the internship</li> <li>• Analyzed for improvement of the internship</li> <li>• Used for improvement of the internship</li> <li>• Shared with program partners</li> </ul>	<p>The program provides <b><i>half of the descriptions</i></b> of the process and how data will be:</p> <ul style="list-style-type: none"> <li>• Collected for improvement of the internship</li> <li>• Analyzed for improvement of the internship</li> <li>• Used for improvement of the internship</li> <li>• Shared with program partners</li> </ul>	<p>The program <b><i>has not yet</i></b> provided descriptions of the process and how data will be:</p> <ul style="list-style-type: none"> <li>• Collected for improvement of the internship</li> <li>• Analyzed for improvement of the internship</li> <li>• Used for improvement of the internship</li> <li>• Shared with program partners</li> </ul>

Indicators of Quality for Long Term Outcomes	(4) WELL-DEVELOPED	(3) DEVELOPED	(2) EMERGING	(1) BEGINNING
<p>1. The program provides a precise description of the process and how data from candidates placed in the field will be <b>collected</b> for improvement of:</p> <ul style="list-style-type: none"> <li>• The internship,</li> <li>• courses,</li> <li>• curriculum,</li> <li>• instruction,</li> <li>• candidate selection</li> </ul>	<p>The program provides a <b>precise</b> description of the process and how data from candidates placed in the field will be <b>collected</b> for <b>improvement of all</b> of the following:</p> <ul style="list-style-type: none"> <li>• The internship,</li> <li>• courses,</li> <li>• curriculum,</li> <li>• instruction,</li> <li>• candidate selection</li> </ul>	<p>The program provides a description of the process and how data from candidates placed in the field will be <b>collected</b> for <b>improvement of 4 of the 5</b> of the following:</p> <ul style="list-style-type: none"> <li>• The internship,</li> <li>• courses,</li> <li>• curriculum,</li> <li>• instruction,</li> <li>• candidate selection</li> </ul>	<p>The program provides a description of the process and how data from candidates placed in the field will be <b>collected</b> for <b>improvement of at least half</b> of the following:</p> <ul style="list-style-type: none"> <li>• The internship,</li> <li>• courses,</li> <li>• curriculum,</li> <li>• instruction,</li> <li>• candidate selection</li> </ul>	<p>The program <b>has not yet provided</b> a description of the process and how data from candidates placed in the field will be <b>collected</b> for improvement of:</p> <ul style="list-style-type: none"> <li>• The internship,</li> <li>• courses,</li> <li>• curriculum,</li> <li>• instruction,</li> <li>• candidate selection</li> </ul>
<p>2. The program provides a precise description of the process and how data from candidates placed in the field will be <b>analyzed</b> for improvement of:</p> <ul style="list-style-type: none"> <li>• The internship,</li> <li>• courses,</li> <li>• curriculum,</li> <li>• instruction,</li> <li>• candidate selection</li> </ul>	<p>The program provides a <b>precise</b> description of the process and how data from candidates placed in the field will be <b>analyzed</b> for <b>improvement of all</b> of the following:</p> <ul style="list-style-type: none"> <li>• The internship,</li> <li>• courses,</li> <li>• curriculum,</li> <li>• instruction,</li> <li>• candidate selection</li> </ul>	<p>The program provides a description of the process and how data from candidates placed in the field will be <b>analyzed</b> for <b>improvement of 4 of the 5</b> of the following:</p> <ul style="list-style-type: none"> <li>• The internship,</li> <li>• courses,</li> <li>• curriculum,</li> <li>• instruction,</li> <li>• candidate selection</li> </ul>	<p>The program provides a description of the process and how data from candidates placed in the field will be <b>analyzed</b> for <b>improvement of at least half</b> of the following:</p> <ul style="list-style-type: none"> <li>• The internship,</li> <li>• courses,</li> <li>• curriculum,</li> <li>• instruction,</li> <li>• candidate selection</li> </ul>	<p>The program <b>has not yet provided</b> a description of the process and how data from candidates placed in the field will be <b>analyzed</b> for improvement of:</p> <ul style="list-style-type: none"> <li>• The internship,</li> <li>• courses,</li> <li>• curriculum,</li> <li>• instruction,</li> <li>• candidate selection</li> </ul>
<p>3. The program provides a precise description of the process and how data from candidates placed in the field will be <b>used</b> for improvement of:</p> <ul style="list-style-type: none"> <li>• The internship,</li> <li>• courses,</li> <li>• curriculum,</li> <li>• instruction,</li> <li>• candidate selection</li> </ul>	<p>The program provides a <b>precise</b> description of the process and how data from candidates placed in the field will be <b>used</b> for <b>improvement of all</b> of the following:</p> <ul style="list-style-type: none"> <li>• The internship,</li> <li>• courses,</li> <li>• curriculum,</li> <li>• instruction,</li> <li>• candidate selection</li> </ul>	<p>The program provides a description of the process and how data from candidates placed in the field will be <b>used</b> for <b>improvement of 4 of the 5</b> of the following:</p> <ul style="list-style-type: none"> <li>• The internship,</li> <li>• courses,</li> <li>• curriculum,</li> <li>• instruction,</li> <li>• candidate selection</li> </ul>	<p>The program provides a description of the process and how data from candidates placed in the field will be <b>used</b> for <b>improvement of at least half</b> of the following:</p> <ul style="list-style-type: none"> <li>• The internship,</li> <li>• courses,</li> <li>• curriculum,</li> <li>• instruction,</li> <li>• candidate selection</li> </ul>	<p>The program <b>has not yet provided</b> a description of the process and how data from candidates placed in the field will be <b>used</b> for improvement of:</p> <ul style="list-style-type: none"> <li>• The internship,</li> <li>• courses,</li> <li>• curriculum,</li> <li>• instruction,</li> <li>• candidate selection</li> </ul>





8. The program provides a precise description of the process and how data from candidates placed in the field will be collected, analyzed, used and also shared with program partners for candidates' <b>improvement of school culture and climate.</b>	The program provides a <b>precise</b> description of the process and how data from candidates placed in the field will be collected, analyzed, used and also shared with program partners for candidates' <b>improvement of school culture and climate.</b>	The program provides a description of the process and how data from candidates placed in the field will be collected, analyzed, used and also shared with program partners for candidates' <b>improvement of school culture and climate.</b>	The program provides a <b>vague</b> description of the process and how data from candidates placed in the field will be collected, analyzed, used and also shared with program partners for candidates' <b>improvement of school culture and climate.</b>	The program <b>has yet to</b> provide a description of the process and how data from candidates placed in the field will be collected, analyzed, used and also shared with program partners for candidates' <b>improvement of school culture and climate.</b>
<b>Indicators of Quality for Other Requirements</b>	<b>(4) WELL-DEVELOPED</b>	<b>(3) DEVELOPED</b>	<b>(2) EMERGING</b>	<b>(1) BEGINNING</b>
1. The program includes <b>developmentally sequenced</b> partnerships with a formal written MOU (reviewed and renewed yearly) <b>which clearly outlines input to</b> the program's design, implementation, and evaluation.	The program includes <b>developmentally sequenced</b> partnerships with a formal written MOU <b>which clearly outlines input to</b> the program's design, implementation, and evaluation.	The program includes partnerships with a formal written MOU <b>with input to</b> the program's design, implementation, and evaluation.	The program includes <b>informal</b> partnerships <b>without a formal MOU, but with informal input to</b> the program's design, implementation, and evaluation.	The program <b>has yet to</b> include <b>developmentally sequenced</b> partnerships with a formal written MOU <b>with input to</b> the program's design, implementation, and evaluation.
2. The program provides the following staffing requirements: <ul style="list-style-type: none"> <li>• IL PPP minimum faculty requirements</li> <li>• Adjunct faculty requirements</li> <li>• Faculty supervisors supervise no more than 36 intern candidates; mentors no more than 2</li> <li>• Roles and responsibilities of faculty supervisors, mentors, and candidates</li> <li>• All full time faculty and supervisors will be trained to evaluate certified personnel</li> </ul>	The program provides <b>for all</b> of the following staffing requirements: <ul style="list-style-type: none"> <li>• IL PPP minimum faculty requirements</li> <li>• Adjunct faculty requirements</li> <li>• Faculty supervisors supervise no more than 36 intern candidates; mentors no more than 2</li> <li>• Roles and responsibilities of faculty supervisors, mentors, and candidates</li> <li>• All full time faculty and supervisors will be trained to evaluate certified personnel</li> </ul>	The program provides <b>for 4 of the 5</b> following staffing requirements: <ul style="list-style-type: none"> <li>• IL PPP minimum faculty requirements</li> <li>• Adjunct faculty requirements</li> <li>• Faculty supervisors supervise no more than 36 intern candidates; mentors no more than 2</li> <li>• Roles and responsibilities of faculty supervisors, mentors, and candidates</li> <li>• All full time faculty and supervisors will be trained to evaluate certified personnel</li> </ul>	The program provides <b>for nearly half</b> of the following staffing requirements: <ul style="list-style-type: none"> <li>• IL PPP minimum faculty requirements</li> <li>• Adjunct faculty requirements</li> <li>• Faculty supervisors supervise no more than 36 intern candidates; mentors no more than 2</li> <li>• Roles and responsibilities of faculty supervisors, mentors, and candidates</li> <li>• All full time faculty and supervisors will be trained to evaluate certified personnel</li> </ul>	The program <b>has yet to</b> provide the following staffing requirements: <ul style="list-style-type: none"> <li>• IL PPP minimum faculty requirements</li> <li>• Adjunct faculty requirements</li> <li>• Faculty supervisors supervise no more than 36 intern candidates; mentors no more than 2</li> <li>• Roles and responsibilities of faculty supervisors, mentors, and candidates</li> <li>• All full time faculty and supervisors will be trained to evaluate certified personnel</li> </ul>

<p>3. Candidate selection meets the following requirements:</p> <ul style="list-style-type: none"> <li>• Minimum admittance requirements</li> <li>• Evidence of how the program will assess the candidate's achievements as a teacher in the admissions portfolio</li> <li>• The rubric used to assess and evaluate the candidate's required portfolio</li> </ul>	<p>The program <b>meets all</b> of the following candidate selection requirements:</p> <ul style="list-style-type: none"> <li>• Minimum admittance requirements</li> <li>• Evidence of how the program will assess the candidate's achievements as a teacher in the admissions portfolio</li> <li>• The rubric used to assess and evaluate the candidate's required portfolio</li> </ul>	<p>The program <b>meets 2 of 3</b> of the following candidate selection requirements:</p> <ul style="list-style-type: none"> <li>• Minimum admittance requirements</li> <li>• Evidence of how the program will assess the candidate's achievements as a teacher in the admissions portfolio</li> <li>• The rubric used to assess and evaluate the candidate's required portfolio</li> </ul>	<p>Program <b>meets at least one of the following</b> candidate selection requirements:</p> <ul style="list-style-type: none"> <li>• Minimum admittance requirements</li> <li>• Evidence of how the program will assess the candidate's achievements as a teacher in the admissions portfolio</li> <li>• The rubric used to assess and evaluate the candidate's required portfolio</li> </ul>	<p>The program <b>has yet to</b> meet the following candidate selection requirements:</p> <ul style="list-style-type: none"> <li>• Minimum admittance requirements</li> <li>• Evidence of how the program will assess the candidate's achievements as a teacher in the admissions portfolio</li> <li>• The rubric used to assess and evaluate the candidate's required portfolio</li> </ul>
<p>4. Other candidate selection information requirements:</p> <ul style="list-style-type: none"> <li>• A copy of all rubrics the program uses for selection of candidates for inclusion into the program</li> <li>• Any additional requirements for admission into the program</li> </ul>	<p>The program <b>meets all</b> of the following <b>other</b> candidate selection requirements:</p> <ul style="list-style-type: none"> <li>• A copy of all rubrics the program uses for selection of candidates for inclusion into the program</li> <li>• Any additional requirements for admission into the program</li> </ul>	<p>The program <b>meets 1 of 2</b> of the following <b>other</b> candidate selection requirements:</p> <ul style="list-style-type: none"> <li>• A copy of all rubrics the program uses for selection of candidates for inclusion into the program</li> <li>• Any additional requirements for admission into the program</li> </ul>	<p>The program <b>has attempted to meet</b> the other candidate selection information requirements:</p> <ul style="list-style-type: none"> <li>• A copy of all rubrics the program uses for selection of candidates for inclusion into the program</li> <li>• Any additional requirements for admission into the program</li> </ul>	<p>The program <b>has yet to</b> meet the other candidate selection information requirements:</p> <ul style="list-style-type: none"> <li>• A copy of all rubrics the program uses for selection of candidates for inclusion into the program</li> <li>• Any additional requirements for admission into the program</li> </ul>



### Leadership Program Data Collection Process Matrix

This is a principal preparation program improvement tool that a program can use to review the various types of data it is collecting. The tool will help programs better understand the purpose for which the data is collected, where and how the data is stored, and how the data is used for program improvement. Programs that can complete this matrix have found their programs to be data efficient and effective and being able to use the data that they have for effective program improvements. Programs have also found that they are collecting many sources of data but they are seldom reviewing it or using it for program improvement.

<b>PROGRAM ADMISSION DATA POINTS:</b>	<b>Type of Data</b>	<b>Purpose of Data</b>	<b>Storage of Data</b>	<b>How to Use the Data? What areas does it inform?</b>
Admission into Leadership Program				
Dispositions Inventory				
Completion of Teacher Evaluation Modules *Prior to Internship				

<b>PROGRAM ADMISSION DATA POINTS:</b>	<b>Type of Data</b>	<b>Purpose of Data</b>	<b>Storage of Data</b>	<b>How to Use the Data? What areas does it inform?</b>
Illinois State Exam for Principal Endorsement *Prior to Completion of the Internship				
<b>FIELD WORK: FORMATIVE ASSESSMENTS FROM COURSEWORK</b>	<b>Type of Data</b>	<b>Purpose of Data</b>	<b>Storage of Data</b>	<b>How to Use the Data? What areas does it inform?</b>
Standards Projects:	Field Assignment:	Identify Standards:		

<b>PROGRAM ADMISSION DATA POINTS:</b>	<b>Type of Data</b>	<b>Purpose of Data</b>	<b>Storage of Data</b>	<b>How to Use the Data? What areas does it inform?</b>
INTERNSHIP ASSESSMENTS FROM INTERNSHIP	Type of Data	Purpose of Data	Storage of Data	How to Use the Data? What areas does it inform?
Assessment #1				
Assessment #2				
Assessment #3				
Assessment #4				

<b>PROGRAM ADMISSION DATA POINTS:</b>	<b>Type of Data</b>	<b>Purpose of Data</b>	<b>Storage of Data</b>	<b>How to Use the Data? What areas does it inform?</b>
Assessment #5				
Assessment #6				
Assessment #7				



<b>PROGRAM ADMISSION DATA POINTS:</b>	<b>Type of Data</b>	<b>Purpose of Data</b>	<b>Storage of Data</b>	<b>How to Use the Data? What areas does it inform?</b>
INTERNSHIP STATE SUMMATIVE ASSESSMENTS:	Type of Data	Purpose of Data	Storage of Data	How to Use the Data? What areas does it inform?
State Assessment #1				
• Part 1.1				
• Part 1.2				
• Part 1.3				
• Part 1.4				
State Assessment #2				
• Part 2.1				
• Part 2.2				
• Part 2.3				
State Assessment #3				
• Part 3.1				
• Part 3.2				
• Part 3.3				

<b>PROGRAM ADMISSION DATA POINTS:</b>	<b>Type of Data</b>	<b>Purpose of Data</b>	<b>Storage of Data</b>	<b>How to Use the Data? What areas does it inform?</b>
Other Assessments:				
<b>OTHER PROGRAM DATA REQUIREMENTS:</b>	<b>Type of Data</b>	<b>Purpose of Data</b>	<b>Storage of Data</b>	<b>How to Use the Data? What areas does it inform?</b>
Capstone Assessment				
Dispositions Inventory				

<b>PROGRAM ADMISSION DATA POINTS:</b>	<b>Type of Data</b>	<b>Purpose of Data</b>	<b>Storage of Data</b>	<b>How to Use the Data? What areas does it inform?</b>
POST PROGRAM: FOLLOW UP WITH CANDIDATE'S FIRST POSITION	Type of Data	Purpose of Data	Storage of Data	How to Use the Data? What areas does it inform?
• School Achievement Data				
• School demographic data				
• School 5 Essentials Survey data				
• Other data				



## PRINCIPAL PREPARATION PROGRAM CANDIDATE SELF-ASSESSMENT RUBRIC BASED ON THE ILLINOIS PERFORMANCE STANDARDS FOR SCHOOL LEADERS

- I. LIVING A MISSION, VISION, AND BELIEFS FOR RESULTS – The candidate works with the staff and community to build a shared mission, and vision of high expectations that ensures all students are on the path to college and career readiness, and holds staff accountable for results.**

Element:	I have basic knowledge of this (1)	I have substantial knowledge of this (2)	I am prepared to lead this (3)	I have led this (4)	
<b>a. Coordinates efforts to create and implement a vision for the school and defines desired results and goals that align with the overall school vision and to student improvement for all learners.</b>					
Collaborates to develop and maintain a shared vision of high expectations	I have basic knowledge of how to involve staff and students in developing, maintaining, and implementing a shared vision of high expectations, including college and career readiness, for all students.	I have substantial knowledge of how to involve staff and students in developing, maintaining, and implementing a shared vision of high expectations, including college and career readiness, for all students.	I am prepared to involve staff and students in developing, maintaining, and implementing a shared vision of high expectations, including college and career readiness, for all students.	I have created a shared vision of high expectations with multiple stakeholders; build staff capacity to maintain and implement a shared vision for high student achievement and college and career readiness.	4
					3
					2
					1
<b>b. Ensures that the school's identity, vision, mission, drive school decisions</b>					
Ensures vision and mission drive school decisions	I have basic knowledge of how to use the vision and mission to make all decisions, & create and use protocols aligned to the vision and mission to make decisions.	I have substantial knowledge of how to use the vision and mission to make all decisions, & create and use protocols aligned to the vision and mission to make decisions.	I am prepared to use the vision and mission to make all decisions, & create and use protocols aligned to the vision and mission to make decisions.	I have used the vision and mission to make all decisions, use protocols for making decisions that refer staff and team decisions back to the vision and mission; & build staff capacity to use the vision and mission to make instructional decisions.	4
					3
					2
					1
Confronts low expectations and deficit thinking towards students and families.	I have basic or no knowledge of how to address staff who contradict the vision by their display of low expectations and deficit thinking towards students and families; & contest class offerings and grading policies that contradict the vision.	I have substantial knowledge of how to address staff who contradict the vision by their display of low expectations and deficit thinking towards students and families; & contest class offerings and grading policies that contradict the vision and mission.	I am prepared to address staff who contradict the vision by their display of low expectations and deficit thinking towards students and families; & contest class offerings and grading policies that contradict the vision and mission.	I have built the capacity of staff to address other staff or stakeholders who contradict the vision by displaying low expectations and deficit thinking towards students and families; & contest or eliminate courses and grading policies that contradict the vision and mission.	4
					3
					2
					1
<b>c. Conducts difficult but crucial conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing student learning and results.</b>					
Conducts difficult Conversations to Improve Student Results	I have basic knowledge of how to address areas of underperformance in a timely manner with individuals, teams and staff; & how to proactively lead difficult conversations with staff to improve and enhance student learning and results as necessary.	I have substantial knowledge of how to address areas of underperformance in a timely manner with individuals, teams and staff; & how to proactively lead difficult conversations with staff to improve and enhance student learning and results as necessary.	I am prepared to address areas of underperformance in a timely manner with individuals, teams and staff; & how to proactively lead difficult conversations with staff to improve and enhance student learning and results as necessary.	I have built the capacity of other leaders within the school to address areas of underperformance with individuals, teams and staff; & model how to conduct difficult conversations with individuals, teams, and staff based on student performance data.	4
					3
					2
					1

<b>II. LEADING AND MANAGING SYSTEMS CHANGE—The principal creates and implements systems to ensure a safe, orderly, and productive environment for student and adult learning toward the achievement of school and district improvement priorities.</b>					
<b>Element:</b>	<b>I have basic knowledge of this (1)</b>	<b>I have substantial knowledge of this (2)</b>	<b>I am prepared to lead this (3)</b>	<b>I have led this (4)</b>	
<b>a. Develops, implements, and monitors the outcomes of the school improvement plan and school wide student achievement data results to improve student achievement.</b>					
Include a School-wide Equity Audit in the School Improvement Plan	I have basic knowledge of how to conduct an equity audit and develop a plan to address achievement gaps and equity issues in the School Improvement Plan.	I have substantial knowledge of how to conduct an equity audit and develop a plan to address achievement gaps and equity issues in the School Improvement Plan.	I am prepared to conduct an equity audit and develop a plan to address achievement gaps and equity issues in the School Improvement Plan.	I have effectively conducted an equity audit and developed a plan to address achievement gaps and equity issues in the School Improvement Plan.	<b>4</b>
					<b>3</b>
					<b>2</b>
					<b>1</b>
Assesses the Current State of School Performance	I have basic knowledge of how to assess the school by using multiple forms of data (e.g. annual, interim and formative data) and the previous years' school improvement plan to track, and review progress.	I have substantial knowledge of how to assess the school by using multiple forms of data (e.g. annual, interim and formative data) and the previous years' school improvement plan to track, and review progress.	I am prepared to assess the school by using multiple forms of data (e.g. annual, interim and formative data) and the previous years' school improvement plan to track, and review progress.	I have completed a comprehensive assessment of the school's strengths/weaknesses including an assessment of the school practices and student learning outcomes.	<b>4</b>
					<b>3</b>
					<b>2</b>
					<b>1</b>
Develops a School Improvement Plan	I have basic knowledge of how to use the outputs from a school-wide assessment to identify priority areas for improvement and to set measurable goals with specific grade level and content areas targets; name milestones and benchmarks of student progress and develop a school improvement plan that identifies a strategy to reach school-wide targets and goals.	I have substantial knowledge of how to use the outputs from a school-wide assessment to identify priority areas for improvement and to set measurable goals with specific grade level and content areas targets; name milestones and benchmarks of student progress and develop a school improvement plan that identifies a strategy to reach school-wide targets and goals.	I am prepared to use the outputs from a school-wide assessment to identify priority areas for improvement and to set measurable goals with specific grade level and content areas targets; name milestones and benchmarks of student progress and develop a school improvement plan that identifies a strategy to reach school-wide targets and goals.	I have used a comprehensive analysis of the school to determine appropriate grade and content area targets and priorities for improvement with staff; organize staff to monitor, track, and review progress and create a detailed school improvement plan that identifies a strategy to reach school-wide targets and goals.	<b>4</b>
					<b>3</b>
					<b>2</b>
					<b>1</b>
Maintains a Focus on Results	I have basic knowledge of how to demonstrate focus on improving student achievement results; keep the school-wide goals present for staff and stakeholders by referencing goals in all meetings and planning sessions; & track progress against milestones and benchmarks to monitor, track, and review progress, and adjusts strategies.	I have substantial knowledge of how to demonstrate focus on improving student achievement results; keep the school-wide goals present for staff and stakeholders by referencing goals in all meetings and planning sessions; & track progress against milestones and benchmarks to monitor, track, and review progress, and adjusts strategies.	I am prepared to demonstrate focus on improving student achievement results; keep the school-wide goals present for staff and stakeholders by referencing goals in all meetings and planning sessions; & track progress against milestones and benchmarks to monitor, track, and review progress, and adjusts strategies.	I have focused on student achievement results; building staff ownership for the goals and building capacity of staff to monitor benchmarks and milestones within specific grade or content areas including continuous review of disaggregated data for student groups who have traditionally not been successful in the school.	<b>4</b>
					<b>3</b>
					<b>2</b>
					<b>1</b>
<b>b. Creates a safe, clean, and orderly learning environment.</b>					
Builds, evaluates and develops a team	I have basic knowledge of how to ensure that the learning environment is conducive to	I have substantial knowledge of how to ensure that the learning environment is conducive to learning and positive;	I am prepared to ensure that the learning environment is conducive to learning and positive; supervise	I have planned for and implemented facility and equipment expansions & improvements and identified creative	<b>4</b>
					<b>3</b>

of educators and support staff to ensure the learning environment is safe, clean, and orderly	learning and positive; supervise facilities and equipment management to enhance learning and ensure that the school environment is safe and comply with the Illinois Safety Drill Act.	supervise facilities and equipment management to enhance learning and ensure that the school environment is safe and comply with the Illinois Safety Drill Act.	facilities and equipment management to enhance learning and ensure that the school environment is safe and comply with the Illinois Safety Drill Act.	solutions to maximize and share space; complied with all components of safety drills and conduct multiple trainings with staff and multiple drills every year; built staff capacity to lead and manage components of school safety.	<b>2</b>
					<b>1</b>
<b>c. Collaborates with staff to allocate personnel, time, and adult learning resources appropriately to achieve the school improvement plan targets.</b>					
Allocates Resources to Support Student Learning	I have basic knowledge of how to allocate and maximize resources in alignment with mission and student learning goals, and assess external resources to fill gaps; ensure that staff have necessary materials, supplies, and equipment; effectively plan and manage a fiscally responsible budget that supports the school's goals, and ensure the school is financially secure in the long-term.	I have substantial knowledge of how to allocate and maximize resources in alignment with mission and student learning goals, and assess external resources to fill gaps; ensure that staff have necessary materials, supplies, and equipment; effectively plan and manage a fiscally responsible budget that supports the school's goals, and ensure the school is financially secure in the long-term.	I am prepared to allocate and maximize resources in alignment with mission and student learning goals, and assess external resources to fill gaps; ensure that staff have necessary materials, supplies, and equipment; effectively plan and manage a fiscally responsible budget that supports the school's goals, and ensure the school is financially secure in the long-term.	I have assessed and reassessed resources and creatively utilized and leveraged existing school and district resources, and relentlessly accessed human and fiscal resources that aligned to strategic priorities to support the achievement of school improvement plan targets; built capacity of staff to have an appropriate role in the creation and monitoring of budgets.	<b>4</b>
					<b>3</b>
					<b>2</b>
					<b>1</b>
Prioritizes Time	I have basic knowledge of how to prioritize the use of school time to ensure that staff and student activities focus on improving student learning; organize professional time to ensure that high leverage activities and school priority areas that focus on student learning are given adequate time.	I have substantial knowledge of how to prioritize the use of school time to ensure that staff and student activities focus on improving student learning; organize professional time to ensure that high leverage activities and school priority areas that focus on student learning are given adequate time.	I am prepared to prioritize the use of school time to ensure that staff and student activities focus on improving student learning; organize professional time to ensure that high leverage activities and school priority areas that focus on student learning are given adequate time.	I have prioritized and monitored the use of school time to ensure that staff and student activities focus on improving student learning; organized how professional time is used and adjusted how time is spent to support student learning activities.	<b>4</b>
					<b>3</b>
					<b>2</b>
					<b>1</b>
<b>d. Utilizes current technologies to support leadership and management functions.</b>					
Employs Current Technologies	I have basic knowledge of how to identify and consistently apply new technologies to improve and support leadership and management functions.	I have substantial knowledge of how to identify and consistently apply new technologies to improve and support leadership and management functions.	I am prepared to identify and consistently apply new technologies to improve and support leadership and management functions.	I have modeled continuous learning by applying new technologies for the purpose of improving the learning environment and communication with students, staff and parents.	<b>4</b>
					<b>3</b>
					<b>2</b>
					<b>1</b>
<b>III. IMPROVING TEACHING AND LEARNING—The principal works with the school staff and community to develop a research-based framework for effective teaching and learning that is refined continuously to improve instruction for all students.</b>					
<b>Element:</b>	<b>I have basic knowledge of this (1)</b>	<b>I have substantial knowledge of this (2)</b>	<b>I am prepared to lead this (3)</b>	<b>I have led this (4)</b>	
<b>a. Works with and engages staff in the development and continuous refinement of a shared vision for effective teaching and learning by implementing a standards based curriculum, relevant to student needs and interests, research-based effective practice, academic rigor, and high expectations for student performance in every classroom.</b>					
Implements Curricular Scope and Sequence	I have basic knowledge of how to improve components of the instructional scope and sequence	I have substantial knowledge of how to improve components of the instructional scope and sequence to improve	I am prepared to improve components of the instructional scope and sequence to improve	I have ensured year end goals and student needs are met by using formative and interim assessments to	<b>4</b>
					<b>3</b>
					<b>2</b>

	to improve alignment with year-end goals.	alignment with year- end goals.	alignment with year- end goals.	modify the instructional scope and sequence.	<b>1</b>
Reviews Instructional Practices	I have basic knowledge of how to assess instructional practices, identify a few practices that are research-based, rigorous and relevant that will be implemented school-wide and supports teacher development around those practices.	I have substantial knowledge of how to assess instructional practices, identify a few practices that are research-based, rigorous and relevant that will be implemented school-wide and supports teacher development around those practices.	I am prepared to assess instructional practices, identify a few practices that are research-based, rigorous and relevant that will be implemented school-wide and supports teacher development around those practices.	I have assessed instructional practices and built teacher capacity to implement a variety of practices that are relevant to student needs and interests, research based, and based on academic rigor and strategies that supports the learning of all students.	<b>4</b>
					<b>3</b>
					<b>2</b>
					<b>1</b>
<b>b. Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address areas of improvement and celebrate successes.</b>					
Implements Data Driven Decision Making	I have basic knowledge of how to use data sources to drive instructional decisions, prioritize school wide areas of improvement and to identify a few targeted school wide strategies for instructional improvement.	I have substantial knowledge of how to use data sources to drive instructional decisions, prioritize school wide areas of improvement and to identify a few targeted school wide strategies for instructional improvement.	I am prepared to use data sources to drive instructional decisions, prioritize school wide areas of improvement and to identify a few targeted school wide strategies for instructional improvement.	I have consistently used and analyzed multiple forms of data to identify areas of instructional improvement, to refine and adapt instructional practice, and to determine appropriate strategies across all grades and content areas.	<b>4</b>
					<b>3</b>
					<b>2</b>
					<b>1</b>
Implements Data Driven Instruction	I have basic knowledge of how multiple sources are used to drive instructional decisions and use data appropriately to identify/prioritize school wide areas of improvement; data is routinely used to identify and adjust school-wide priorities and to drive re-teaching plans and changes in practice for individual teachers.	I have substantial knowledge of how multiple sources are used to drive instructional decisions and use data appropriately to identify/prioritize school wide areas of improvement; data is routinely used to identify and adjust school-wide priorities and to drive re-teaching plans and changes in practice for individual teachers.	I am prepared to use multiple sources to drive instructional decisions and use data appropriately to identify/prioritize school wide areas of improvement; data is routinely used to identify and adjust school-wide priorities and to drive re-teaching plans and changes in practice for individual teachers.	I have supported and developed the staff's ability to analyze data to identify and prioritize needs, guide grouping, re-teaching, and to identify/prioritize needs and continuous improvement; built staff capacity to use data in determining team and individual goals.	<b>4</b>
					<b>3</b>
					<b>2</b>
					<b>1</b>
<b>c. Implements student interventions that differentiate instruction based on student needs</b>					
Uses Disaggregated Data	I have basic knowledge of how to use disaggregated data to support differentiation and re-teaching to ensure that instructional strategies are matched to the needs of all students; & engage all staff in analyzing and utilizing disaggregated data to identify school wide and individual students' learning gaps and to determine appropriate interventions.	I have substantial knowledge of how to use disaggregated data to support differentiation and re-teaching to ensure that instructional strategies are matched to the needs of all students; & engage all staff in analyzing and utilizing disaggregated data to identify school wide and individual students' learning gaps and to determine appropriate interventions.	I am prepared to use disaggregated data to support differentiation and re-teaching to ensure that instructional strategies are matched to the needs of all students; & engage all staff in analyzing and utilizing disaggregated data to identify school wide and individual students' learning gaps and to determine appropriate interventions.	I have used disaggregated data to create structures for differentiation with varied instructional strategies that meet all student needs; focused all staff on closing achievement gaps between subgroups of students and use data to quickly determine appropriate interventions for students or subgroups not making progress.	<b>4</b>
					<b>3</b>
					<b>2</b>
					<b>1</b>
<b>d. Selects and retains teachers with the expertise to deliver instruction that maximizes student learning</b>					
Selects and Assigns Effective Teachers	I have basic knowledge of how to use a clear and articulated selection criteria in place and assess staff skills to place teachers in grade level and content areas.	I have substantial knowledge of how to use a clear and articulated selection criteria in place and assess staff skills to place teachers in grade level and content areas.	I am prepared to use a clear and articulated selection criteria in place and assess staff skills to place teachers in grade level and content areas.	I have implemented a clear selection criteria and strategically assessed and placed teachers in grade level and content areas to create a balanced team with a variety of strengths.	<b>4</b>
					<b>3</b>
					<b>2</b>
					<b>1</b>



Retains Effective Teachers	I have basic knowledge of how to identify effective teachers and move them into leadership roles; & to implement a formal retention strategy that recognizes effective staff through performance evaluation and give retention offers based on effectiveness.	I have substantial knowledge of how to identify effective teachers and move them into leadership roles; & to implement a formal retention strategy that recognizes effective staff through performance evaluation and give retention offers based on effectiveness.	I am prepared to identify effective teachers and move them into leadership roles; & to implement a formal retention strategy that recognizes effective staff through performance evaluation and give retention offers based on effectiveness.	I have used multiple data sets including teacher evaluations to inform a formal retention strategy that created opportunities for growth and development including opportunities for staff to assume additional leadership roles.	4
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					1
<b>e. Evaluates the effectiveness of teaching and holds individual teachers accountable for meeting their goals by conducting frequent formal and informal observations in order to provide timely, written feedback on instruction, preparation and classroom environment as part of the district teacher appraisal system.</b>					
Observes Staff and Gives Feedback	I have basic knowledge of how to provide frequent and regular observations and actionable feedback and/or have systems in place so that staff receive specific feedback from multiple observers.	I have substantial knowledge of how to provide frequent and regular observations and actionable feedback and/or have systems in place so that staff receive specific feedback from multiple observers.	I am prepared to provide frequent and regular observations and actionable feedback and/or have systems in place so that staff receive specific feedback from multiple observers.	I have ensured that systems for observations occurred multiple times a year with staff getting regular, consistent, and actionable feedback that is specific to each individual's development plan from multiple observers.	4
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					2
					1
Evaluates Staff	I have basic knowledge of how to complete all aspects of a rigorous evaluation process that includes goal setting, mid-year formative and summative ratings based on observations and multiple metrics of student results; ensure that evaluation processes are clear and transparent to all staff and include assessment of student outcomes, learning environment, quality of instruction and planning and preparation.	I have substantial knowledge of how to complete all aspects of a rigorous evaluation process that includes goal setting, mid-year formative and summative ratings based on observations and multiple metrics of student results; ensure that evaluation processes are clear and transparent to all staff and include assessment of student outcomes, learning environment, quality of instruction and planning and preparation.	I am prepared to complete all aspects of a rigorous evaluation process that includes goal setting, mid-year formative and summative ratings based on observations and multiple metrics of student results; ensure that evaluation processes are clear and transparent to all staff and include assessment of student outcomes, learning environment, quality of instruction and planning and preparation.	I have completed all aspects of a rigorous evaluation process that includes goal setting, mid-year formative and summative ratings based on observations and multiple metrics of student results; ensured that evaluation processes were clear and transparent to all staff which included assessment of student outcomes, learning environment, quality of instruction and planning and preparation.	4
					3
					2
					1
<b>f. Ensures the training, development, and support for high-performing instructional teacher teams to support adult learning and development to advance student learning and performance</b>					
Develops an Instructional Team	I have basic knowledge of how to ensure that effective teacher teams use student learning data and student work to advance student outcomes.	I have substantial knowledge of how to ensure that effective teacher teams use student learning data and student work to advance student outcomes.	I am prepared to ensure that effective teacher teams use student learning data and student work to advance student outcomes.	I have implemented a strategy that built the capacity of teacher teams to lead effective meetings focused on student learning data and student work.	4
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					1
<b>g. Supports the system for providing data-driven professional development and sharing of effective practice by thoughtfully providing and protecting staff time intentionally allocated for this purpose</b>					
Implements Professional Learning	I have basic knowledge of how to create multiple structures for teacher learning including large group professional development, grade level and content team specific development; & protect staff time for development opportunities,	I have substantial knowledge of how to create multiple structures for teacher learning including large group professional development, grade level and content team specific development; & protect staff time for development opportunities,	I am prepared to create multiple structures for teacher learning including large group professional development, grade level and content team specific development; & protect staff time for development opportunities,	I have implemented a job-embedded professional learning system of consistent support, development, coaching, and peer learning opportunities; & allocated regular time for whole group and individual staff development and learning opportunities.	4
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<b>h. Advances Instructional Technology within the learning environment</b>					
Promoting Growth of Technology	I have basic knowledge of how to encourage implementation of technology to enhance student growth.	I have substantial knowledge of how to encourage implementation of technology to enhance student growth.	I am prepared to encourage implementation of technology to enhance student growth.	I have actively supported the implementation of technology to enhance student growth.	4
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					1
<b>IV. BUILDING AND MAINTAINING COLLABORATIVE RELATIONSHIPS—The principal creates a collaborative school community where the school, staff, families, and community interact regularly and share ownership for the success of the school.</b>					
<b>Element:</b>	<b>I have basic knowledge of this (1)</b>	<b>I have substantial knowledge of this (2)</b>	<b>I am prepared to lead this (3)</b>	<b>I have led this (4)</b>	
<b>a. Creates, develops and sustains relationships that result in active student engagement in the learning process</b>					
Builds Respectful Relationships with students and families	I have basic knowledge of how to build respectful relationships across cultural differences including communication with families in multiple languages and that is sensitive to various family structures as well as diverse cultural, linguistic, and socioeconomic backgrounds.	I have substantial knowledge of how to build respectful relationships across cultural differences including communication with families in multiple languages and that is sensitive to various family structures as well as diverse cultural, linguistic, and socioeconomic backgrounds.	I am prepared to build respectful relationships across cultural differences including communication with families in multiple languages and that is sensitive to various family structures as well as diverse cultural, linguistic, and socioeconomic backgrounds.	I have developed school-wide capacity to build respectful relationships across cultural differences including communication with families in multiple languages and that is sensitive to various family structures as well as diverse cultural, linguistic, and socioeconomic backgrounds.	4
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					2
					1
<b>b. Utilizes meaningful feedback of students, staff, families, and community in the evaluation of school programs and policies</b>					
Includes Multiple Voices and Perspective	I have basic knowledge of how to incorporate different perspectives into decisions and create forums to hear multiple and dissenting viewpoints.	I have substantial knowledge of how to incorporate different perspectives into decisions and create forums to hear multiple and dissenting viewpoints.	I am prepared to incorporate different perspectives into decisions and create forums to hear multiple and dissenting viewpoints.	I have incorporated different perspectives into decisions and created forums to hear multiple and dissenting viewpoints to improve the school's instructional program. I have ensured translators are available to improve school and family communication. I have actively reach out to families from various backgrounds that reflect the student body to provide feedback that assisted in the creation of school policies.	4
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<b>c. Proactively engages families and communities in supporting their child's learning and the schools learning goals</b>					
Engages Families	I have basic knowledge of how to respectfully inform families of learning expectations and specific ways they can support their children's learning.	I have substantial knowledge of how to respectfully inform families of learning expectations and specific ways they can support their children's learning.	I am prepared to respectfully inform families of learning expectations and specific ways they can support their children's learning.	I have continuously created two-way links between family presence in the school environment and the instructional program.	4
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					2
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<b>d. Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively</b>					
Builds Capacity to Manage Change	I have basic knowledge of how to directly address and help stakeholders understand that change may raise questions, doubt, and feelings and positively support staff as they face challenges; & balance the need to	I have substantial knowledge of how to directly address and help stakeholders understand that change may raise questions, doubt, and feelings and positively support staff as they face challenges; & balance the need to make change within the school quickly	I am prepared to directly address and help stakeholders understand that change may raise questions, doubt, and feelings and positively support staff as they face challenges; & balance the need to make change within the school	I have created space for staff, students, and families to share feelings about change and supported the community while describing the possibilities present in the future; & maintained a focus on meeting school goals when trying to confront and support staff in challenging	4
					3
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	make change within the school quickly while supporting the staff's ability to learn and develop new skills.	while supporting the staff's ability to learn and develop new skills.	quickly while supporting the staff's ability to learn and develop new skills.	values, beliefs, assumptions, and/or habits of behavior that may not match the school vision.	
Demonstrates Personal Resolve and Response to Challenges	I have basic knowledge of how to demonstrate personal resolve and maintain staff focus on student achievement goals and demonstrate persistence for the staff in the face of challenges.	I have substantial knowledge of how to demonstrate personal resolve and maintain staff focus on student achievement goals and demonstrate persistence for the staff in the face of challenges.	I am prepared to demonstrate personal resolve and maintain staff focus on student achievement goals and demonstrate persistence for the staff in the face of challenges.	I have focused conversations, initiatives and plans on improving student achievement and relentlessly pushed staff to maintain and improve their focus on student outcomes; & I have used every challenge as an opportunity to learn and develop self and staff.	4
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					1
<b>V. LEADING WITH INTEGRITY AND PROFESSIONALISM—The principal works with the school staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others.</b>					
<b>Element:</b>	<b>I have basic knowledge of this (1)</b>	<b>I have substantial knowledge of this (2)</b>	<b>I am prepared to lead this (3)</b>	<b>I have led this (4)</b>	
<b>a. Treats all people fairly, equitably, and with dignity and respect. Protects the rights and confidentiality of students and staff</b>					
Models Equity and Dignity	I have basic knowledge of how to uphold the foundations of mutual respect for all stakeholders and meet all legal requirements for work relationships; nor how to develop procedures for reporting and responding to allegations of inequity.	I have substantial knowledge of how to uphold the foundations of mutual respect for all stakeholders and meet all legal requirements for work relationships; & develop procedures for reporting and responding to allegations of inequity.	I am prepared to uphold the foundations of mutual respect for all stakeholders and meet all legal requirements for work relationships; & develop procedures for reporting and responding to allegations of inequity.	I have developed structures, outreach and training to ensure that staff develop the skill sets to treat all people equitably and with respect. I have developed procedures for reporting and responding to allegations of inequity.	4
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					2
					1
<b>b. Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession. Protects the rights and confidentiality of students and staff</b>					
Protects Rights and Confidentiality	I have basic knowledge of how to follow FERPA by maintaining student's privacy by keeping student level data and student records and all information directly related to students (e.g. counseling, mental health supports, and/or details of the student's home life) confidential.	I have substantial knowledge of how to follow FERPA by maintaining student's privacy by keeping student level data and student records and all information directly related to students (e.g. counseling, mental health supports, and/or details of the student's home life) confidential.	I am prepared to follow FERPA by maintaining student's privacy by keeping student level data and student records and all information directly related to students (e.g. counseling, mental health supports, and/or details of the student's home life) confidential.	I have taught all staff about FERPA and developed systems to ensure that on-going training and monitoring occur.	4
					3
					2
					1
<b>c. Create and supports a climate that values, accepts and understands diversity in culture and point of view</b>					
Assessment of Culturally Relevant School Practices	I have basic knowledge of how to assess instruction, curricula, and behavior policies to ensure they are culturally relevant.	I have substantial knowledge of how to assess instruction, curricula, and behavior policies to ensure they are culturally relevant.	I am prepared to assess instruction, curricula, and behavior policies to ensure they are culturally relevant.	I have assessed instruction, curricula, and behavior policies to ensure they are culturally relevant.	4
					3
					2
					1

Creates a Culturally Responsive School Climate	I have basic knowledge of how to create a culturally responsive climate.	I have substantial knowledge of how to develop a culturally responsive school climate.	I am prepared to create a culturally responsive climate.	I have implemented school practices that encourage a culturally responsive climate.	4
					3
					2
					1
Engages in Courageous Conversations about Equity and Diversity	I have basic knowledge of how to build the schools' and communities' collective capacity by initiating direct conversations about inequity and diversity, and how they impact student learning.	I have substantial knowledge of how to build the schools' and communities' collective capacity by initiating direct conversations about inequity and diversity, and how they impact student learning.	I am prepared to build the schools' and communities' collective capacity by initiating direct conversations about inequity and diversity, and how they impact student learning.	I have developed staff capacity to engage in courageous conversations about inequity and diversity —and how they impact student learning. I have led discussions about race, culture, religion, ethnicity, class, gender, and sexual orientation with staff, students, and families.	4
					3
					2
					1
<b>VI. CREATING AND SUSTAINING A CULTURE OF HIGH EXPECTATIONS—The principal works with staff and community to build a culture of high expectations and aspirations for every student by setting clear staff and student expectations for positive learning behaviors and by focusing on students' social-emotional learning.</b>					
<b>Element:</b>	<b>I have basic knowledge of this (1)</b>	<b>I have substantial knowledge of this (2)</b>	<b>I am prepared to lead this (3)</b>	<b>I have led this (4)</b>	
<b>a. Builds a culture of high aspirations and achievement for every student</b>					
Links Aspiration to College and Career Opportunities	I have basic knowledge of how to shape the environment to make explicit links between student aspirations, classes and content they are learning in school; create structures that expose all students to college and career experiences; connects aspirations to college and career opportunities.	I have substantial knowledge of how to shape the environment to make explicit links between student aspirations, classes and content they are learning in school; create structures that expose all students to college and career experiences; connects aspirations to college and career opportunities.	I am prepared to shape the environment to make explicit links between student aspirations, classes and content they are learning in school; create structures that expose all students to college and career experiences; connects aspiration to college and career opportunities.	I have created structures and processes to make explicit links between student aspirations, classes and content they are learning in school and overall academic achievement; created opportunities for all students to learn about a range of careers so that they can create their own personal visions and career aspirations.	4
					3
					2
					1
Develops a Student Goal Setting Process	I have basic knowledge of how to implement a system where students create short and long term goals; ensure that students review goals at the end of the year, and ensure that goals are adapted and adjusted throughout the year.	I have substantial knowledge of how to implement a system where students create short and long term goals; ensure that students review goals at the end of the year, and ensure that goals are adapted and adjusted throughout the year.	I am prepared to implement a system where students create short and long term goals; ensure that students review goals at the end of the year, and ensure that goals are adapted and adjusted throughout the year.	I have created systems for students to develop goals, created a plan on how they will reach their goals, benchmarked how to track their progress, and taught students how to adapt their goals and plans as necessary; created systems for sharing goals and learning.	4
					3
					2
					1
<b>b. Requires staff and students to demonstrate consistent values and positive behaviors aligned to the school's vision and mission</b>					
Translates the School Values into Specific Behaviors	I have basic knowledge of how to translate the school values into specific behaviors and ensure that all staff and students learn the expected behaviors;	I have substantial knowledge of how to translate the school values into specific behaviors and ensure that all staff and students learn the expected behaviors; ensure staff deliver clear	I am prepared to translate the school values into specific behaviors and ensure that all staff and students learn the expected behaviors; ensure staff deliver	I have translated the school values into specific age-appropriate behaviors and ensured that all staff and students learned the expected behaviors; built staff and student	4
					3
					2
					1

	ensure staff deliver clear and consistent messaging about that values and behaviors to students.	and consistent messaging about that values and behaviors to students.	clear and consistent messaging about that values and behaviors to students.	capacity to deliver clear and consistent messaging about the values and behaviors to all stakeholders.	
Develops a Code of Conduct that is research based and culturally responsive.	I have basic knowledge of how to develop a Code of Conduct that is research based and culturally responsive; ensure that every adult understands their role in implementing both positive and negative consequences and that consequences are consistently implemented.	I have substantial knowledge of how to develop a Code of Conduct that is research based and culturally responsive; ensure that every adult understands their role in implementing both positive and negative consequences and that consequences are consistently implemented.	I am prepared to develop a Code of Conduct that is research based and culturally responsive; ensure that every adult understands their role in implementing both positive and negative consequences and that consequences are consistently implemented.	I have implemented a research based and culturally responsive Code of Conduct. This includes a tracking system to assess how well individual students and student cohort groups meet conduct expectations; used multiple forms of student data to monitor and revise the code of conduct and identified areas for improvement based upon equity data.	4
					3
					2
					1
<b>c. Leads a school culture and environment that successfully develops the full range of students' learning capacities-academic, creative, social-emotional, behavioral and physical</b>					
Creates a Culture that Supports Social Emotional Learning	I have basic knowledge of how to train adults on how to support positive student growth through the development of the Illinois Social- Emotional Learning Competencies (self- awareness; self-management; social awareness; relationships skills and responsible decision making); use a variety of assessments to gauge the SEL skills of students and use that data to develop additional curriculum and supports.	I have substantial knowledge of how to train adults on how to support positive student growth through the development of the Illinois Social- Emotional Learning Competencies (self- awareness; self-management; social awareness; relationships skills and responsible decision making); use a variety of assessments to gauge the SEL skills of students and use that data to develop additional curriculum and supports.	I am prepared to train adults on how to support positive student growth through the development of the Illinois Social- Emotional Learning Competencies (self- awareness; self-management; social awareness; relationships skills and responsible decision making); use a variety of assessments to gauge the SEL skills of students and use that data to develop additional curriculum and supports.	I have built the capacity of adults to use and train others on the five Illinois Social-Emotional Learning Competencies (self-awareness; self-management; social awareness; relationships skills and responsible decision making); used a variety of assessments to gauge the SEL skills of students and used that data to develop additional curriculum and supports; built the capacity of all adults to support the positive growth of student emotional skills.	4
					3
					2
					1
Creates a Culture that Supports Effective Effort	I have basic knowledge of how to train adults to support the development of effective effort skills (teamwork, study skills, organization, time management, resiliency, valuing mistakes, seeking assistance; persistence) for every student.	I have substantial knowledge of how to train adults to support the development of effective effort skills (teamwork, study skills, organization, time management, resiliency, valuing mistakes, seeking assistance; persistence) for every student.	I am prepared to train adults to support the development of effective effort skills (teamwork, study skills, organization, time management, resiliency, valuing mistakes, seeking assistance; persistence) for every student.	I have created structures that support the development of effective effort skills for every student (teamwork, study skills, organization, time management, resiliency, valuing mistakes, seeking assistance; persistence); incorporated effective effort into every aspect of the school culture.	4
					3
					2
					1

The following items are not a part of the IL Performance Standards for School Leaders but are either elements contained in the legislation or are deemed essential for principal preparation in the state of Illinois:

<b>Element:</b>	<b>I have basic knowledge of this (1)</b>	<b>I have substantial knowledge of this (2)</b>	<b>I am prepared to lead this (3)</b>	<b>I have led this (4)</b>	
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<b>A.</b> Assess, Analyze, and Anticipate Emerging Trends	I have basic knowledge of how to assess, analyze, and anticipate emerging trends to shape school or district decision making.	I have substantial knowledge of how to assess, analyze, and anticipate emerging trends to shape school or district decision making.	I am prepared to assess, analyze, and anticipate emerging trends to shape school or district decision making.	I have assessed, analyzed, and anticipated emerging trends to shape school or district decision making.	4
					3
					2
					1
<b>B.</b> Promote a Culture of Data-based Inquiry that includes school personnel, parents, and community members.	I have basic knowledge of how to promote a culture of data-based inquiry and continuous learning that includes school personnel, parents, and community members.	I have substantial knowledge of how to promote a culture of data-based inquiry and continuous learning that includes school personnel, parents, and community members.	I am prepared to promote a culture of data-based inquiry and continuous learning that includes school personnel, parents, and community members.	I have promoted a culture of data-based inquiry and continuous learning that includes school personnel, parents, and community members.	4
					3
					2
					1
<b>C.</b> Maintain a Systems Perspective and Coherence Across the School and District	I have basic knowledge of how to maintain a systems perspective and promotes coherence across all dimensions of the school or district.	I have substantial knowledge of how to maintain a systems perspective and promotes coherence across all dimensions of the school or district.	I am prepared to maintain a systems perspective and promotes coherence across all dimensions of the school or district.	I have maintained a systems perspective and promoted coherence across all dimensions of the school or district.	4
					3
					2
					1
<b>D.</b> Assuring Appropriate materials and Resources for Students	I have basic knowledge of how to evaluate a school to ensure the use of a wide range of printed, visual, or auditory materials and online resources appropriate to the content areas and the reading needs and levels of each student.	I have substantial knowledge of how to evaluate a school to ensure the use of a wide range of printed, visual, or auditory materials and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, students with disabilities, and struggling and advanced readers).	I am prepared to evaluate a school to ensure the use of a wide range of printed, visual, or auditory materials and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, students with disabilities, and struggling and advanced readers).	I have evaluated a school to ensure the use of a wide range of printed, visual, or auditory materials and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, students with disabilities, and struggling and advanced readers).	4
					3
					2
					1
<b>E.</b> Work With Special Education and Bilingual Education Teachers to Identify and Select Assessment Strategies and Devices	I have basic knowledge of how to work with special education and bilingual education teachers to identify and select assessment strategies and devices that are nondiscriminatory to be used by the school, and take into consideration the impact of disabilities, methods of communication, cultural, background, and primary language on measuring knowledge and performance of students leading to school improvement.	I have substantial knowledge of how to work with special education and bilingual education teachers to identify and select assessment strategies and devices that are nondiscriminatory to be used by the school, and take into consideration the impact of disabilities, methods of communication, cultural, background, and primary language on measuring knowledge and performance of students leading to school improvement.	I am prepared to work with special education and bilingual education teachers to identify and select assessment strategies and devices that are nondiscriminatory to be used by the school, and take into consideration the impact of disabilities, methods of communication, cultural, background, and primary language on measuring knowledge and performance of students leading to school improvement.	In conjunction with special education and bilingual education teachers I have identified and selected assessment strategies and devices that are nondiscriminatory to be used by the school, and taken into consideration the impact of disabilities, methods of communication, cultural, background, and primary language on measuring knowledge and performance of students leading to school improvement.	4
					3
					2
					1
<b>F.</b> Work with Teachers to Develop a Focus	I basic knowledge of how to work with teachers to develop a plan that focuses on the	I have substantial knowledge of how to work with teachers to develop a plan that focuses on	I am prepared to work with teachers to develop a plan that focuses on the needs of the	I have worked with teachers to develop a plan that focuses on the needs of the school to support	4
					3

on the Needs of the School to Support Services Required to Meet Individualized Instruction for Students	needs of the school to support services required to meet individualized instruction for students with special needs (i.e., students with IEPs, IFSPs, or Section 504 plans, ELLs, and students identified as gifted).	the needs of the school to support services required to meet individualized instruction for students with special needs (i.e., students with IEPs, IFSPs, or Section 504 plans, ELLs, and students identified as gifted).	school to support services required to meet individualized instruction for students with special needs (i.e., students with IEPs, IFSPs, or Section 504 plans, ELLs, and students identified as gifted).	services required to meet individualized instruction for students with special needs (i.e., students with IEPs, IFSPs, or Section 504 plans, ELLs, and students identified as gifted).	<b>2</b>
					<b>1</b>
<b>G.</b> Meeting the needs of ELLs and Students with Disabilities	I have basic knowledge of how to use student data to work collaboratively with teachers to modify curriculum and instructional strategies to meet the needs of ELL students and students with disabilities.	I have substantial knowledge of how to use student data to work collaboratively with teachers to modify curriculum and instructional strategies to meet the needs of ELL students and students with disabilities.	I am prepared to use student data to work collaboratively with teachers to modify curriculum and instructional strategies to meet the needs of ELL students and students with disabilities, and to incorporate the data into the School Improvement Plan.	I have used student data to work collaboratively with teachers to modify curriculum and instructional strategies to meet the needs of each student, including ELLs and students with disabilities, and to incorporate the data into the School Improvement Plan.	<b>4</b>
					<b>3</b>
					<b>2</b>
					<b>1</b>
<b>H.</b> Designing Instruction to meet the needs of all learners that is culturally responsive.	I have basic knowledge of how to analyze and use student information to design culturally responsive instruction that meets the diverse needs of all students and leads to ongoing growth and development of culturally and linguistically diverse students.	I have substantial knowledge of how to analyze and use student information to design culturally responsive instruction that meets the diverse needs of all students and leads to ongoing growth and development of culturally and linguistically diverse students.	I am prepared to analyze and use student information to design culturally responsive instruction that meets the diverse needs of all students and leads to ongoing growth and development of culturally and linguistically diverse students.	I have analyzed and used student information to design culturally responsive instruction that meets the diverse needs of all students and leads to ongoing growth and development of culturally and linguistically diverse students.	<b>4</b>
					<b>3</b>
					<b>2</b>
					<b>1</b>
<b>I.</b> Systems of support for ELLs Diverse Learners, and Bilingual students and families.	I have basic understanding of how to recognize the individual needs of students and work with special education and bilingual education teachers to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs by using community resources available for immigrant families and second language acquisition.	I have substantial understanding of how to recognize the individual needs of students and work with special education and bilingual education teachers to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs by using community resources available for immigrant families and second language acquisition.	I am prepared to recognize the individual needs of students and work with special education and bilingual education teachers to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs by using community resources available for immigrant families and second language acquisition.	I have recognized the individual needs of students and worked with special education and bilingual education teachers to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs by using community resources available for immigrant families and second language acquisition.	<b>4</b>
					<b>3</b>
					<b>2</b>
					<b>1</b>
<b>J.</b> Proactively Advocating for All Students and Families	I have basic knowledge of how to proactively serve all students and their families with equity and honor and to advocate on their behalf,	I have substantial knowledge of how to proactively serve all students and their families with equity and honor and to advocate on their behalf,	I am prepared to proactively serve all students and their families with equity and honor and to advocate on their behalf, ensuring the well-being of each child and an	I have proactively served all students and their families with equity and honor and advocated on their behalf, ensuring the well-being of each child and an opportunity to	<b>4</b>
					<b>3</b>
					<b>2</b>
					<b>1</b>

	ensuring the well-being of each child and an opportunity to learn.	ensuring the well-being of each child and an opportunity to learn.	opportunity to learn.	learn.	
<b>K.</b> Proactively advocated for Family and Community Engagement	I have basic knowledge of research and best practices in relation to family and community engagement.	I have substantial knowledge of research and best practices in relation to family and community engagement.	I am prepared to use research and best practices in relation to family and community engagement.	I have proactively implemented research based practices to increase family and community engagement.	<b>4</b>
					<b>3</b>
					<b>2</b>
					<b>1</b>
<b>L.</b> Self-Reflection and Cultural Awareness	I have basic knowledge of my own racial, ethnic, and cultural background and understand how it affects my perceptions and values. I rarely seek opportunities to learn about the cultural practices in my school community, including staff, families, and students.	I have substantial knowledge of my own racial, ethnic, and cultural background and understand how it affects my perceptions and values. I have sought, but rarely, opportunities to learn about the cultural practices in my school community, including staff, families, and students.	I prepared with an understanding of my own racial, ethnic, and cultural background and how it affects my perceptions and values. I understand my need to become more culturally aware and am taking advantage of more opportunities to learn about the cultural practices in my school community, including staff, families, and students.	I have explained how my own racial, ethnic, and cultural background affects my perspectives and values. I have provided examples of where I have purposefully sought to increase my cultural awareness, especially in relation to staff, families, and students.	<b>4</b>
					<b>3</b>
					<b>2</b>
					<b>1</b>
<b>M.</b> Supports professional development for faculty and staff to examine cultural awareness and develop culturally relevant school wide and classroom practices.	I have basic knowledge of how to identify and implement quality professional development for examining cultural awareness and culturally relevant practices for faculty and staff.	I have substantial knowledge of how to identify and implement quality professional development for examining cultural awareness and culturally relevant practices for faculty and staff.	I am prepared to identify and implement quality professional development for examining cultural awareness and culturally relevant practices for faculty and staff.	I have planned for and implemented quality professional development for examining cultural awareness and culturally relevant practices for faculty and staff.	<b>4</b>
					<b>3</b>
					<b>2</b>
					<b>1</b>
<b>N.</b> Monitors fund-raising and financial activities within the school environment and advocates for resources to meet culturally diverse needs of all students	I have basic knowledge of how to monitor fund-raising and financial activities within the school environment and advocate for resources to meet culturally diverse needs of all students.	I have substantial knowledge of how to monitor fund-raising and financial activities within the school environment and advocate for resources to meet culturally diverse needs of all students.	I am prepared to monitor fund-raising and financial activities within the school environment and advocate for resources to meet culturally diverse needs of all students.	I have monitored fund-raising and financial activities within the school environment and advocated for resources to meet culturally diverse needs of all students.	<b>4</b>
					<b>3</b>
					<b>2</b>
					<b>1</b>



## PRINCIPAL PREPARATION PROGRAM CANDIDATE ASSESSMENT RUBRIC BASED ON THE ILLINOIS PERFORMANCE STANDARDS FOR SCHOOL LEADERS

<b>I. LIVING A MISSION, VISION, AND BELIEFS FOR RESULTS – The candidate works with the staff and community to build a shared mission, and vision of high expectations that ensures all students are on the path to college and career readiness, and holds staff accountable for results.</b>					
<b>Element:</b>	<b>Has not participated (1)</b>	<b>Has participated (2)</b>	<b>Is prepared to lead (3)</b>	<b>Has demonstrated leadership (4)</b>	
<b>a. Coordinates efforts to create and implement a vision for the school and defines desired results and goals that align with the overall school vision and to student improvement for all learners.</b>					
1. Collaborates to develop and maintain a shared vision of high expectations	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>
<b>Examples of evidence:</b>					
<ul style="list-style-type: none"> <li>• There is visible alignment between the vision and the school goals [observations and artifacts: the School Improvement Plan, School Report Card, and grade level goals]</li> <li>• School vision and goals are shared with stakeholder groups [observations and artifacts: presentation to stakeholders]</li> <li>• Building level staff development plan supports and is aligned to the School Improvement Plan and the district vision and mission [observations and artifacts: the School Improvement Plan and the building staff development plan]</li> <li>• Written values and beliefs reflect high expectations for all students [observations and artifacts: school level and grade level goals]</li> </ul>					
<b>b. Ensures that the school’s identity, vision, mission, drive school decisions</b>					
1. Ensures vision and mission drive school decisions	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>
<b>Examples of Evidence:</b>					
<ul style="list-style-type: none"> <li>• Building wide goals and vision are shared and widely known within the school community [observations and artifacts: posters and newsletters]</li> <li>• Parents, staff and others are clear about academic expectations and homework guidelines [observations and artifacts: homework policy, academic guidelines, parent handbook]</li> <li>• Team meetings focus on improving student achievement [observations and artifacts: team meeting agendas and minutes]</li> </ul>					
2. Confronts Low Expectations	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>
<b>Examples of Evidence:</b>					
<ul style="list-style-type: none"> <li>• Academic work and homework guidelines are shared with parents, staff and others to ensure that expectations are clear to all [observations and artifacts: homework policy and academic guidelines]</li> <li>• Builds effective professional learning communities within the building that use data to develop plans and strategies to improve student achievement for all students [observations and artifacts: PLC learning agendas and plans]</li> </ul>					
<b>c. Conducts difficult but crucial conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing student learning and results.</b>					
1. Conducts difficult Conversations to Improve Student Results	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>

<b>Examples of Evidence:</b> <ul style="list-style-type: none"> <li>• School staff development plan addresses difficult conversations to improve and enhance student learning [observations and artifacts: school development plan]</li> <li>• Teacher conversations and meetings are focused on improving student achievement and demonstrate high expectations [observations and artifacts: team meeting minutes or staff development plans]</li> <li>• Faculty meetings are focused on improving results [observations and artifacts: meeting agendas and minutes]</li> </ul>					
<b>II. LEADING AND MANAGING SYSTEMS CHANGE—The principal creates and implements systems to ensure a safe, orderly, and productive environment for student and adult learning toward the achievement of school and district improvement priorities.</b>					
<b>Element:</b>	<b>Has not participated (1)</b>	<b>Has participated (2)</b>	<b>Is prepared to lead (3)</b>	<b>Has demonstrated leadership (4)</b>	
<b>a. Develops, implements, and monitors the outcomes of the school improvement plan and school wide student achievement data results to improve student achievement.</b>					
1. Assesses the Current State of School Performance	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>
<b>Examples of Evidence:</b> <ul style="list-style-type: none"> <li>• Uses disaggregated student data to determine the current state of the school [observations and artifacts: analysis of data, RTI data and team minutes, formative and summative assessment analysis, and the School Improvement Plan]</li> <li>• School Improvement Plan reflects current state of the school developed through analysis of disaggregated data [observations and artifacts: grade level targets, analysis of data, RTI data and team minutes, formative and summative assessment analysis, and the School Improvement Plan]</li> </ul>					
2. Develops a School Improvement Plan	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>
<b>Examples of Evidence:</b> <ul style="list-style-type: none"> <li>• The School Improvement Plan identifies strategies to reach school and grade level goals [observations and artifacts: the School Improvement Plan, presentation or materials on data and how data will be used]</li> <li>• Grade level targets are derived from the assessment of the current state and support the School Improvement Plan [observations and artifacts: grade level targets, analysis of data, RTI data and team minutes, formative and summative assessment analysis, and the School Improvement Plan]</li> </ul>					
3. Maintains a Focus on Results	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>
<b>Examples of Evidence:</b> <ul style="list-style-type: none"> <li>• Faculty assume shared accountability to reach goals [observations and artifacts: staff goals aligned to school goals, school staff development plan, and team meetings focus on student results]</li> <li>• Staff adjust strategies and plans if interim benchmarks are not met [observations and artifacts: grading systems that focus on meeting standards over time, RTI data and meeting minutes, and analysis of disaggregated data]</li> <li>• Student and staff successes are celebrated when milestones and benchmarks are met [observations and artifacts: assemblies and recognition programs]</li> </ul>					
<b>b. Creates a safe, clean, and orderly learning environment.</b>					
1. Builds, evaluates and develops a team of educators and support staff to ensure the learning environment is safe, clean, and orderly	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>

<b>Examples of Evidence:</b>					
<ul style="list-style-type: none"> <li>• Routines and procedures are in place, discussed, and implemented [observations and artifacts: severe weather and drill plans, school crisis plan, completed Illinois drill documentation form, building rules are posted, student handbooks/parent handbook, bus duty hall duty schedules]</li> <li>• School building is clean and safe-all basic facilities are in working order [observations and artifacts; bathrooms, windows, sinks, locks]</li> <li>• Physical plant supports major academic priorities/initiatives [observations and artifacts: reading nooks, improved library, enhanced computer lab, comfortable staff lounge/meeting area]</li> </ul>					
<b>c. Collaborates with staff to allocate personnel, time, and adult learning resources appropriately to achieve the school improvement plan targets.</b>					
1. Allocates Resources to Support Student Learning	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>
<b>Examples of Evidence:</b>					
<ul style="list-style-type: none"> <li>• Resources support the core components of academic, social, emotional, behavioral, physical development, educator quality, and learning environment [observations and artifacts: building staff development plan, budget, professional learning structures, and the School Improvement Plan]</li> <li>• Finances and other resources are aligned with strategic priorities [observations and artifacts: budget and run rate]</li> <li>• Support Staff (e.g. ELL, literacy and math teachers, and gifted and talented instructors) are strategically utilized to support the implementation of the School Improvement Plan [observations and artifacts: teacher schedules, the School Improvement Plan, and school budget]</li> </ul>					
2. Prioritizes Time	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>
<b>Examples of Evidence:</b>					
<ul style="list-style-type: none"> <li>• Organizes adults into learning communities whose goals are aligned with those of the district and the school [observations and artifacts: Building staff development plan and calendar of professional learning]</li> <li>• School time is focused on the improvement of student achievement in alignment with the School Improvement Plan and the district and school goals [observations and artifacts: periodic assessments, team meetings and team minutes, walk through data]</li> </ul>					
<b>d. Utilizes current technologies to support leadership and management functions.</b>					
1. Employs Current Technologies	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>
<b>Examples of Evidence:</b>					
<ul style="list-style-type: none"> <li>• Communication among leadership, staff, students and parents utilizing current technological tools</li> <li>• Models incorporation of various current technological hardware and software resources/tools.</li> </ul>					
<b>III. IMPROVING TEACHING AND LEARNING—The principal works with the school staff and community to develop a research-based framework for effective teaching and learning that is refined continuously to improve instruction for all students.</b>					
<b>Element:</b>	<b>Has not participated (1)</b>	<b>Has participated (2)</b>	<b>Is prepared to lead (3)</b>	<b>Has demonstrated leadership (4)</b>	
<b>a. Works with and engages staff in the development and continuous refinement of a shared vision for effective teaching and learning by implementing a standards based curriculum, relevant to student needs and interests, research-based effective practice, academic rigor, and high expectations for student performance in every classroom.</b>					
1. Implements Curricular Scope and Sequence	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>
<b>Examples of Evidence:</b>					
<ul style="list-style-type: none"> <li>• Systems ensure that lesson and unit plans align to the scope and sequence and prepare students to be on a college and career readiness track [observations and artifacts: assessment calendar and grade and content curriculum guide]</li> <li>• Lesson plans and curriculum materials produce explicit evidence of curriculum coordination and alignment to Common Core standards [observations and artifacts: staff lesson plans]</li> </ul>					

2. Reviews Instructional Practices	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>
<b>Examples of Evidence:</b> <ul style="list-style-type: none"> <li>• Staff have a broad repertoire of instructional strategies that they reference in their lesson plans [observations and artifacts: staff lesson plans, teacher observations, walk-throughs and evaluations and instructional strategy professional development session plan]</li> <li>• Throughout the school classroom activities are designed to engage students in cognitively challenging work that is aligned to the standards [observations and artifacts: staff lesson plans, walkthroughs, teacher observations and evaluations]</li> <li>• Consistent practices are observable across multiple classrooms [observations and artifacts: lesson plans, walkthroughs and teacher observations]</li> </ul>					
<b>b. Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address areas of improvement and celebrate successes.</b>					
1. Implements Data Driven Decision Making	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>
<b>Examples of Evidence:</b> <ul style="list-style-type: none"> <li>• Key data is reviewed at every meeting and all teachers are aware of school and grade targets and have aligned individual targets for their students [observations and artifacts: analysis of data, RTI data and team minutes, formative and summative assessment analysis, the School Improvement Plan, and evidence of how data is used]</li> <li>• Uses disaggregated student data to determine adult priorities, monitor progress, and help sustain continuous improvement [observations and artifacts: analysis of data, RTI data and team minutes, formative and summative assessment analysis, the School Improvement Plan, and evidence of how data is used]</li> <li>• Multiple analyses of student performance data is examined to support informed decision making [observations and artifacts: grade-level performance data, subject-area performance data, classroom level performance data, individual student performance data, student work and evidence of data use in team meetings and planning]</li> </ul>					
2. Implements Data Driven Instruction	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>
<b>Examples of Evidence:</b> <ul style="list-style-type: none"> <li>• Continuous data review process is in place to ensure that students learned taught material [observations and artifacts: analyses of interim and formative assessments, classroom observations, and re-teaching based on results]</li> <li>• Multiple analyses of student performance data is examined to support informed decision making [observations and artifacts: grade-level performance data, subject-area performance data, classroom level performance data, individual student performance data, and evidence of data use in team meetings and planning]</li> <li>• Clear re-teaching plans are used to guide the work of individual teachers [observations and artifacts: re-teaching plan, teacher observers]</li> </ul>					
<b>c. Implements student interventions that differentiate instruction based on student needs</b>					
1. Uses Disaggregated Data	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>
<b>Examples of Evidence:</b> <ul style="list-style-type: none"> <li>• Differentiated classroom activities based on students reading or achievement levels are present in every classroom [observations and artifacts: classroom observations, lesson plans, student work]</li> <li>• Disaggregated student data informs instruction [observations and artifacts: analysis of data, RTI data and team minutes, formative and summative assessment analysis, the School Improvement Plan, and evidence of how data is used]</li> <li>• Students receive rapid, data-driven interventions matched to current needs, and intervention assignments and schedules are frequently updated to reflect student needs and progress [observations and artifacts: individual student performance data, professional learning on differentiation, RTI Team minutes and data, student work, classroom observations of differentiated instruction]</li> <li>• Most effective teachers are teaching the students with the greatest needs for growth [observations and artifacts: student data, teacher evaluation data]</li> </ul>					
<b>d. Selects and retains teachers with the expertise to deliver instruction that maximizes student learning</b>					
1. Selects and Assigns Effective Teachers	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>

<b>Examples of Evidence:</b>					
• Selection processes focus on matching staff to specific position expectations [observation and artifacts: building staffing plan and interview questions]					
2. Retains Effective Teachers	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>
<b>Examples of Evidence:</b>					
• Retention of teachers and recommendations for leadership are partly determined on the basis of demonstrated effectiveness as measured by student learning [observation and artifacts: school retention data, new staff supports, staff climate survey, and exit interview data]					
• High percentage of teachers rated effective stay in the school [observation and artifacts: school retention data, new staff supports, staff climate survey, and exit interview data]					
<b>e. Evaluates the effectiveness of teaching and holds individual teachers accountable for meeting their goals by conducting frequent formal and informal observations in order to provide timely, written feedback on instruction, preparation and classroom environment as part of the district teacher appraisal system.</b>					
1. Observes Staff and Gives Feedback	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>
<b>Examples of Evidence:</b>					
• Observation protocol/practice includes not only consistent school-wide expectations but individual teacher development areas and study of specific student sub-groups as identified by data [observation and artifacts: schedule of teacher observation and feedback meetings; written teacher evaluations, and teacher goal setting worksheets]					
• Teachers receive frequent observations and actionable feedback [observation and artifacts: classroom observations, observation records, teacher goal setting worksheets and written feedback]					
2. Evaluates Staff	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>
<b>Examples of Evidences:</b>					
• Performance expectations are clear and aligned with district’s policies, the school mission and school wide expectations [observation and artifacts: written teacher evaluations aligned to student achievement goals, improvement plans for underperforming staff]					
• Rigorous completion of the full evaluation process is completed for every teacher [observation and artifacts: evaluation documentation and consistency between practice ratings and student outcomes over time]					
<b>f. Ensures the training, development, and support for high-performing instructional teacher teams to support adult learning and development to advance student learning and performance</b>					
1. Develops an Instructional Team	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>
<b>Examples of Evidence:</b>					
• Structures are established for job-embedded collaborative learning [observation and artifacts: professional learning communities, common planning time, protocols for examination of practice designed to guide collaboration]					
• Instructional teams support adult learning and student achievement [observation and artifacts: teacher team conversations about formative student data, teacher team meetings about instructional strategies, instructional consistency, instructional development of staff, building staff development, evaluation data]					
<b>g. Supports the system for providing data-driven professional development and sharing of effective practice by thoughtfully providing and protecting staff time intentionally allocated for this purpose</b>					
1. Implements Professional Learning	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>
<b>Examples of Evidence:</b>					
• Teacher-driven professional development focuses on student learning challenges and progress toward student achievement goals [observation and artifacts: teacher team meetings, building staff development plan, and peer visitations]					
• Staff develop a broad repertoire of instructional strategies that they reference in their lesson plans [observation and artifacts: staff lesson plans, teacher observations, walkthroughs and evaluations and instructional strategy professional development session plan]					

- Structures are established for job-embedded collaborative learning [observation and artifacts: professional learning communities, common planning time, protocols for examination of practice designed to guide collaboration]

**h. Advances Instructional Technology within the learning environment**

1. Promoting Growth of Technology	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	Notes:
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Examples of Evidence:

- A culture and expectation of employing a creative use of technology within the school.
- Visible inclusion of digital-age tools utilized in a variety of types of classrooms and learning environments.
- Student engagement is enhanced because of integration of digital-age tools in the classrooms and school environment
- Implements and evaluates technological resources and applicable utilizations.

**IV. BUILDING AND MAINTAINING COLLABORATIVE RELATIONSHIPS—The principal creates a collaborative school community where the school, staff, families, and community interact regularly and share ownership for the success of the school.**

Element:	Has not participated (1)	Has participated (2)	Is prepared to lead (3)	Has demonstrated leadership (4)	
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**a. Creates, develops and sustains relationships that result in active student engagement in the learning process**

1. Builds On-going Relationships	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	Notes:
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Examples of Evidence:

- Processes are in place to ensure multiple opportunities for school staff to meet, interact and work with families and members of the community [observations and artifacts: building climate survey results, community and university partnerships]
- Staff and community members report are positive relationships with the principals and other members of the school [observations and artifacts: school climate survey]

**b. Utilizes meaningful feedback of students, staff, families, and community in the evaluation of school programs and policies**

1. Includes Multiple Voices and Perspective	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	Notes:
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Examples of Evidence:

- Community leaders and school system managers are active partners in the leader’s decision making process [observations and artifacts: parent advisory agendas and minutes, school leadership team includes parents or community members, times and locations for all meetings are known, school-wide open door policy]

**c. Proactively engages families and communities in supporting their child’s learning and the schools learning goals**

1. Engages Families	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	Notes:
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Examples of Evidence:

- Families are included and invested in the school community [observations and artifacts: parent engagement and survey data, PTO/PTA meeting attendance, student progress reports, parent access to grades, and parent outreach strategy]
- Families are aware of learning expectations and strategies to support student learning outside the school day [observations and artifacts: parent engagement and survey data, PTO/PTA meeting attendance, student progress reports, parent access to grades, and parent outreach strategy]

**d. Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively**

1. Builds Capacity to Manage Change	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	Notes:
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<b>Examples of Evidence:</b>					
<ul style="list-style-type: none"> <li>• Staff are supported through the change process [observations and artifacts: professional development on the research on change]</li> <li>• School improvement outlines multiple tactics and strategies and can be adapted to reach identified goals [observations and artifacts: the School Improvement Plan, formative and summative evaluation data]</li> </ul>					
2. Demonstrates Personal Resolve and Response to Challenges	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>
<b>Examples of Evidence:</b>					
<ul style="list-style-type: none"> <li>• Processes are in place to identify and address challenges when they arise [observations and artifacts: staff feedback survey data, building climate survey, and superintendent observation]</li> </ul>					
<b>V. LEADING WITH INTEGRITY AND PROFESSIONALISM—The principal works with the school staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others.</b>					
<b>Element:</b>	<b>Has not participated (1)</b>	<b>Has participated (2)</b>	<b>Is prepared to lead (3)</b>	<b>Has demonstrated leadership (4)</b>	
<b>a. Treats all people fairly, equitably, and with dignity and respect. Protects the rights and confidentiality of students and staff</b>					
1. Models Equity and Dignity	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>
<b>Examples of Evidence:</b>					
<ul style="list-style-type: none"> <li>• All staff are treated with respect and conflicts are dealt with quickly and efficiently [observations and artifacts: conflict resolution protocol, building staff development plan, disciplinary report data]</li> </ul>					
<b>b. Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession. Protects the rights and confidentiality of students and staff</b>					
1. Protects Rights and Confidentiality	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>
<b>Evidence of Examples:</b>					
<ul style="list-style-type: none"> <li>• Staff are aware of the laws, policies, procedures and guidelines around student confidentiality [observations and artifacts: FERPA training, volunteer and staff confidentiality statements, and parent notification of rights]</li> <li>• Parents are aware of their rights [observations and artifacts: parent handbook, protocols for sharing IEP minutes]</li> </ul>					
<b>c. Create and supports a climate that values, accepts and understands diversity in culture and point of view</b>					
1. Recognizes the Strengths of a Diverse Population	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>
<b>Examples of Evidence:</b>					
<ul style="list-style-type: none"> <li>• School actively creates opportunities for all community members to support diverse student needs [observations and artifacts: professional learning activities build capacity of staff to support diverse student needs]</li> <li>• Opportunities exist for students to be in diverse settings and to learn about diverse cultures [observations and artifacts: partnerships with schools that may have different populations, intra-school conversations for students to explore culture and diversity]</li> </ul>					

2. Creates a Culturally Responsiveness Climate	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>
<b>Examples of Evidence:</b> • Staff participate in and lead learning experiences where they explore their personal assumptions and their approach to diversity [observations and artifacts: building staff development plan]					
3. Engages in Courageous Conversations about Diversity	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>
<b>Examples of Evidence:</b> • Community conversations about culture and diversity occur regularly [observations and artifacts: PTA/PTO meetings, professional learning conversations to develop staff capacity to initiate conversations about culture and diversity]					
<b>VI. CREATING AND SUSTAINING A CULTURE OF HIGH EXPECTATIONS—The principal works with staff and community to build a culture of high expectations and aspirations for every student by setting clear staff and student expectations for positive learning behaviors and by focusing on students’ social-emotional learning.</b>					
<b>Element:</b>	<b>Has not participated (1)</b>	<b>Has participated (2)</b>	<b>Is prepared to lead (3)</b>	<b>Has demonstrated leadership (4)</b>	
<b>a. Builds a culture of high aspirations and achievement for every student</b>					
1. Links Aspiration to College and Career Opportunities	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>
<b>Examples of Evidence:</b> • Growth, not just attainment is recognized [observations and artifacts: parent education programming on growth and attainment] • Effective effort is acknowledged and celebrated [observations and artifacts: assemblies, community service programs, teacher observation and walkthrough data, student recognition for effort] • Students and families engage in rich college-going and career access experiences [observations and artifacts: college visits, community partnerships, job shadowing, internship, field trips, career day, family college and career awareness programming, and career programs] • Students communicate their aspirations and can identify connections to current learning goals [observations and artifacts: student goal sheets]					
2. Develops a Student Goal Setting Process	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>
<b>Examples of Evidence:</b> • Students track their own progress [observations and artifacts: student portfolios, evidence of students tracking their own progress, and student surveys]					
<b>b. Requires staff and students to demonstrate consistent values and positive behaviors aligned to the school’s vision and mission</b>					
1. Translates the School Values into Specific Behaviors	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>
<b>Examples of Evidence:</b> • Values and behaviors are referenced in daily school structures: [observations and artifacts: School Improvement Plan, PBIS building plan, code of conduct, parent/student handbook, and referral logs - discipline, tardies, absences] • A system of positive and negative consequences is consistent with the school values (with age appropriate differentiation) across classrooms, grades and content areas [observations and artifacts: PBIS plan for building, code of conduct, parent/student handbook, referral logs - discipline, tardies, absences] • Written values and beliefs reflect high expectations for all students [observations and artifacts: school level and grade level goals]					
2. Develops a Code of Conduct	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>



<b>Examples of Evidence:</b>					
<ul style="list-style-type: none"> <li>• School-wide code of conduct aligned with district and school priorities is in place [observations and artifacts: consistent code of conduct across classrooms, data on attendance, tardies, and office referrals, analysis of students most frequently referred]</li> <li>• Code of conduct is consistently implemented across all classrooms [observations and artifacts: positive recognition of students and staff who consistently demonstrate positive behaviors]</li> </ul>					

**c. Leads a school culture and environment that successfully develops the full range of students' learning capacities-academic, creative, social-emotional, behavioral and physical**

1. Creates a Culture that Supports Social Emotional Learning	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	Notes:
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<b>Examples of Evidence:</b>					
<ul style="list-style-type: none"> <li>• Adults support SEL skill development [observations and artifacts: referral data, student survey]</li> <li>• Students demonstrate an increase in SEL skills [observations and artifacts: student referral data and positive relationship]</li> <li>• Appropriate socio-emotional supports are provided to all students [observations and artifacts: Building staff development plan, teacher training on SEL, and observation and walkthrough data]</li> <li>• Core components of social, emotional, behavioral supports are in place to support student learning [observations and artifacts: teacher lesson plans, student survey data, positive peer, family, and work relationships]</li> </ul>					

2. Creates a Culture that Supports Effective Effort	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	Notes:
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<b>Examples of Evidence:</b>					
<ul style="list-style-type: none"> <li>• Effective effort is acknowledged and celebrated [observations and artifacts: assemblies, community service programs, teacher observation and walkthrough data, student recognition for effort]</li> <li>• Students describe and demonstrate effective effort behaviors and beliefs across classrooms [observations and artifacts: communication service and student work]</li> </ul>					

**The following items are not a part of the IL Performance Standards for School Leaders but are either elements contained in the legislation or are deemed essential for principal preparation in the state of Illinois:**

<b>Element:</b>	<b>Has not participated (1)</b>	<b>Has participated (2)</b>	<b>Is prepared to lead (3)</b>	<b>Has demonstrated leadership (4)</b>	
8.5	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	Notes:
Promote a Culture of Data-based Inquiry that includes school personnel, parents, and community members.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	Notes:
Maintain a Systems Perspective and Coherence Across the School and District	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	Notes:
Assuring Appropriate materials and Resources for Students	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	Notes:
Work With Special Education and Bilingual Education Teachers to Identify and Select Assessment Strategies and Devices	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	Notes:
Work with Teachers to Develop a Focus on the Needs of the School to Support Services Required to Meet Individualized Instruction for Students	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	Notes:

**The following items are not a part of the IL Performance Standards for School Leaders but are either elements contained in the legislation or are deemed essential for principal preparation in the state of Illinois:**

<b>Element:</b>	<b>Has not participated (1)</b>	<b>Has participated (2)</b>	<b>Is prepared to lead (3)</b>	<b>Has demonstrated leadership (4)</b>	
Meeting the needs of ELLs and Students with Disabilities	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>
Designing Instruction to meet the needs of all learners that is culturally responsive.					
Systems of support for ELLs Diverse Learners, and Bi-lingual students and families.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>
Proactively Advocating for All Students and Families	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>
Proactively advocated for Family and Community Engagement	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>
Self-Reflection and Cultural Awareness	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>
Supports professional development for faculty and staff to examine cultural awareness and develop culturally relevant school wide and classroom practices.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>
Monitors fund-raising and financial activities within the school environment and advocates for resources to meet culturally diverse needs of all students	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Notes:</b>

**Principal Preparation Program Candidate’s Recommendation Form**

To the potential program Candidate: please complete the following section indicating whether or not you will waive your right to see the recommendation, and then give this form to the person who will be completing your reference.

\_\_\_\_\_  
Applicant Last Name

\_\_\_\_\_  
Applicant First Name

Under the Family Educational Rights and Privacy Act of 1974, individuals who are accepted to and enrolled in this program have a right to inspect and review the reference. Individuals are also permitted to waive their rights of access to recommendations.

- I WAIVE my right to read this reference
- I DO NOT WAIVE my right to read this reference

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**To the person writing the reference:** The person whose name appears above is applying for admission to our principal preparation program. Our program seeks to attract, prepare, and support the next generation of highly skilled and qualified principals for our schools. Your candid comments are immensely helpful in the review of the candidate’s application to the program. A program representative may contact you during the admissions process to further inquire concerning the named candidate above. Please note; this reference will remain confidential during the admissions process. However, if an admitted and enrolled candidate did not waive the right to read this recommendation, s/he may read it after enrolling in the program. Please mail this reference back to the program in the envelope provided with this reference form and write your signature across the seal of the envelope.

Reference Name: \_\_\_\_\_

Relationship to the Candidate: \_\_\_\_\_

Position/Title: \_\_\_\_\_

Organization: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Email: \_\_\_\_\_

**This reference form has three parts:**

- Part A. Qualitative Recommendations**
- Part B. Standards Recommendations**
- Part C. Recommendations and Signature**

**Part A. Qualitative Recommendations**

On a separate piece of paper, please answer the following questions based on your relationship and knowledge of the candidate.

1. How long and in what capacity have you known the candidate? Please include in your comments the frequency and context of your interactions.
2. Why do you or do you not believe that this candidate will make an outstanding principal? (If you have any reservations in recommending this candidate, please include them here.)
3. Briefly comment on this candidate's success as a teacher. How does the candidate work to ensure that all children will achieve at a high academic level?
4. Describe a situation where this candidate demonstrated her/his ability to take initiative and proactively find solutions to solve issues. Describe the candidate's role and how the candidate worked with others to solve the problem.
5. Comment on the candidate's professional weaknesses and opportunities for growth.

**Part B. Standards Recommendations**

Please rank the candidate on the following standard elements to best of your ability.

<b>I. LIVING A MISSION, VISION, AND BELIEFS FOR RESULTS – The candidate works with the staff and community to build a shared mission, and vision of high expectations that ensures all students are on the path to college and career readiness, and holds staff accountable for results.</b>					
<b>Element:</b>	<b>Has not participated (1)</b>	<b>Has participated (2)</b>	<b>Is prepared to lead (3)</b>	<b>Has demonstrated leadership (4)</b>	<b>NOTES:</b>
<b>a. Coordinates efforts to create and implement a vision for the school and defines desired results and goals that align with the overall school vision and to student improvement for all learners.</b>					
1. Collaborates to develop and maintain a shared vision of high expectations	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>b. Ensures that the school’s identity, vision, mission, drive school decisions</b>					
1. Ensures vision and mission drive school decisions	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
2. Confronts Low Expectations	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>c. Conducts difficult but crucial conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing student learning and results.</b>					
1. Conducts difficult Conversations to Improve Student Results	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>II. LEADING AND MANAGING SYSTEMS CHANGE—The principal creates and implements systems to ensure a safe, orderly, and productive environment for student and adult learning toward the achievement of school and district improvement priorities.</b>					
<b>Element:</b>	<b>Has not participated (1)</b>	<b>Has participated (2)</b>	<b>Is prepared to lead (3)</b>	<b>Has demonstrated leadership (4)</b>	<b>NOTES:</b>
<b>a. Develops, implements, and monitors the outcomes of the school improvement plan and school wide student achievement data results to improve student achievement.</b>					
1. Assesses the Current State of School Performance	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	

2. Develops a School Improvement Plan	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
3. Maintains a Focus on Results	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>b. Creates a safe, clean, and orderly learning environment.</b>					
1. Builds, evaluates and develops a team of educators and support staff to ensure the learning environment is safe, clean, and orderly	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>c. Collaborates with staff to allocate personnel, time, and adult learning resources appropriately to achieve the school improvement plan targets.</b>					
1. Allocates Resources to Support Student Learning	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
2. Prioritizes Time	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>d. Utilizes current technologies to support leadership and management functions.</b>					
1. Employs Current Technologies	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>III. IMPROVING TEACHING AND LEARNING—The principal works with the school staff and community to develop a research-based framework for effective teaching and learning that is refined continuously to improve instruction for all students.</b>					
<b>Element:</b>	<b>Has not participated (1)</b>	<b>Has participated (2)</b>	<b>Is prepared to lead (3)</b>	<b>Has demonstrated leadership (4)</b>	<b>NOTES:</b>
<b>a. Works with and engages staff in the development and continuous refinement of a shared vision for effective teaching and learning by implementing a standards based curriculum, relevant to student needs and interests, research-based effective practice, academic rigor, and high expectations for student performance in every classroom.</b>					
1. Implements Curricular Scope and Sequence	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
2. Reviews Instructional Practices	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	

<b>b. Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address areas of improvement and celebrate successes.</b>					
1. Implements Data Driven Decision Making	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
2. Implements Data Driven Instruction	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>c. Implements student interventions that differentiate instruction based on student needs</b>					
1. Uses Disaggregated Data	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>d. Selects and retains teachers with the expertise to deliver instruction that maximizes student learning</b>					
1. Selects and Assigns Effective Teachers	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
2. Retains Effective Teachers	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>e. Evaluates the effectiveness of teaching and holds individual teachers accountable for meeting their goals by conducting frequent formal and informal observations in order to provide timely, written feedback on instruction, preparation and classroom environment as part of the district teacher appraisal system.</b>					
1. Observes Staff and Gives Feedback	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
2. Evaluates Staff	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>f. Ensures the training, development, and support for high-performing instructional teacher teams to support adult learning and development to advance student learning and performance</b>					
1. Develops an Instructional Team	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>g. Supports the system for providing data-driven professional development and sharing of effective practice by thoughtfully providing and protecting staff time intentionally allocated for this purpose</b>					
1. Implements Professional Learning	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>h. Advances Instructional Technology within the learning environment</b>					
1. Promoting Growth of Technology	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	

<b>IV. BUILDING AND MAINTAINING COLLABORATIVE RELATIONSHIPS—The principal creates a collaborative school community where the school, staff, families, and community interact regularly and share ownership for the success of the school.</b>					
<b>Element:</b>	<b>Has not participated (1)</b>	<b>Has participated (2)</b>	<b>Is prepared to lead (3)</b>	<b>Has demonstrated leadership (4)</b>	<b>NOTES:</b>
<b>a. Creates, develops and sustains relationships that result in active student engagement in the learning process</b>					
1. Builds On-going Relationships	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>b. Utilizes meaningful feedback of students, staff, families, and community in the evaluation of school programs and policies</b>					
1. Includes Multiple Voices and Perspective	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>c. Proactively engages families and communities in supporting their child’s learning and the schools learning goals</b>					
1. Engages Families	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>d. Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively</b>					
1. Builds Capacity to Manage Change	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
2. Demonstrates Personal Resolve and Response to Challenges	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>V. LEADING WITH INTEGRITY AND PROFESSIONALISM—The principal works with the school staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others.</b>					
<b>Element:</b>	<b>Has not participated (1)</b>	<b>Has participated (2)</b>	<b>Is prepared to lead (3)</b>	<b>Has demonstrated leadership (4)</b>	<b>NOTES:</b>
<b>a. Treats all people fairly, equitably, and with dignity and respect. Protects the rights and confidentiality of students and staff</b>					
1. Models Equity and Dignity	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>b. Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession. Protects the rights and confidentiality of students and staff</b>					
1. Protects Rights and Confidentiality	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	



<b>c. Create and supports a climate that values, accepts and understands diversity in culture and point of view</b>					
1. Recognizes the Strengths of a Diverse Population	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
2. Creates a Culturally Responsiveness Climate	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
3. Engages in Courageous Conversations about Diversity	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>VI. CREATING AND SUSTAINING A CULTURE OF HIGH EXPECTATIONS—The principal works with staff and community to build a culture of high expectations and aspirations for every student by setting clear staff and student expectations for positive learning behaviors and by focusing on students’ social-emotional learning.</b>					
<b>Element:</b>	<b>Has not participated (1)</b>	<b>Has participated (2)</b>	<b>Is prepared to lead (3)</b>	<b>Has demonstrated leadership (4)</b>	<b>NOTES:</b>
<b>a. Builds a culture of high aspirations and achievement for every student</b>					
1. Links Aspiration to College and Career Opportunities	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
2. Develops a Student Goal Setting Process	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>b. Requires staff and students to demonstrate consistent values and positive behaviors aligned to the school’s vision and mission</b>					
1. Translates the School Values into Specific Behaviors	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
2. Develops a Code of Conduct	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>c. Leads a school culture and environment that successfully develops the full range of students’ learning capacities-academic, creative, social-emotional, behavioral and physical</b>					
1. Creates a Culture that Supports Social Emotional Learning	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
2. Creates a Culture that Supports Effective Effort	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	

**The following items are not a part of the IL Performance Standards for School Leaders but are either elements contained in the legislation or are deemed essential for principal preparation in the state of Illinois:**

<b>Element:</b>	<b>Has not participated (1)</b>	<b>Has participated (2)</b>	<b>Is prepared to lead (3)</b>	<b>Has demonstrated leadership (4)</b>	
Assess, Analyze, and Anticipate Emerging Trends	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
Promote a Culture of Data-based Inquiry that includes school personnel, parents, and community members.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
Maintain a Systems Perspective and Coherence Across the School and District	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
Assuring Appropriate materials and Resources for Students	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
Work With Special Education and Bilingual Education Teachers to Identify and Select Assessment Strategies and Devices	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
Work with Teachers to Develop a Focus on the Needs of the School to Support Services Required to Meet Individualized Instruction for Students	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
Meeting the needs of ELLs and Students with Disabilities	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
Designing Instruction to meet the needs of all learners that is culturally responsive.					
Systems of support for ELLs Diverse Learners, and Bilingual students and families.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
Proactively Advocating for All Students and Families	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	

**The following items are not a part of the IL Performance Standards for School Leaders but are either elements contained in the legislation or are deemed essential for principal preparation in the state of Illinois:**

<b>Element:</b>	<b>Has not participated (1)</b>	<b>Has participated (2)</b>	<b>Is prepared to lead (3)</b>	<b>Has demonstrated leadership (4)</b>	
Proactively advocated for Family and Community Engagement	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
Self-Reflection and Cultural Awareness	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
Supports professional development for faculty and staff to examine cultural awareness and develop culturally relevant school wide and classroom practices.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
Monitors fund-raising and financial activities within the school environment and advocates for resources to meet culturally diverse needs of all students	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	

**Part C. Recommendations and Signature:**

Please CHECK one of the following:

I **strongly recommend** this Candidate be admitted to the program

I **recommend** this Candidate be admitted to the program

I **recommend this candidate with reservations**, which are:

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I  **DO NOT recommend** this candidate for the principal preparation program at this time and recommend this candidate seek additional development opportunities.

\_\_\_\_\_  
Reference Signature

\_\_\_\_\_  
Date

## PRINCIPAL PREPARATION PROGRAM CANDIDATE DISPOSITIONS ASSESSMENT TOOL BASED ON THE ILLINOIS PERFORMANCE STANDARDS FOR SCHOOL LEADERS

<b>1. LIVING A MISSION, VISION, AND BELIEFS FOR RESULTS – The candidate works with the staff and community to build a shared mission, and vision of high expectations that ensures all students are on the path to college and career readiness, and holds staff accountable for results.</b>	
<b>a. Works with other staff to implement a vision for the school and defines desired results and goals that align with the overall school vision and to student improvement for all learners.</b>	
Uses collaboration in the development and maintenance of a shared vision of high expectations	“Works alone” ----- “Collaborator” 1   2   3   4   5   6   7   8   9   10
Is skillful in the use of analysis to help build the schools shared mission and vision	“Uses personal ‘hunches’” ----- “Highly Analytical” 1   2   3   4   5   6   7   8   9   10
<b>b. Helps with others to implement the school’s identity, vision, mission, drive school decisions</b>	
Works with others to ensures vision and mission drive school decisions	“Works alone” ----- “Collaborator” 1   2   3   4   5   6   7   8   9   10
Has high expectations and combats deficit thinking towards students and families	“Minimal expectations” ----- “High expectations” 1   2   3   4   5   6   7   8   9   10
<b>c. Conducts difficult but crucial conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing student learning and results.</b>	
Uses straight talk (candor) to improve student results	“Evasive” ----- “Candid at all times” 1   2   3   4   5   6   7   8   9   10
<b>II. LEADING AND MANAGING SYSTEMS CHANGE—The candidate helps in the creation and implementation of systems to ensure a safe, orderly, and productive environment for student and adult learning toward the achievement of school and district improvement priorities.</b>	
<b>a. Works with other staff on the outcomes of the school improvement plan and school wide student achievement data results to improve student achievement.</b>	
Works with other staff to create actions plans by setting goals and establishing accountability for student learning.	“Works alone” ----- “Collaborator” 1   2   3   4   5   6   7   8   9   10
Challenges the status quo by using student data to plan for improvement	“Unwilling to challenge” ----- “Challenges status quo” 1   2   3   4   5   6   7   8   9   10

Understands change as complex and uncertain and is comfortable with ambiguity	“Unwilling to change” ----- “Comfortable with ambiguity” 1 2 3 4 5 6 7 8 9 10
Understands and uses analyticity – demanding the application of reason and evidence and inclined to anticipate consequences of actions in systems change.	“Uses personal ‘hunches’” ----- “Openly Analytical” 1 2 3 4 5 6 7 8 9 10
Maintains a focus on results	“Has own agenda” ----- “Clear Focus” 1 2 3 4 5 6 7 8 9 10
<b>b. Creates a safe, clean, and orderly learning environment.</b>	
Works with a team of educators to ensure the learning environment is safe, clean, and orderly	“Works alone” ----- “Collaborator” 1 2 3 4 5 6 7 8 9 10
<b>c. Collaborates with staff to allocate personnel, time, and adult learning resources appropriately to achieve the school improvement plan targets.</b>	
Works with others to allocate resources for learning	“Hoards resources” ----- “Collaborates” 1 2 3 4 5 6 7 8 9 10
Values systemization for organization, focus, and diligence to approach problems at all levels of complexity.	“Random” ----- “Systematicity” 1 2 3 4 5 6 7 8 9 10
Prioritizes Time	“Allows time wasters” ----- “Utilizes time expertly” 1 2 3 4 5 6 7 8 9 10
<b>d. Utilizes current technologies to support leadership and management functions.</b>	
Employs current technologies	“No or little technology use” ----- “High user of Technology” 1 2 3 4 5 6 7 8 9 10
<b>III. IMPROVING TEACHING AND LEARNING—The Candidate works with other school staff and the community to develop a research-based framework for effective teaching and learning that is refined continuously to improve instruction for all students.</b>	
<b>a. Works with other staff in the development and continuous refinement of a shared vision for effective teaching and learning by implementing a standards based curriculum, relevant to student needs and interests, research-based effective practice, academic rigor, and high expectations for student performance in every classroom.</b>	
Implements curricular scope and sequence	“Uses own curriculum” ----- “Implements Standards” 1 2 3 4 5 6 7 8 9 10
Reviews instructional practices	“Satisfied with current practice” ----- “Adopts a CIP mindset” 1 2 3 4 5 6 7 8 9 10
Curious and eager to acquire knowledge and learn even when the applications are not immediately known	“Satisfied with current practice” ----- “Adopts a CIP mindset” 1 2 3 4 5 6 7 8 9 10
<b>b. Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address areas of improvement and celebrate successes.</b>	

Implements data driven decision making	“Believes in hunches” ----- “Believes in DATA” 1 2 3 4 5 6 7 8 9 10
Implements data driven instruction	“Believes in GRADES” ----- “Believes in DATA” 1 2 3 4 5 6 7 8 9 10
<b>d. Implements student interventions that differentiate instruction based on student needs.</b>	
Uses disaggregated data	“No differentiation” ----- “Uses disaggregated data” 1 2 3 4 5 6 7 8 9 10
<b>e. Works with teachers to deliver instruction that maximizes student learning.</b>	
Works with others to become effective teachers	“Doesn’t need PD” ----- “Continuously looks for PD” 1 2 3 4 5 6 7 8 9 10
Works to maximize student learning	“It’s up to the students” ----- “Finds ways for all to learn” 1 2 3 4 5 6 7 8 9 10
<b>f. Evaluates the effectiveness of teaching through frequent formal and informal observations in order to receive timely, written feedback on instruction, preparation and classroom environment as part of the district teacher appraisal system.</b>	
Uses feedback on instruction, preparation, and classroom environment for improvement	“It’s for evaluation score” ----- “It’s for improvement” 1 2 3 4 5 6 7 8 9 10
Participates openly and engagingly in the appraisal system	“Does only what’s expected” ----- “Utilizes system fully” 1 2 3 4 5 6 7 8 9 10
Assesses personal credibility and strength of arguments based on evidence, concepts, methods, or standards	“Lacks self-evaluation” ----- “Uses a self-evaluation mindset” 1 2 3 4 5 6 7 8 9 10
Uses inference to bring together all the various elements needed to draw reasonable conclusions, form conjectures and hypotheses	“Lacks maturity” ----- “Very mature” 1 2 3 4 5 6 7 8 9 10
<b>g. Works with other team members to ensure that training, development, and support is implemented for a high-performing instructional teacher team to support adult learning and development in order to advance student learning and performance.</b>	
Works with and engages an instructional team	“Low expectations” ----- “High expectations” 1 2 3 4 5 6 7 8 9 10
<b>h. Supports the system for providing data-driven professional development and sharing of effective practice by thoughtfully engaging and utilizing time allocated for this purpose.</b>	
Implements professional learning	“Merely attends” ----- “Highly engaged & purposeful” 1 2 3 4 5 6 7 8 9 10
<b>i. Advances instructional technology within the learning environment.</b>	
Promoting growth of technology	“Promotes status quo” ----- “Promotes technology uses” 1 2 3 4 5 6 7 8 9 10

**IV. BUILDING AND MAINTAINING COLLABORATIVE RELATIONSHIPS—The candidate works on creation of a collaborative school community where the school, staff, families, and community interact regularly and share ownership for the success of the school.**

**a. Creates, develops and sustains relationships that result in active student engagement in the learning process**

Builds respectful relationships with students and families	“Aloof and hard to contact” ----- “Creates positive relationships” 1 2 3 4 5 6 7 8 9 10
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**b. Utilizes meaningful feedback of students, staff, families, and community in the evaluation of classroom programs and policies.**

Includes multiple voices and perspective	“Uses no feedback” ----- “Uses feedback often” 1 2 3 4 5 6 7 8 9 10
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**c. Proactively engages families and communities in supporting their child’s learning and the schools learning goals.**

Engages families	“Lacks engagement” ----- “Highly engaging” 1 2 3 4 5 6 7 8 9 10
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**d. Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively.**

Builds capacity to manage change	“Wants status quo” ----- “Seeks positive change” 1 2 3 4 5 6 7 8 9 10
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Demonstrates personal resolve and response to challenges	“Easily defeated” ----- “High resolve & response” 1 2 3 4 5 6 7 8 9 10
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Courageous desire for “best knowledge” even if such knowledge fails to support or undermines one’s preconceptions, beliefs, or interests	“Lacks courage to address status quo” ----- “Seeks best knowledge” 1 2 3 4 5 6 7 8 9 10
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**V. LEADING WITH INTEGRITY AND PROFESSIONALISM—The Candidate works with other school staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others.**

**a. Treats all people fairly, equitably, and with dignity and respect. Protects the rights and confidentiality of students and staff.**

Models equity and dignity	“Not a Model” ----- “Highly effective model” 1 2 3 4 5 6 7 8 9 10
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Tolerant of divergent views and willing to seriously entertain alternatives while self-monitoring for possible bias	“Lacks tolerance” ----- “Highly divergent views” 1 2 3 4 5 6 7 8 9 10
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**b. Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession. Protects the rights and confidentiality of students and other staff.**

Protects rights and confidentiality	“Low expectations” ----- “High expectations” 1 2 3 4 5 6 7 8 9 10
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Has maturity – prudent in making, suspending, or revising judgments	“Lacks maturity” ----- “Very mature” 1 2 3 4 5 6 7 8 9 10
Self-confidence – trusts one’s own reasoning skills and strategies	“Lacks self-confidence” ----- “Self-confident” 1 2 3 4 5 6 7 8 9 10
<b>c. Supports a climate that values, accepts and understands diversity in culture and point of view.</b>	
Engages in the assessment of culturally relevant school practices	“Not my responsibility” ----- “Highly engaged” 1 2 3 4 5 6 7 8 9 10
Supports a culturally responsive school climate	“Shows little support” ----- “Highly supportive” 1 2 3 4 5 6 7 8 9 10
Engages in courageous conversations about equity and diversity	“Lacking engagement” ----- “High engagement” 1 2 3 4 5 6 7 8 9 10
<b>VI. CREATING AND SUSTAINING A CULTURE OF HIGH EXPECTATIONS—The Candidate works with other staff and the community to build a culture of high expectations and aspirations for every student by setting clear student expectations for positive learning behaviors and by focusing on students’ social-emotional learning.</b>	
<b>a. Builds a culture of high aspirations and achievement for every student</b>	
Links aspiration to college and career opportunities	“Low expectations” ----- “High expectations” 1 2 3 4 5 6 7 8 9 10
Develops a student goal setting process	“No student goals” ----- “Goals for every student” 1 2 3 4 5 6 7 8 9 10
<b>b. Requires students to demonstrate consistent values and positive behaviors aligned to the school’s vision and mission</b>	
Translates the school values into specific behaviors	“Low expectations” ----- “High expectations” 1 2 3 4 5 6 7 8 9 10
Helps to implement the school’s code of conduct that is research based and culturally responsive.	“Low implementation” ----- “High implementation” 1 2 3 4 5 6 7 8 9 10
<b>c. Successfully develops the full range of students’ learning capacities-academic, creative, social-emotional, behavioral and physical</b>	
Creates a classroom culture that supports social emotional learning	“Does not support social emotional learning” ----- “Supports social emotional learning” 1 2 3 4 5 6 7 8 9 10
Creates a classroom culture that supports effective effort	“Low effort expectations” ----- “High effort expectations” 1 2 3 4 5 6 7 8 9 10

**The following items are not a part of the IL Performance Standards for School Leaders but are either elements contained in the legislation or are deemed essential for principal preparation in the state of Illinois:**

<b>Element:</b>	<b>Rating:</b>
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<b>A.</b> Assess, Analyze, and Anticipate Emerging Trends	"Lacks use of analysis" ----- "Uses emerging trends" 1 2 3 4 5 6 7 8 9 10
<b>B.</b> Promote a Culture of Data-based Inquiry that includes school personnel, parents, and community members.	"Little data use" ----- "High data use" 1 2 3 4 5 6 7 8 9 10
<b>C.</b> Maintain a Systems Perspective and Coherence Across the School and District	"Little systems use" ----- "High systems use" 1 2 3 4 5 6 7 8 9 10
<b>D.</b> Assuring Appropriate materials and Resources for Students	"Lack of assurance" ----- "High assurance" 1 2 3 4 5 6 7 8 9 10
<b>E.</b> Work With Special Education and Bilingual Education Teachers to Identify and Select Assessment Strategies and Devices	"Little work" ----- "Expected work" 1 2 3 4 5 6 7 8 9 10
<b>F.</b> Work with Teachers to Develop a Focus on the Needs of the School to Support Services Required to Meet Individualized Instruction for Students	"Little individualization" ----- "High individualization" 1 2 3 4 5 6 7 8 9 10
<b>G.</b> Meeting the needs of ELLs and Students with Disabilities	"Low expectations" ----- "High expectations" 1 2 3 4 5 6 7 8 9 10
<b>H.</b> Designing Instruction to meet the needs of all learners that is culturally responsive.	"Little culturally responsive instruction" ----- "High culturally responsive instruction" 1 2 3 4 5 6 7 8 9 10
<b>I.</b> Systems of support for ELLs Diverse Learners, and Bi-lingual students and families.	"Provides little support" ----- "Provides a system of support" 1 2 3 4 5 6 7 8 9 10
<b>J.</b> Proactively Advocating for All Students and Families	"Little advocacy" ----- "High advocacy" 1 2 3 4 5 6 7 8 9 10
<b>K.</b> Proactively advocated for Family and Community Engagement	"Little advocacy" ----- "High advocacy" 1 2 3 4 5 6 7 8 9 10
<b>L.</b> Self-Reflection and Cultural Awareness	"Little self-reflection" ----- "High self-reflection" 1 2 3 4 5 6 7 8 9 10
<b>M.</b> Supports professional development for faculty and staff to examine cultural awareness and develop culturally relevant school wide and classroom practices.	"Little support" ----- "High support" 1 2 3 4 5 6 7 8 9 10
<b>N.</b> Monitors fund-raising and financial activities within the school environment and advocates for resources to meet culturally diverse needs of all students	"Little monitoring" ----- "High monitoring" 1 2 3 4 5 6 7 8 9 10

## **Interview Questions for Potential Principal Preparation Program Candidates (based on the ISLLC Standards - 2008):**

**Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.**

1. Describe how you would develop and maintain a shared vision of high expectations in our school?
2. How will you ensure that the vision and mission of the school drives decisions and decision-making?
3. Give several examples of when you “confronted low expectations” in your past work? What happened as a result of your attempts to change expectations?
4. Give an example of when you had to conduct a “difficult” conversation to improve student learning? What was the result of that conversation?

**Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

1. Describe your understanding of “curricular scope and sequence” and how it applies to your position as principal of the school.
2. As principal of the school, how will you go about assessing instructional practices, identifying research-based practices that are rigorous and relevant for school-wide implementation and support teachers around these practices?
3. Describe how you will use and analyzed multiple forms of data to identify areas of instructional improvement, to refine and adapt instructional practice, and to determine appropriate strategies across all grades and content areas.
4. How will you support and develop the staff’s ability to analyze data to identify and prioritize needs, guide grouping, re-teaching, and to identify/prioritize needs and continuous improvement; and build staff capacity to use data in determining teacher team and individual teacher goals?
5. Describe how you will disaggregate data to create structures for differentiation with varied instructional strategies that meet all student needs? Additionally, how will you focus all staff on closing achievement gaps between subgroups of students and use data to determine appropriate interventions for students or subgroups not making progress?

6. Describe the processes that you will use to ensure that a system for staff observations occurs multiple times a year, regularly, consistently, and that actionable written feedback specific to each individual's development plan from multiple observers is provided.
7. Describe all the aspects of a rigorous evaluation process.
8. Why should you have teacher teams? How would you build the capacity of teacher teams to lead effective meetings focused on student learning data and student work?
9. Tell how you would implement a job-embedded professional learning system?
10. How would you actively support the implementation of technology to enhance student growth?
11. Give examples of how you will include a school-wide Equity Audit for improving the school?
12. Describe the processes that you would use to assess and analyze the current state of the performance of our students in our school upon your arrival?
13. Describe the process of developing and implementing a school improvement plan. What are the hardest parts of creating and implementing the plan in your estimation?
14. Gives examples of how you will help staff, students, and parents focused on results.

**Standard 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.**

1. What methods will you use as a principal to build, evaluate, and develop a team of educators and support staff to ensure the learning environment is safe, clean, and orderly?
2. Describe methods you will use to allocate resources to support student learning.
3. How will you assure parents and students that "time for learning" will be maximized at all times and not sacrificed for outside activities that are not related to student learning?
4. List the technologies that are the most important for all staff, students, and support staff to be able to know, understand, and use fluently? Additionally, if technological literacy, software, and tools are not available, how will you go about attacking this issue?
5. Describe the processes you will use to implement clear selection criteria for new staff. Additionally, how will you strategically assess and place teachers in grade level and content areas to create a balanced team with a variety of strengths?
6. What data sets will you use for developing a formal retention strategy that creates opportunities for growth and development of all staff that also includes opportunities for staff to assume additional leadership roles.

**Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.**

1. How would you develop respectful relationships across school-wide cultural differences?
2. How would you include multiple student and parent voices in the school?
3. How will you actively engage families in the school's learning goals?
4. Describe the processes you will use to manage change at the school?
5. Discuss how have you been able to demonstrate personal resolve in response to challenges in the past?

**Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.**

1. Describe the actions that you would use to model equity and dignity to students, staff, parents, and community members.
2. What procedures would you either make sure are in place or adopt to protect the rights and confidentiality of students and parents?
3. How would you assess the school for culturally relevant practices?
4. Describe how you would go about creating a culturally responsive school climate.
5. How in the past, either in your classroom or in a leadership position, have you engaged in a conversation about equity and or diversity? What was the result of that conversation?

**Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.**

1. How would you link students to college and or career opportunities?
2. Describe how you would establish a student goal setting process?
3. How will you translate the schools expected values into expected behaviors for all students and staff?
4. How would you either review, revise, or reconstruct the student code of conduct for the school in order that it is research based and culturally responsive?
5. Describe how you would create a school culture that supports social emotional learning?
6. How will you create a culture that supports and encourages effective student effort?

**The following questions cover items that are not a part of the IL Performance Standards for School Leaders but are either elements contained in the legislation or are deemed essential**

**for principal preparation in the state of Illinois:**

1. How will you analyze and anticipate emerging educational trends?
2. Describe how you will promote a culture of data-based Inquiry that includes school personnel, parents, and community members?
3. How will you maintain a systems perspective and coherence across the school?
4. Describe how you will assure that appropriate materials and resources are available for ALL students?
5. In your past experiences, tell how you have worked with Special Education and Bilingual Education teachers to identify and select assessment strategies and devices.
6. In your past experiences, tell how you have worked to meet individualized instruction needs for all students.
7. In your past experiences, tell how you have worked to meet the instructional needs of ELLs and students with disabilities.
8. In your past experiences, tell how you have designed instruction to meet the needs of all learners that is culturally responsive.
9. Describe actions that you would take that would demonstrate that you are proactively advocating for the school's families and the community?
10. Describe actions that you would take that would demonstrate that you reflect on your cultural awareness?
11. What methods or process would you put in place to support professional development for faculty and staff to examine cultural awareness and develop culturally relevant school and classroom practices?
12. What methods or process would you put in place to monitor fund-raising and financial activities within the school environment and advocate for resources to meet culturally diverse needs of all students?

**Interview Questions for Potential Principal Candidates (based on the Illinois Performance Standards for School Leaders):**

**STANDARD 1 - LIVING A MISSION, VISION, AND BELIEFS FOR RESULTS – The candidate works with the staff and community to build a shared mission, and vision of high expectations that ensures all students are on the path to college and career readiness, and holds staff accountable for results.**

1. Describe how you would develop and maintain a shared vision of high expectations in our school?
2. How will you ensure that the vision and mission of the school drives decisions and decision-making?
3. Give several examples of when you “confronted low expectations” in your past work? What happened as a result of your attempts to change expectations?
4. Give an example of when you had to conduct a “difficult” conversation to improve student learning? What was the result of that conversation?

**STANDARD 2 - LEADING AND MANAGING SYSTEMS CHANGE—The principal creates and implements systems to ensure a safe, orderly, and productive environment for student and adult learning toward the achievement of school and district improvement priorities.**

1. Give examples of how you will include a school-wide Equity Audit for improving the school?
2. Describe the processes that you would use to assess and analyze the current state of the performance of our students in our school upon your arrival?
3. Describe the process of developing and implementing a school improvement plan. What are the hardest parts of creating and implementing the plan in your estimation?
4. Gives examples of how you will help staff, students, and parents focused on results.
5. What methods will you use as a principal to build, evaluate, and develop a team of educators and support staff to ensure the learning environment is safe, clean, and orderly?
6. Describe methods you will use to allocate resources to support student learning.
7. How will you assure parents and students that “time for learning” will be maximized at all times and not sacrificed for outside activities that are not related to student learning?
8. List the technologies that are the most important for all staff, students, and support staff to be able to know, understand, and use fluently? Additionally, if technological literacy, software, and tools are not available, how will you go about attacking this issue?

**STANDARD 3 - IMPROVING TEACHING AND LEARNING—The principal works with the school staff and community to develop a research-based framework for effective teaching and learning that is refined continuously to improve instruction for all students.**

1. Describe your understanding of “curricular scope and sequence” and how it applies to your position as principal of the school.

2. As principal of the school, how will you go about assessing instructional practices, identifying research-based practices that are rigorous and relevant for school-wide implementation and support teachers around these practices?
3. Describe how you will use and analyzed multiple forms of data to identify areas of instructional improvement, to refine and adapt instructional practice, and to determine appropriate strategies across all grades and content areas.
4. How will you support and develop the staff's ability to analyze data to identify and prioritize needs, guide grouping, re-teaching, and to identify/prioritize needs and continuous improvement; and build staff capacity to use data in determining teacher team and individual teacher goals?
5. Describe how you will disaggregate data to create structures for differentiation with varied instructional strategies that meet all student needs? Additionally, how will you focus all staff on closing achievement gaps between subgroups of students and use data to determine appropriate interventions for students or subgroups not making progress?
6. Describe the processes you will use to implement clear selection criteria for new staff. Additionally, how will you strategically assess and place teachers in grade level and content areas to create a balanced team with a variety of strengths?
7. What data sets will you use for developing a formal retention strategy that creates opportunities for growth and development of all staff that also includes opportunities for staff to assume additional leadership roles.
8. Describe the processes that you will use to ensure that a system for staff observations occurs multiple times a year, regularly, consistently, and that actionable written feedback specific to each individual's development plan from multiple observers is provided.
9. Describe all the aspects of a rigorous evaluation process. (The answer should include: goal setting, mid-year formative and summative ratings based on observations and multiple metrics of student results; ensuring that evaluation processes were clear and transparent to all staff which includes assessment of student outcomes, learning environment, quality of instruction and planning and preparation.)
10. Why should you have teacher teams? How would you build the capacity of teacher teams to lead effective meetings focused on student learning data and student work?
11. Tell how you would implement a job-embedded professional learning system? (The answer should contain: consistent support, development, coaching, and peer learning opportunities; and allocated regular time for whole group and individual staff development and learning opportunities.)
12. How would you actively support the implementation of technology to enhance student growth?

**STANDARD 4 - BUILDING AND MAINTAINING COLLABORATIVE RELATIONSHIPS—The principal creates a collaborative school community where the school, staff, families, and community interact regularly and share ownership for the success of the school.**

1. How would you develop respectful relationships across school-wide cultural differences? (The answer should include: building a school-wide capacity to build respectful relationships across the



cultural differences including communication with families in multiple languages that is sensitive to various family structures as well as diverse cultural, linguistic, and socioeconomic backgrounds.)

2. How would you include multiple student and parent voices in the school? (The answer should include: incorporating different perspectives into decisions and creating forums to hear multiple and dissenting viewpoints to improve the school's instructional program; ensuring translators are available to improve school and family communication. Additionally, actively reaching out to families from various backgrounds that reflect the student body to provide feedback that assists in the creation of school policies.)
3. How will you actively engage families in the school's learning goals? (The answer should include: methods to continuously create two-way links between family presence in the school environment and the instructional program.)
4. Describe the processes you will use to manage change at the school? (The answer should include: creating space for staff, students, and families to share feelings about change and supporting the community while describing the possibilities present in the future; maintaining a focus on meeting school goals when trying to confront and support staff in challenging values, beliefs, assumptions, and/or habits of behavior that may not match the school vision.)
5. Discuss how have you been able to demonstrate personal resolve in response to challenges in the past?

**STANDARD 5 - LEADING WITH INTEGRITY AND PROFESSIONALISM—The principal works with the school staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others.**

1. Describe the actions that you would use to model equity and dignity to students, staff, parents, and community members. (The answer should include: developed structures, outreach and training to for self and staff to develop the skill sets to treat all people equitably and with respect. Additionally, working to develop procedures for reporting and responding to allegations of inequity.)
2. What procedures would you either make sure are in place or adopt to protect the rights and confidentiality of students and parents? (The answer should include: systems to follow FERPA by maintaining student's privacy, by keeping student level data and student records, and all information directly related to students (e.g. counseling, mental health supports, and/or details of the student's home life) confidential.)
3. How would you assess the school for culturally relevant practices? (The answer should include: methods or procedures to assess instruction, curricula, and behavior policies to ensure they are culturally relevant.)
4. Describe how you would go about creating a culturally responsive school climate. (The answer should include: implementation of school practices that encourage a culturally responsive climate.)
5. How in the past, either in your classroom or in a leadership position, have you engaged in a conversation about equity and or diversity? What was the result of that conversation? (The answer should include: developing capacity to engage in courageous conversations about inequity and

diversity —and how they impact student learning. Candidate has led discussions about race, culture, religion, ethnicity, class, gender, and sexual orientation with staff, students, and families.)

**Standard 6 - CREATING AND SUSTAINING A CULTURE OF HIGH EXPECTATIONS—The principal works with staff and community to build a culture of high expectations and aspirations for every student by setting clear staff and student expectations for positive learning behaviors and by focusing on students’ social-emotional learning.**

1. How would you link students to college and or career opportunities? (The answer should include: structures and processes to make explicit links between student aspirations, classes and content they are learning in school and overall academic achievement; created opportunities for all students to learn about a range of careers so that they can create their own personal visions and career aspirations.)
2. Describe how you would establish a student goal setting process? (The answer should include: create systems for students to develop goals, create a plan on how they will reach their goals, benchmark how to track their progress, and teach students how to adapt their goals and plans as necessary; create systems for sharing goals and learning.)
3. How will you translate the schools expected values into expected behaviors for all students and staff? (The answer should include: transform the school values into specific age-appropriate behaviors and ensure that all staff and students learn the expected behaviors; build staff and student capacity to deliver clear and consistent messaging about the values and behaviors to all stakeholders.)
4. How would you either review, revise, or reconstruct the student code of conduct for the school in order that it is research based and culturally responsive? (The answer should include: implementation of a research based and culturally responsive Code of Conduct which includes a tracking system to assess how well individual students and student cohort groups meet conduct expectations; use of multiple forms of student data to monitor and revise the code of conduct and identification of areas for improvement based upon equity data.)
5. Describe how you would create a school culture that supports social emotional learning? (The answer should include: build the capacity of adults to use and train others on the five Illinois Social-Emotional Learning Competencies (self-awareness; self- management; social awareness; relationships skills and responsible decision making); use a variety of assessments to gauge the SEL skills of students and use that data to develop additional curriculum and supports; build the capacity of all adults to support the positive growth of student emotional skills.)
6. How will you create a culture that supports and encourages effective student effort? (The answer should include: create structures and processes that support the development of effective effort skills for every student (teamwork, study skills, organization, time management, resiliency, valuing mistakes, seeking assistance; persistence); incorporated effective effort into every aspect of the school culture.)

**The following questions cover items that are not a part of the IL Performance Standards for School Leaders but are either elements contained in the legislation or are deemed essential for principal preparation in the state of Illinois:**

1. How will you analyze and anticipate emerging educational trends?
2. Describe how you will promote a culture of data-based Inquiry that includes school personnel, parents, and community members?
3. How will you maintain a systems perspective and coherence across the school?
4. Describe how you will assure that appropriate materials and resources are available for ALL students?
5. In your past experiences, tell how you have worked with Special Education and Bilingual Education teachers to identify and select assessment strategies and devices.
6. In your past experiences, tell how you have worked to meet individualized instruction needs for all students.
7. In your past experiences, tell how you have worked to meet the instructional needs of ELLs and students with disabilities.
8. In your past experiences, tell how you have designed instruction to meet the needs of all learners that is culturally responsive.
9. Describe actions that you would take that would demonstrate that you are proactively advocating for the school's families and the community?
10. Describe actions that you would take that would demonstrate that you reflect on your cultural awareness?
11. What methods or process would you put in place to support professional development for faculty and staff to examine cultural awareness and develop culturally relevant school and classroom practices?
12. What methods or process would you put in place to monitor fund-raising and financial activities within the school environment and advocate for resources to meet culturally diverse needs of all students?



## ILLINOIS PRINCIPAL PREPARATION PROGRAM INTERNSHIP ASSESSMENT SCORING RUBRIC – REVISED

<b>Assessment # 1</b> – Demonstrate a comprehensive understanding and performance in data analysis, school improvement, and conducting the SIP process (to the extent possible). <b>Focus Area: 1.1</b> – Explain the purpose of the SIP and its relationship to the school’s vision in a presentation to a group of stakeholders (e.g., at a faculty meeting, department meeting, parent group, community group, etc.).				
	<b>Exceeds the Standard:</b>	<b>Meets the Standard:</b>	<b>Nears the Standard:</b>	<b>Does Not Meet the Standard:</b>
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>Standards = 1.A – 1.E, 4.A, 5.A</li> <li>Appropriateness of the content</li> </ul>	<p>The candidate used innovative media in a compelling presentation tailored to the audience in a format that clearly focused on the school’s vision and mission. The presentation made multiple connections of the vision and mission to the work of the staff and principal in attaining greater student achievement. The presentation further connected the vision to the goals and work of the school’s improvement plan.</p>	<p>The candidate used media in a compelling presentation format that focuses on the school’s vision and mission and its connection to the work of the staff and principal to attain greater student achievement. The presentation also connects the vision to the work of the school’s improvement plan and was tailored to the audience.</p>	<p>The candidate used media in a presentation format that tried to focus on the school’s vision and mission. The presentation lacked clear connections to the work of the staff and principal to attain greater student achievement. The presentation lacked connecting the vision to the work of the school’s improvement plan and did not seem to be tailored to the audience.</p>	<p>The presentation does not bring the vision and mission of the school into focus for the attainment of greater student achievement. The school improvement plan was mentioned but is not a central part of the work to accomplish greater student achievement. The presentation was too generic to specifically connect the audience to the material.</p>
<p><b>Process:</b></p> <ul style="list-style-type: none"> <li>Follows theory to practice</li> <li>Logical &amp; Sequential</li> <li>Understandable</li> <li>Achieves the purpose</li> </ul>	<p>The candidate created multiple documents that clearly outlined the processes used in preparing for the presentation, communicating with the audience, and planning the follow-up meeting. The candidate provided exceptional additional artifacts to support the presentation. There is an accurate, logical sequence to all events; all are well planned and executed; and the stated purposes are achieved.</p>	<p>The candidate created a document that clearly outlined the process used in preparing for the presentation, communicating with the audience, and planning the follow- up meeting. The candidate provided additional artifacts to support the presentation. There is a logical sequence to all events, all were well planned and executed, and achieved the stated purpose.</p>	<p>The candidate created at least one document but it does not seem clear as to its intent; the process to be used in preparing for the presentation, nor how to properly communicate with the audience, and was lacking in planning the follow- up meeting. The candidate provided additional artifacts that were to support the presentation but they were lacking in clarity and alignment to the meeting’s purpose. There is a haphazard sequence to events, lacking complete planning and execution, and it was unknown if the stated purpose was achieved.</p>	<p>The candidate’s outline is brief or incomplete for the presentation. Few artifacts support the presentation. It lacks organizational logic and reflects poor planning. The purpose is vague, clearly communication to the audience is lacking, and the presentation did not achieve its purpose.</p>
<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Clearly stated</li> <li>Clearly demonstrated</li> <li>Data supports the results</li> </ul>	<p>The candidate innovation and documents clearly state the outcomes and expectations of the presentation. The candidate had exceptional additional data and documents to support the outcomes and expectations. The candidate provided multiple artifacts &amp; data to support the presentation.</p>	<p>The candidate clearly states the outcomes and expectations of the presentation. The candidate has additional data and documents to support the outcomes and expectations. The candidate provides artifacts to support the presentation.</p>	<p>The candidate had trouble stating the outcomes and expectations of the presentation; as a result, there were many questions and clarifications needed. The candidate had artifacts, data, and documents to support the outcomes and expectations but they were not thorough or compelling in support of the presentation.</p>	<p>The outcomes of the candidate’s presentation are vague and unclear (few or no artifacts support the presentation). There are few supporting documents or data to back up the presentation.</p>

<p><b>Products:</b></p> <ul style="list-style-type: none"> <li>• <b>Align to standards</b></li> <li>• <b>Articulate and well organized</b></li> <li>• <b>Demonstrates full completion</b></li> </ul>	<p>The candidate produces the following presentation items: an outline, a multi-media presentation (power point or other), handouts, and meeting minutes; as well as documentation of the input from the audience as a result of the presentation. Additional artifacts were presented demonstrating clear understanding of the assessment.</p>	<p>The candidate produces the following presentation items: an outline, a multi-media presentation (power point or other), handouts, and meeting minutes; as well as documentation of the input from the audience as a result of the presentation. (More artifacts are encouraged to demonstrate greater competency.)</p>	<p>The candidate produced many of the following presentation items (However several were missing or lacking in content, accuracy, or competency): an outline, a multi-media presentation (power point or other), handouts, and meeting minutes; as well as documentation of the input from the audience as a result of the presentation.</p>	<p>The candidate-produced few of the following presentation items: an outline, a multi-media presentation (power point or other), handouts, meeting minutes; as well as documentation of input from the audience as a result of the presentation. Further, the artifacts did not demonstrate accuracy, were lacking in content and competency.</p>
<p><b>Quality:</b></p> <ul style="list-style-type: none"> <li>• <b>Beginning principal like or better</b></li> <li>• <b>Complete</b></li> <li>• <b>Accurate</b></li> </ul>	<p>The following qualities were demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. The candidate clearly exceeds the standards measured on this assessment.</p>	<p>The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. The candidate meets or exceeds the standards measured on this assessment.</p>	<p>The following qualities are demonstrated in some of the materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. Some materials failed to meet the standards set above and as a result the candidate nearly met the standards measured on this assessment.</p>	<p>The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. Candidate does not meet or exceed the standards measured on this assessment.</p>
<p><b>Candidates must MEET 5 of 5 to demonstrate competency</b></p>		<p><b>TOTAL SCORE</b></p>		

**Assessment # 1** – Demonstrate a comprehensive understanding and performance in data analysis, school improvement, and conducting the SIP process (to the extent possible).

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

	<b>Exceeds the Standard:</b>	<b>Meets the Standard:</b>	<b>Nears the Standard:</b>	<b>Does Not Meet the Standard:</b>
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• <b>Standards = 2.A – 2.I, 5.A, 5.C, 5.D, 5.E</b></li> <li>• <b>Appropriateness of Content</b></li> </ul>	<p>The candidate worked with faculty to review and analyze national, state, district, school and classroom data to identify academic achievement interventions for each of the school’s NCLB subgroups or low performing students. Candidate’s work reflected new research based interventions that align to the School Improvement Plan and the school’s student achievement goals. Follow-up data collection provided additional support.</p>	<p>The candidate works with faculty to review and analyze national, state, district, school and classroom data to identify academic achievement interventions for each of the school’s NCLB subgroups or low performing students. Candidate’s work reflects new interventions that align to the School Improvement Plan and the school’s student achievement goals.</p>	<p>The candidate’s work with faculty to analyze and review data to achieve improved student learning for each of the school’s NCLB subgroups or low achieving students returned mixed results. One intervention was planned but was never implemented. The candidate’s work with faculty was sporadic, and sometimes seemed disconnected, and/or did not connect the intervention to the SIP and the school’s student achievement goals.</p>	<p>The candidate’s work with faculty to analyze and review data will not likely result in improved student learning for each of the school’s NCLB subgroups or low achieving students. The candidate’s work with faculty is sporadic, disconnected, and/or does not connect the intervention to the SIP and the school’s student achievement goals.</p>
<p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• <b>Follows theory to practice</b></li> </ul>	<p>The candidate produces an analysis of data (several artifacts) and has other artifacts to demonstrate the process used in preparing for, working with,</p>	<p>The candidate produces an analysis of data (an artifact) and has other artifacts to demonstrate the process used in preparing for, working with,</p>	<p>The candidate was able to produce a process for the review and analysis of data (an artifact) and/or other artifacts; however, it did not demonstrate a</p>	<p>The candidate was not able to produce a useable process for the review and analysis of data (an artifact) and/or other artifacts that demonstrate a reliable</p>

<ul style="list-style-type: none"> <li>• <b>Logical &amp; Sequential</b></li> <li>• <b>Understandable</b></li> <li>• <b>Achieves the purpose</b></li> </ul>	<p>and following up on the work with the faculty in the identification of interventions that will improve student learning for all NCLB subgroups. There is a planned logical sequence to all activities that are clearly outlined in writing and presented. Planning and execution is of high quality and achieves the purpose.</p>	<p>and following up on the work with the faculty in the identification of interventions that will improve student learning for all NCLB subgroups. There is a logical sequence to all activities. Planning and execution is of high quality and achieves the purpose.</p>	<p>reliable process for preparing, working with, and following up on the work with the faculty. The candidate identified several improvement interventions, but none were deemed to be implemented. There was a lack of logical sequence to all activities. Planning and execution was lacking while several plan aspects were implemented, the entire purpose was not achieved.</p>	<p>process for preparing, working with, and following up on the work with the faculty. The candidate identifies inadequate improvement interventions. There is an illogical sequence to all activities. Planning and execution is poor and the purpose is not achieved.</p>
<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• <b>Clearly stated</b></li> <li>• <b>Clearly demonstrated</b></li> <li>• <b>Data supports the results</b></li> </ul>	<p>The candidate produces clearly stated outcomes and expectations, data analysis, and the review process used with the faculty (artifacts to demonstrate accomplishment) and has additional data and documents to support the outcomes of specific new improvement interventions for all subgroups. An additional follow-up data collection and review plan was also added.</p>	<p>The candidate produces clearly stated outcomes and expectations, data analysis, and the review process used with the faculty (artifacts to demonstrate accomplishment) and has additional data and documents to support the outcomes of specific new improvement interventions for all subgroups.</p>	<p>The candidate produces several outcomes and expectations for the data analysis and review process with the faculty (and has poorly constructed artifacts). However, additional data and documents to support the outcomes of specific new improvement interventions, but none were deemed appropriate to implement. There was a lack of logical sequence to all activities.</p>	<p>The candidate produces unclear outcomes and expectations for the data analysis and review process with the faculty (and has poorly constructed artifacts). Further, additional data and documents to support the outcomes of specific new improvement interventions for all subgroups are lacking or absent.</p>
<p><b>Products:</b></p> <ul style="list-style-type: none"> <li>• <b>Align to standards</b></li> <li>• <b>Articulate and well organized</b></li> <li>• <b>Demonstrates full completion</b></li> </ul>	<p>The candidate produces the following suggested items: a document detailing the data analysis and review process and products; all materials created and used in leading the faculty through the analysis and identification of specific interventions, and meeting minutes verifying the input of, and work done by the faculty on the interventions. Additional artifacts of follow-up work demonstrated greater competency.</p>	<p>The candidate produces the following suggested items: a document detailing the data analysis and review process and products; all materials created and used in leading the faculty through the analysis and identification of specific interventions, and meeting minutes verifying the input of, and work done by the faculty on the interventions. (More artifacts are encouraged to demonstrate greater competency.)</p>	<p>The candidate produced several of the suggested items. However, those produced do not demonstrate competency in the documentation of the one or more of the following processes: conducting a review of the analysis of data; leading the faculty through the analysis and identification of specific instructional interventions; detailing meeting minutes indicating faculty worked on the interventions discussed; and/or soliciting input from faculty in the school improvement process.</p>	<p>The candidate produces few of the suggested items. Those produced do not demonstrate competency in the documentation of the following processes: conducting a review of the analysis of data; leading the faculty through the analysis and identification of specific instructional interventions; detailing meeting minutes indicating faculty worked on the interventions discussed; and/or soliciting input from faculty in the school improvement process.</p>
<p><b>Quality:</b></p> <ul style="list-style-type: none"> <li>• <b>Beginning principal like or better</b></li> <li>• <b>Complete</b></li> <li>• <b>Accurate</b></li> </ul>	<p>The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. Candidate clearly exceeds the standards measured on this assessment.</p>	<p>The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. Candidate meets or exceeds the standards measured on this assessment.</p>	<p>One or more of the following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate does not meet or exceed the standards measured on this assessment.</p>	<p>The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate does not meet or exceed the standards measured on this assessment.</p>
<p><b>Candidates must MEET 5 of 5 to demonstrate competency</b></p>	<p><b>TOTAL SCORE</b></p>			

**Assessment # 1** – Demonstrate comprehensive understanding and performance in data analysis, school improvement, and conducting the SIP process (to the extent possible).

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

	<b>Exceeds the Standard:</b>	<b>Meets the Standard:</b>	<b>Nears the Standard:</b>	<b>Does Not Meet the Standard:</b>
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>Standards = 1.B – 1.E, 2.A, 2.D, 2.E, 2.I, 4.A – 4.D, 5.A</li> <li>Appropriate</li> </ul>	The candidate demonstrates his or her work with the faculty to create, implement and evaluate more than one SIP action plan. The action plans are based on current data, reflect current research and best practices, and are connected to the work outlined in the school’s SIP.	The candidate demonstrates his or her work with the faculty to create, implement and evaluate an SIP action plan. The action plan is based on current data, reflects current research and best practices, and is connected to the work outlined in the school’s SIP.	The candidate’s action plan to focus on the work of the faculty to attain greater student achievement is lacking. The plan’s use of data, current research, and connection to the work outlined in the school’s SIP is sporadic and lacks details that would allow the plan to be implemented.	The candidate’s action plan does not clearly focus on the work of the faculty to attain greater student achievement. The plan is not based on data, does not reflect current research, and is not clearly connected to the work outlined in the school’s SIP.
<p><b>Process:</b></p> <ul style="list-style-type: none"> <li>Follows theory to practice</li> <li>Logical &amp; Sequential</li> <li>Understandable</li> <li>Achieves the purpose</li> </ul>	The candidate creates a clear action plan (with multiple artifacts) in collaboration with the faculty and possesses other artifacts that demonstrate the processes used in preparing for, implementing, and evaluating the SIP action plans. There is a written and presented logical sequence to all events, all are well planned and executed, and they achieve the purpose of improving student achievement.	The candidate creates a clear action plan (an artifact) in collaboration with the faculty and possesses other artifacts that demonstrate the processes used in preparing for, implementing, and evaluating the SIP action plans. There is a logical sequence to all events, all are well planned and executed, and they achieve the purpose of improving student achievement.	The candidate’s action plan is vague or is missing one or more artifacts that demonstrate the processes used in preparing for, implementing, and evaluating the action plan for adequate success. The candidate sometimes engaged the faculty in the creation of the action plan. The sequence of events appeared to be often unplanned but executed, and in the end, they do not achieve the purpose of improving student achievement.	The candidate’s action plan is not clear or is missing (an artifact) and other artifacts that demonstrate the processes used in preparing for, implementing, and evaluating the action plan are inadequate to create success. The candidate does not engage faculty in the creation of the action plan. The sequence of events is illogical, often unplanned and executed, and they do not achieve the purpose of improving student achievement.
<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Clearly stated</li> <li>Clearly demonstrated</li> <li>Data supports the results</li> </ul>	The candidate clearly states the outcomes and expectations of the action plans. The candidate and the faculty demonstrate a clear understanding of the roles and responsibilities required for the implementation of the action plans and the continuous quality improvement processes. Additional data collection and follow-up activities are planned.	The candidate clearly states the outcomes and expectations of the action plan. The candidate and the faculty demonstrate a clear understanding of the roles and responsibilities required for the implementation of the action plan and the continuous quality improvement process.	The candidate focus of the outcomes and expectations of the initiatives was unclear. The candidate’s action plan is unclear or lacks faculty input. One or more of the additional data and documents to support the outcomes of the initiative are lacking or absent. The process for the formative evaluation of the action plan is unclear.	The candidate states the outcomes and expectations of the initiatives but the focus is unclear. The candidate’s action plan is unclear or lacks faculty input. The additional data and documents to support the outcomes of the initiative are lacking or absent. The process for the formative evaluation of the action plan is lacking or absent.
<p><b>Products:</b></p> <ul style="list-style-type: none"> <li>Align to standards</li> <li>Articulate and well organized</li> </ul>	The candidate produces the following artifacts: a copy of the action plan; data and other information used to share with staff who worked on the creation and implementation of the action plans; documentation of meetings and processes used to	The candidate produces the following artifacts: a copy of the action plan; data and other information used to share with staff who worked on the creation and implementation of the action plan; documentation of meetings and processes used to	The candidate does not produce one or more of the following suggested items: a copy of the action plan; data and other information used to share with staff who worked on the creation and implementation of the action plan; documentation of meetings and	The candidate produces few of the suggested items: a copy of the action plan; data and other information used to share with staff who worked on the creation and implementation of the action plan; documentation of meetings and processes used to monitor the progress of



<ul style="list-style-type: none"> <li>• <b>Demonstrates full completion</b></li> </ul>	monitor the progress of the implementation; evidence of formative evaluation processes and impacts on student learning attained as a result of the initiatives; etc. The candidate's additional artifacts clearly demonstrate greater competency.	monitor the progress of the implementation; evidence of a formative evaluation process and impact on student learning attained as a result of the initiative; etc. (more artifacts are encouraged to demonstrate greater competency).	processes used to monitor the progress of the implementation; evidence of a formative evaluation process and measurement of impact on student learning attained as a result of the action plan, etc.	the implementation; evidence of a formative evaluation process and measurement of impact on student learning attained as a result of the action plan, etc.
<p><b>Quality:</b></p> <ul style="list-style-type: none"> <li>• <b>Beginning principal like or better</b></li> <li>• <b>Complete</b></li> <li>• <b>Accurate</b></li> </ul>	The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. The candidate exceeds the standards as measured on this assessment.	The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. Candidate meets or exceeds the standards as measured on this assessment.	One or more of the following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. As a result the candidate does not meet the standards as measured on this assessment.	The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. Candidate does not meet or exceed the standards as measured on this assessment.
<b>Candidates must MEET 5 of 5 to demonstrate competency</b>		<b>TOTAL SCORE</b>		

<p><b>Assessment # 1</b> – Demonstrate comprehensive understanding and performance in data analysis, school improvement, and conducting the SIP process (to the extent possible).</p> <p><b>Focus Area: 1.4</b> –Work with faculty or faculty teams to gather and examine data to assess progress on the SIP and made recommendations for improvements or modifications to the SIP for the following year.</p>				
	<b>Exceeds the Standard:</b>	<b>Meets the Standard:</b>	<b>Nears the Standard:</b>	<b>Does Not Meet the Standard:</b>
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• <b>Standards = 1.B – 1.E, 2.A, 2.D, 2.E, 2.I, 4.A – 4.D, 5.A</b></li> <li>• <b>Appropriateness of the content</b></li> </ul>	The candidate presents to the school's leadership team a clear and comprehensive examination of the progress made by the staff and principal toward the identified goals of the SIP. The presentation clearly explains the data used to analyze the impact of various interventions toward the goals identified in the SIP. The candidate's recommendations are based on an analysis of interventions implemented in support of the SIP, faculty input, and are aligned with the mission and vision of the school based on current research. The presentation focuses on the work of the staff and principal to attain improved and increased student achievement and demonstrates significant logical and practical improvements for future	The candidate presents to the school's leadership team a comprehensive examination of the progress made by the staff and principal toward the identified goals of the SIP. The presentation clearly explains the data used to analyze the impact of various interventions toward the goals identified in the SIP. The candidate's recommendations are based on an analysis of interventions implemented in support of the SIP, faculty input, and are aligned with the mission and vision of the school. The presentation focuses on the work of the staff and principal to attain improved and increased student achievement and demonstrates significant logical and practical improvements for future planning by the school's Leadership Team.	The candidate's presentation to the school's Leadership Team is an inadequate examination of the school's SIP; the analysis of action plans is lacking and recommendations are elementary and/or impractical for future improvement planning. The recommendations are loosely based on an analysis of interventions implemented in support of the SIP or are often lacking in essential details. The presentation's focus on the work of the staff and principal to increase student achievement does not clearly demonstrate the achievements made or the connections to data or results. The recommendations aligned with the mission and vision of the school, are not clearly articulated as such.	The candidate's presentation to the school's Leadership Team is an incomplete examination of the school's SIP; the analysis of action plans is lacking and recommendations are not logical and/or practical for future improvement planning. The recommendations are not based on an analysis of interventions implemented in support of the SIP or are lacking in detail. The presentation is unclear in its focus on the work of the staff and principal to increase student achievement. The recommendations are not aligned with the mission and vision of the school, or are not clearly articulated as such.

	planning by the school's Leadership Team.			
<b>Process:</b> <ul style="list-style-type: none"> <li>Follows theory to practice</li> <li>Logical &amp; Sequential</li> <li>Understandable</li> <li>Achieves the purpose</li> </ul>	The candidate demonstrates the analysis and presentation with several artifacts and has additional artifacts that demonstrate the processes used in preparing for, presenting, and following up on the meeting after the presentation. There is a written and presented logical sequence to all events, all are well planned and executed, and they achieve the purpose of improving student achievement.	The candidate demonstrates the analysis and presentation as an artifact and has other artifacts that demonstrate the processes used in preparing for, presenting, and following up on the meeting after the presentation. There is a logical sequence to all events, all are well planned and executed, and they achieve the purpose of improving student achievement.	The candidate's analysis and presentation as an artifact and the other artifacts presented are lacking in demonstrating all of the processes needed or used in preparing for, presenting, and following up on the meeting after the presentation. Some of the sequence of events is missing, some under-planned and poorly executed, and lack achieving the purpose of improving student achievement.	The candidate has an incomplete analysis and presentation as an artifact and does not provide other artifacts that demonstrate the processes used in preparing for, presenting, and following up on the meeting after the presentation. The sequence of events is illogical, often unplanned and executed, and they do not achieve the purpose of improving student achievement.
<b>Outcomes:</b> <ul style="list-style-type: none"> <li>Clearly stated</li> <li>Clearly demonstrated</li> <li>Data supports the results</li> </ul>	The candidate clearly states the outcomes and expectations of the presentation with data and charts and possesses artifacts to demonstrate accomplishment. The candidate produces additional data and documents to support the outcomes and/or expectations from the presentation. Faculty responses to the presentation are also documented.	The candidate clearly states the outcomes and expectations of the presentation (and possesses artifacts to demonstrate accomplishment). The candidate produces additional data and documents to support the outcomes and/or expectations from the presentation.	The outcomes of the candidate's presentation are vague and unclear while artifacts support the presentation are lacking and unrelated. One or more of the data and documents necessary to support the outcomes of the presentation are lacking or absent. The supporting documents or data to back up the presentation often seem unrelated.	The outcomes of the candidate's presentation are vague and unclear (few or no artifacts support the presentation). There are few supporting documents or data to back up the presentation.
<b>Products:</b> <ul style="list-style-type: none"> <li>Align to standards</li> <li>Articulate and well organized</li> <li>Demonstrates full completion</li> </ul>	The candidate produces the following presentation items: an outline, a multi-media presentation (Power Point or other), handouts, explanation of the analysis of interventions implemented in support of the SIP and how the recommendations incorporate that analysis, list of recommendations, meeting minutes, and input received as a result of the presentation. The candidate's additional artifacts demonstrate greater competency.	The candidate produces the following presentation items: an outline, a multi-media presentation (Power Point or other), handouts, explanation of the analysis of interventions implemented in support of the SIP and how the recommendations incorporate that analysis, list of recommendations, meeting minutes, and input received as a result of the presentation. (More artifacts are most certainly welcome to demonstrate greater competency.)	The candidate does not produce one or more of the following suggested items to demonstrate competency: handouts, explanation of the analysis of interventions implemented in support of the SIP and how the recommendations incorporate that analysis, list of recommendations, and meeting minutes, and input received as a result of the presentation.	The candidate produces few of the following items and those presented do not demonstrate competency: handouts, explanation of the analysis of interventions implemented in support of the SIP and how the recommendations incorporate that analysis, list of recommendations, and meeting minutes, and input received as a result of the presentation.
<b>Quality:</b> <ul style="list-style-type: none"> <li>Beginning principal like or better</li> <li>Complete</li> </ul>	The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. The candidate clearly exceeds the	The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. Candidate meets or exceeds the standards as measured	One or more of the following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. As a result the candidate does not meet the standards	The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. Candidate does not meet or exceed the standards as

<ul style="list-style-type: none"> <li>• <b>Accurate</b></li> </ul>	standards as measured on this assessment.	on this assessment.	as measured on this assessment.	measured on this assessment.
<b>Candidates must MEET 5 of 5 to demonstrate competency</b>		<b>TOTAL SCORE</b>		

**Assessment #2** Demonstrate comprehensive understanding and performance in conducting teacher hiring, evaluation, and professional development.

**Focus Area: 2.1** Participate in the hiring process including, at a minimum: creation of a job description; creation of interview questions and assessment rubric; participation in interviews for the position; recommendation of the candidate to hire with rationale and data to support the selection; and preparation of letters of rejection for candidates who were not selected.

	<b>Exceeds the Standard:</b>	<b>Meets the Standard:</b>	<b>Nears the Standard</b>	<b>Does Not Meet the Standard:</b>
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• <b>Standards = 3.A, 3.B, 4.B, 5.B, and 6.A</b></li> <li>• <b>Appropriateness of the content</b></li> </ul>	<p>The candidate collaborates with staff, the principal, and community to align the teacher job description to student learning needs. The candidate creates a thoroughly developed job description. Additionally, if the school district uses a standard job description, the candidate analyzes an existing job description and composes a memo to the human resources director or superintendent with recommendations for improvements to the job description. The candidate creates interview questions and a tool to evaluate the applicants' competence based upon the district's evaluation standards. The interview questions are aligned with student learning needs and the district's evaluation standards. The hiring evaluation tools are based on the job description and district's evaluation criteria and provide precise criteria for evaluating the applicants for the position. The interview questions are relevant to making judgments about the competency of applicants and do not request information that violates anti-discrimination laws.</p>	<p>The candidate collaborates with staff to align the teacher job description to student learning needs. The candidate creates a job description. Alternatively, if the school district uses a standard job description, the candidate analyzes an existing job description and composes a memo to the human resources director or superintendent with recommendations for improvements to the job description. The candidate creates interview questions and a tool to evaluate the applicants' competence. The interview questions are aligned with student learning needs. The evaluation tools are based on the job description and provide clear criteria for evaluating the applicants for the position. The interview questions are relevant to making judgments about the competency of applicants and do not request information that violates anti-discrimination laws.</p>	<p>The candidate has some collaboration with staff on the alignment of the teacher job description to student learning needs. The candidate creates but fails to analyze the standard job description provided by the school district and writes either an undeveloped critique of it or the analysis is lacking in substance. The candidate creates some interview questions and one tool to evaluate the applicants. The interview questions are seldom aligned with student learning needs. The candidate has trouble creating evaluation tools, those created are loosely based on the job description, or the tools provide unclear criteria for evaluating applicants for the position. Several of the interview questions are not relevant to making judgments about the competency of applicants or request information that would violate anti-discrimination laws.</p>	<p>The candidate does not collaborate with staff on the alignment of the teacher job description to student learning needs. The candidate neither creates nor analyzes the standard job description provided by the school district and does not write a critique of it or the analysis is lacking in substance. The candidate does not create interview questions, and tools to evaluate the applicants or the interview questions are not aligned with student learning needs. The candidate does not create evaluation tools, the evaluation tools are not based on the job description, or the tools do not provide clear criteria for evaluating applicants for the position. Most of the interview questions are not relevant to making judgments about the competence of applicants or request information that violates anti-discrimination laws.</p>

<p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Follows theory to practice</li> <li>• Logical &amp; Sequential</li> <li>• Understandable</li> <li>• Achieves the purpose</li> </ul>	<p>The candidate leads the interviews of applicants for the position. The candidate greets applicants, states the purpose of the interview, asks relevant questions, takes accurate notes, and provides information to applicants about the school and district. The candidate completes the evaluations of the applicants. The candidate, working with the principal, prepares necessary documentation for the final hiring of the candidate of choice according to the school district's methodology. The candidate prepares rejection letters for candidates who were not selected.</p>	<p>The candidate participates in the interviews of applicants for the position. The candidate greets applicants, states the purpose of the interview, asks relevant questions, takes accurate notes, and provides information to applicants about the school and district. The candidate completes the evaluations of the applicants. The candidate prepares rejection letters for candidates who were not selected.</p>	<p>The candidate completes most of the important aspects of the process. The candidate often participates in the interviews of applicants for the position; sometimes performing one or more of the following: greeting the applicants, stating the purpose of the interview, asks questions, takes notes, or provides information to applicants about the school and district; sometimes completes the assessment rubrics; or does not prepare rejection letters for candidates who were not selected.</p>	<p>The candidate does not complete one or more important aspects of the process. The candidate does not participate in the interviews of applicants for the position; does not perform one or more of the following: greet applicants, state the purpose of the interview, ask relevant questions, take accurate notes, or provide information to applicants about the school and district; does not complete the assessment rubrics; or does not prepare rejection letters for candidates who were not selected.</p>
<p><b>Outcomes/Reflection</b></p> <ul style="list-style-type: none"> <li>• Clearly stated</li> <li>• Clearly demonstrated</li> <li>• Data supports the results</li> <li>• Reflection</li> </ul>	<p>The candidate recommends an applicant for employment as a teacher, and the recommendation is supported with a sound rationale and data from the evaluation based upon the district's job description and evaluation criteria. Furthermore, for the applicants that were not acceptable, the candidate provides written and complete explanations for the reasons for those applicants not hired. In a written paper, the candidate reflects on the knowledge and skill required to effectively perform his or her role in hiring quality teachers and explains how the outcome of the hiring process contributes to student learning.</p>	<p>The candidate recommends an applicant for employment as a teacher, and the recommendation is supported with a sound rationale and data from the evaluation. (In the event an applicant was not acceptable, the candidate explained why.) The candidate reflects on the knowledge and skill required to effectively perform his or her role and explains how the outcome of the hiring process contributes to student learning.</p>	<p>The candidate recommends an applicant for the position, but the rationale is lacking in supporting data from the evaluation. The candidate's reflection on the knowledge and skills required to effectively perform his or her role is superficial and lacking facts or data. The candidate has difficulty explaining how the outcome of the hiring process contributes to student learning or the explanation is facile.</p>	<p>The candidate recommends an applicant for the position, but the rationale is weak or is not supported with data from the evaluation. The candidate does not reflect on the knowledge and skills required to effectively perform his or her role, or the reflection is superficial. The candidate does not explain how the outcome of the hiring process contributes to student learning or the explanation is facile.</p>
<p><b>Products:</b></p> <ul style="list-style-type: none"> <li>• Align to standards</li> <li>• Articulate and well organized</li> <li>• Demonstrates full completion</li> <li>• Reflection</li> </ul>	<p>The candidate produces (1) a description of collaboration with staff, the principal, and community members, on alignment of the job description with student learning needs and the district's evaluation criteria; (2) the job description the candidate creates or, if a standard job description is used from the district, a recommendation memo to HR or the Supt.; (3) interview</p>	<p>The candidate produces (1) a description of collaboration with staff on alignment of the job description with student learning needs; (2) the job description the candidate creates or, if a standard job description is used from the district, a recommendation memo to HR or the Supt.; (3) interview questions; (4) a rubric for assessment of the applicants; and (5) rejection letters for candidates who were not selected.</p>	<p>The candidate is missing one or more of the following: (1) description of collaboration with staff on alignment of the job description with student learning needs; (2) job description the candidate creates or, if a standard job description is used by the district, a critique of the job description; (3) interview questions; (4) a rubric for assessment of the applicants; and (5) rejection letters for candidates who were not selected.</p>	<p>The candidate is missing several of the following: (1) description of collaboration with staff on alignment of the job description with student learning needs; (2) job description the candidate creates or, if a standard job description is used by the district, a critique of the job description; (3) interview questions; (4) a rubric for assessment of the applicants; and (5) rejection letters for candidates who were not selected.</p>

	questions; (4) a rubric for assessment of the applicants; (5) recommendation of an applicant for employment as a teacher, and the recommendation is supported with a sound rationale and data from the evaluation based upon the district's job description and evaluation criteria; and (6) rejection letters for candidates who were not selected.			
<b>Quality:</b> <ul style="list-style-type: none"> <li>• <b>Beginning principal like or better</b></li> <li>• <b>Complete</b></li> <li>• <b>Accurate</b></li> </ul>	The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. The candidate clearly exceeds the standards as measured on this assessment.	The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. Candidate meets or exceeds the standards as measured on this assessment.	The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. Candidate does not meet or exceed the standards as measured on this assessment.	The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. Candidate does not meet or exceed the standards as measured on this assessment.
		<b>Candidates must MEET 5 of 5 to demonstrate competency</b>	<b>TOTAL SCORE</b>	

**Assessment #2** Demonstrate comprehensive understanding and performance in conducting teacher hiring, evaluation, and professional development

**Focus Area: 2.2** Conduct a full cycle of clinical supervision, including a pre-conference, conference, and post-conference. Write a summary utilizing actual notes, observations, discussion, forms, and student achievement data providing feedback to the teacher. Provide examples of interventions and support needed for the non-tenured or struggling teacher.

	<b>Exceeds the Standard:</b>	<b>Meets the Standard:</b>	<b>Nears the Standard:</b>	<b>Does Not Meet the Standard:</b>
<b>Content:</b> <ul style="list-style-type: none"> <li>• <b>Standards = 1.B through 1.E, 2.A, 2.D, 2.F, 2.G, 2.H, 2.I, 3.C, 3.D, 3.E, 5.B, 5.C, and 5.E</b></li> <li>• <b>Appropriateness of the content</b></li> </ul>	The candidate clearly demonstrates knowledge and skills of clinical supervision and formative and summative evaluation (through a summary based upon notes, observations, meetings with a teacher, forms and student achievement data). The candidate demonstrates knowledge of methods that school leaders employ to strengthen the vision and mission of the school through alignment of clinical supervision with the school improvement process. The candidate helps the teacher formulate a self-improvement plan for the evaluation process with feedback that results in teacher change. The candidate	The candidate clearly demonstrates knowledge and skills of clinical supervision and formative and summative evaluation (through a summary based upon notes, observations, meeting with a teacher, forms and student achievement data). The candidate demonstrates knowledge of methods that school leaders employ to strengthen the vision and mission of the school through alignment of clinical supervision with the school improvement process. The candidate demonstrates the communication, interpersonal, and ethical skills and understandings necessary for effective school leadership through clinical supervision.	The candidate demonstrates some knowledge and skills of clinical supervision and formative and summative evaluation (through a summary based upon some notes, observations, a short meeting with a teacher, a few forms and little student achievement data). The candidate demonstrates some knowledge of methods that school leaders employ to strengthen the vision and mission of the school through alignment of clinical supervision with the school improvement process. The candidate's demonstrate of communication, interpersonal, and ethical skills and understandings necessary for effective school leadership through clinical	The candidate does not demonstrate knowledge and skills of clinical supervision and formative and summative evaluation (through a summary based upon notes, observations, meeting with a teacher, forms and student achievement data). The candidate does not demonstrate knowledge of methods that school leaders employ to strengthen the vision and mission of the school through alignment of clinical supervision with the school improvement process. The candidate does not demonstrate the communication, interpersonal, and ethical skills and understandings necessary for effective school leadership through clinical supervision.

	demonstrates the communication, interpersonal, and ethical skills and understandings necessary for effective school leadership through clinical supervision.		supervision is superficial.	
<p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Follows theory to practice</li> <li>• Logical &amp; Sequential</li> <li>• Understandable</li> <li>• Achieves the purpose</li> </ul>	The candidate clearly connects the three stages of clinical supervision: the pre-observation conference, classroom observation, and post-observation conference. The candidate's process is coherent and purpose-driven. The pre-observation conference establishes the purpose of the observation and the tools used to gather data on the classroom instructional process. The observation is focused and aligned to its purpose. During the post-observation conference, results are shared, recommendations for improvement provided, an improvement plan is identified and written, and professional development activities identified. Additionally, the candidate connects the clinical evaluation cycles to the formative evaluation process and the final, summative evaluation process.	Based upon best practices in clinical supervision, the candidate clearly connects the three stages of clinical supervision: the pre-observation conference, classroom observation, and post-observation conference. The candidate's process is coherent and purpose-driven. The pre-observation conference establishes the purpose of the observation and the tools used to gather data on the classroom instructional process. The observation is focused and aligned to its purpose. During the post-observation conference, results are shared, recommendations for improvement provided, and professional development activities identified.	The candidate follows one or two of the three-step clinical supervision process. The candidate's process is disjointed, seems to lack purpose-driven results, and is often unfocused. The process lacks clear results in useful and data-based recommendations for improvement that could guide ongoing professional development for the teacher.	The candidate does not follow the three-step clinical supervision process. The candidate's process is disjointed, not purpose-driven, and unfocused. The process does not result in useful and data-based recommendations for improvement that could guide ongoing professional development.
<p><b>Outcomes/Reflection</b></p> <ul style="list-style-type: none"> <li>• Clearly stated</li> <li>• Clearly demonstrated</li> <li>• Data supports the results</li> <li>• Reflection</li> </ul>	The candidate clearly states the outcomes of the clinical supervision process as it relates to the formative and summative evaluation processes. The candidate demonstrates accomplishment of the purposes of the process using appropriate data and other information to assess teacher performance from the observation. The candidate provides examples of professional development connected to the school's improvement process for the majority of teachers or necessary interventions and support for non-tenured or struggling teachers through improvement planning processes. The candidate	The candidate clearly states the outcomes of the clinical supervision process and formative and summative evaluation. The candidate demonstrates accomplishment of the purpose of the process using appropriate data and other information to assess teacher performance from the observation. The candidate provides examples of professional development connected to the school's improvement process for the majority of teachers or necessary interventions and support for non-tenured or struggling teachers. The candidate reflects individually and seeks feedback on performance as an evaluator from the evaluated teacher or principal mentor to assess personal	The outcomes for the clinical supervision and formative and summative evaluation process are lacking identification during the pre-observation conference. As a result, data and information collected during the observation are often disjointed and unfocused. The lacking of identification of outcomes often negatively impacts the post-conference. The candidate's personal reflection is lacking in depth or often fails to address the individual teacher's needs who was observed. The candidate solicits some feedback on his or her performance as an evaluator from the teacher being evaluated or the internship principal.	The outcomes for the clinical supervision and formative and summative evaluation process are not clearly identified during the pre-observation conference. As a result, data and information collected during the observation are disjointed and unfocused. The lack of identification of outcomes negatively impacts the post-conference. The candidate's personal reflection lacks depth or does not address the individual teacher who was observed. The candidate does not solicit feedback on his or her performance as an evaluator from the teacher being evaluated or the internship principal.

	reflects individually after seeking feedback on performance as an evaluator from the evaluated teacher and principal mentor to assess personal effectiveness.	effectiveness.		
<p><b>Products:</b></p> <ul style="list-style-type: none"> <li>• <b>Align to standards</b></li> <li>• <b>Articulate and well organized</b></li> <li>• <b>Demonstrates full completion</b></li> <li>• <b>Reflection</b></li> </ul>	The candidate produces an articulate and well-organized summary of the formative clinical supervision process that includes documentation from the formative pre-observation conference, classroom observation, the post-observation conference (including the teacher's improvement plans) and the presumptive summative evaluation of the teacher's performance. In a reflection, the candidate articulates the effects of supervision on student learning, the school improvement process, and teacher improvement. Artifacts include notes and forms used in the pre-observation conference, classroom observation, post-observation conference, post-observation conference write-up or formative evaluation form; summative evaluation; professional improvement recommendations.	The candidate produces an articulate and well-organized summary of the formative clinical supervision process that includes documentation from the formative pre-observation conference, classroom observation, the post-observation conference and the summative evaluation of the teacher's performance. In a reflection, the candidate articulates the effects of supervision on student learning and the school improvement process. Artifacts include notes and forms used in the pre-observation conference, classroom observation, post-observation conference write-up or formative evaluation form; summative evaluation; professional development recommendations.	The candidate is missing one or more of the artifacts that summarizes the candidate's work in the clinical supervision process, including documentation from the formative pre-observation conference, classroom observation, the post-observation conference or the summative evaluation of the teacher's performance. Artifacts that could be missing include notes and forms used in the pre-observation conference, classroom observation, post-observation conference; post-observation conference write-up or formative evaluation form; summative evaluation; or professional development recommendations.	The candidate is missing many of the artifacts that summarizes the candidate's work in the clinical supervision process, including documentation from the formative pre-observation conference, classroom observation, the post-observation conference or the summative evaluation of the teacher's performance. Artifacts missing include notes and forms used in the pre-observation conference, classroom observation, post-observation conference; post-observation conference write-up or formative evaluation form; summative evaluation; or professional development recommendations.
<p><b>Quality:</b></p> <ul style="list-style-type: none"> <li>• <b>Beginning principal like or better</b></li> <li>• <b>Complete</b></li> <li>• <b>Accurate</b></li> </ul>	The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. The candidate clearly exceeds the standards as measured on this assessment.	The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. Candidate meets or exceeds the standards as measured on this assessment.	The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. Candidate does not meet or exceed the standards as measured on this assessment.	The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. Candidate does not meet or exceed the standards as measured on this assessment.
	<b>Candidates must MEET 5 of 5 to demonstrate competency</b>		<b>TOTAL SCORE</b>	

**Assessment # 2** – Demonstrate comprehensive understanding and performance in conducting teacher hiring, evaluation, and professional development.  
**Focus Area: 2.3** In conjunction with stakeholders lead in the development of a professional development plan for a school building that included: (1) data analysis (reviewed in Focus Area 1.2); (2) multiple options for teacher development; and (3) a method for evaluating the plan leading to school improvement.

	<b>Exceeds the Standard:</b>	<b>Meets the Standard:</b>	<b>Nears the Standard:</b>	<b>Does Not Meet the Standard:</b>
<p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>Standards = 1.B through 1.E, 2.A, 2.D, 2.F, 2.G, 3.D, 4.A through 4.D, and 5.A</li> <li>Appropriateness of the Content</li> </ul>	The candidate clearly demonstrates knowledge and understanding of the 12 components of the National Staff Development Council (NSDC) professional development standards in working with the staff in developing and improving the school's professional development plan.	The candidate clearly demonstrates knowledge and understanding of the 12 components of the National Staff Development Council (NSDC) professional development standards.	The candidate inadequately demonstrates knowledge of the NSDC standards.	The candidate does not demonstrate knowledge of the NSDC standards.
<p><b><u>Process:</u></b></p> <ul style="list-style-type: none"> <li>Follows theory to practice</li> <li>Logical &amp; Sequential</li> <li>Understandable</li> <li>Achieves the purpose</li> </ul>	Working in collaboration with the schools stakeholders, the candidate clearly demonstrates application of the NSDC standards to the school's professional development needs by analyzing data, creating options, and creating an evaluation process for the school's professional development plan. Additionally the candidate leads at least one professional development activity for the staff.	The candidate clearly demonstrates application of the NSDC standards to their own school professional development needs by analyzing data, creating options, and creating an evaluation plan in collaboration with stakeholders.	The candidate inadequately demonstrates application of the NSDC standards to their own school's professional development needs by lacking data analysis, creating options, and/or creating an evaluation plan in collaboration with stakeholders.	The candidate does not demonstrate application of the NSDC standards to their own school professional development needs by analyzing data, creating options, and creating an evaluation plan in collaboration with stakeholders.
<p><b><u>Outcomes/Reflection</u></b></p> <ul style="list-style-type: none"> <li>Clearly stated</li> <li>Clearly demonstrated</li> <li>Data supports the results</li> </ul>	The candidate clearly provides in writing to the mentor principal the outcomes expected of the school's professional development plan in relationship to school improvement. Additionally a timeline of activities that will meet the plans expected outcomes is presented.	The candidate clearly states the outcomes of the school's professional development plan in relationship to school improvement.	The candidate does not or inadequately states the outcomes of the school's professional development plan in relationship to school improvement.	The candidate does not state the outcomes of the school's professional development plan in relationship to school improvement.
<p><b><u>Products:</u></b></p> <ul style="list-style-type: none"> <li>Align to standards</li> <li>Articulate and well organized</li> <li>Demonstrates full completion</li> <li>Reflection</li> </ul>	The candidate's internship time-log and reflections clearly indicate knowledge of NSDC standards, application of the standards to the professional development plan embedded in the school SIP, and a mechanism for evaluating the effectiveness of the plan to improve student learning. Additionally a timeline of activities that will meet the plans expected outcomes is presented.	The candidate's internship time-log and reflections clearly indicate knowledge of NSDC standards, application of the standards to the professional development plan embedded in the school SIP, and a mechanism for evaluating the effectiveness of the plan to improve student learning.	The candidate's internship time-log and reflections indicate inadequate knowledge of NSDC standards, application of the standards to the professional development plan embedded in the school SIP, and lacks a mechanism for evaluating the effectiveness of the plan to improve student learning.	The candidate's internship time-log and reflections does not indicate or inadequately indicate knowledge of NSDC standards, application of the standards to the professional development plan embedded in the school SIP, and a mechanism for evaluating the effectiveness of the plan to improve student learning.



<p><b>Quality:</b></p> <ul style="list-style-type: none"> <li>• <b>Beginning principal like or better</b></li> <li>• <b>Complete</b></li> <li>• <b>Accurate</b></li> </ul>	<p>The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. The candidate clearly exceeds the standards as measured on this assessment.</p>	<p>The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. Candidate meets or exceeds the standards as measured on this assessment.</p>	<p>The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. Candidate does not meet or exceed the standards as measured on this assessment.</p>	<p>The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. Candidate does not meet or exceed the standards as measured on this assessment.</p>
<p><b>Candidates must MEET 5 of 5 to demonstrate competency</b></p>			<p><b>TOTAL SCORE</b></p>	

<p><b>Assessment # 3 – Demonstrate comprehensive understanding and performance in conducting school-wide management of personnel, resources, and systems for adequacy and equity.</b>  <b>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, and high expectations and a personalized and motivating learning environment for students.</b></p>				
	<p><b>Exceeds the Standard:</b></p>	<p><b>Meets the Standard:</b></p>	<p><b>Nears the Standard:</b></p>	<p><b>Does Not Meet the Standard:</b></p>
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• <b>Standards = 1.D, 2.A through 2.I, 4.A through 4.D, 5.B, 5.C, 5.E, and 6.A through 6.C</b></li> <li>• <b>Appropriateness of the Content</b></li> </ul>	<p>The candidate consistently demonstrates knowledge and skills in an understanding of systems and factors within the internship school that advocate, nurture and sustain a culture of collaboration, trust, learning, high expectations and a personalized and motivating learning environment for students through her/his actions and decision making. Content knowledge is demonstrated in the following areas: professional learning community, school improvement process, professional development, teacher leadership, building leadership teams, cultural proficiency and guaranteed and viable curriculum and climate.</p>	<p>The candidate demonstrates knowledge and skills in an understanding of systems and factors within the internship school that advocate, nurture and sustain a culture of collaboration, trust, learning, high expectations and a personalized and motivating learning environment for students. Content knowledge is demonstrated in the following areas: professional learning community, school improvement process, professional development, teacher leadership, building leadership teams, cultural proficiency and guaranteed and viable curriculum and climate.</p>	<p>The candidate’s demonstration of knowledge and skills in an understanding of systems and factors within the internship school that advocate, nurture and sustain a culture of collaboration, trust, learning, high expectations and a personalized and motivating learning environment for students is lacking. Content knowledge is lacking demonstration in one or more of the following areas: professional learning community, school improvement process, professional development, teacher leadership, building leadership teams, cultural proficiency and guaranteed and viable curriculum and climate.</p>	<p>The candidate does not demonstrate knowledge and skills in an understanding of systems and factors within the internship school that advocate, nurture and sustain a culture of collaboration, trust, learning, high expectations and a personalized and motivating learning environment for students. Content knowledge is not demonstrated in the following areas: professional learning community, school improvement process, professional development, teacher leadership, building leadership teams, cultural proficiency and guaranteed and viable curriculum and climate.</p>
<p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• <b>Follows theory to practice</b></li> <li>• <b>Logical &amp; Sequential</b></li> <li>• <b>Understandable</b></li> <li>• <b>Achieves the purpose</b></li> </ul>	<p>The candidate clearly demonstrates an understanding of the systems and factors within the internship school that advocate, nurture and sustain a culture of collaboration, trust, learning, high expectations and a personalized and motivating learning environment for students through the graphic mapping of the system and recommendations for improvement. Recommendations</p>	<p>The candidate clearly demonstrates an understanding of the systems and factors within the internship school that advocate, nurture and sustain a culture of collaboration, trust, learning, high expectations and a personalized and motivating learning environment for students through the graphic mapping of the system and recommendations for improvement. Recommendations are accurate, complete, logical, and able to</p>	<p>The candidate has difficulty in demonstrating an understanding of the systems and factors within the internship school that advocate, nurture and sustain a culture of collaboration, trust, learning, high expectations and a personalized and motivating learning environment for students through the graphic mapping of the system and recommendations for improvement. Several recommendations are either</p>	<p>The candidate does not demonstrate an understanding of the systems and factors within the internship school that advocate, nurture and sustain a culture of collaboration, trust, learning, high expectations and a personalized and motivating learning environment for students through the graphic mapping of the system and recommendations for improvement. Recommendations are inaccurate, incomplete, illogical, and not</p>

	are accurate, complete, logical, and able to be implemented in a school setting. Additionally, the candidate, in conjunction with the staff, implements several improvement process recommendations with the mentor principal's approval.	be implemented in a school setting.	inaccurate, incomplete, illogical, and/or not able to be implemented in a school setting.	able to be implemented in a school setting.
<p><b>Outcomes/Reflection</b></p> <ul style="list-style-type: none"> <li>Clearly stated and demonstrated</li> <li>Data supports the results</li> <li>Candidate reflects on her/his role in the process</li> </ul>	The candidate clearly states the outcomes and expectations for improving student learning through the analysis of multiple areas of the school's learning environment as evidenced by conducting a review of data, identifying supporting factors and impeding factors, creating a graphic map of the system, evaluating effectiveness and making recommendations for improvement. The candidate reflects on his or her involvement and the potential impact these systems may have on school personnel and student achievement and learning. Additionally, the candidate, in conjunction with the staff, implements several improvement process recommendations with the mentor principal's approval.	The candidate clearly states the outcomes and expectations for improving student learning through the analysis of two areas of the school's learning environment as evidenced by conducting a review of data, identifying supporting factors and impeding factors, creating a graphic map of the system, evaluating effectiveness and making recommendations for improvement. The candidate reflects on his or her involvement and the potential impact these systems may have on school personnel and student achievement and learning.	The candidate has difficulty communicating the outcomes and expectations for improving student learning through the analysis of two areas of the school's learning environment. Evidenced is either a poor review of data, lack of identification of supporting factors and impeding factors, poorly graphed map of the system, incomplete evaluation of effectiveness and/or poor recommendations for improvement. The candidate's reflection on his or her involvement and the potential impact the work may have on school personnel and student achievement and learning is superficial and lacking a clear understanding of the processes and systems need to accomplish the work.	The candidate does not clearly state the outcomes and expectations for improving student learning through the analysis of two areas of the school's learning environment as evidenced by a poor review of data, lack of identification of supporting factors and impeding factors, poorly graphed map of the system, incomplete evaluation of effectiveness and poor recommendations for improvement. The candidate is not able to adequately reflect on his or her involvement and the potential impact the work may have on school personnel and student achievement and learning.
<p><b>Products:</b></p> <ul style="list-style-type: none"> <li>Align to standards</li> <li>Articulate and well organized</li> <li>Demonstrates full completion</li> <li>Reflection</li> </ul>	The candidate produces the following: a review and map of the learning environment, an analysis of supporting and impeding factors, and an evaluation of the systems' effectiveness and recommendations for improvement. Potential learning environment system areas include professional learning communities, the school improvement process, professional development, teacher leadership, school leadership teams, cultural proficiency and guaranteed and viable curriculum and climate. Additionally, the candidate, in conjunction with the staff, created several improvement processes with the mentor principal's approval.	The candidate produces the following: a review and map of the learning environment, an analysis of supporting and impeding factors, and an evaluation of the systems' effectiveness and recommendations for improvement. Potential learning environment system areas include professional learning communities, the school improvement process, professional development, teacher leadership, school leadership teams, cultural proficiency and guaranteed and viable curriculum and climate.	The candidate poorly produces one or more of the following items: a review and map of the learning environment, an analysis of supporting and impeding factors, and an evaluation of the systems' effectiveness and recommendations for improvement. Potential learning environment system areas which include professional learning communities, the school improvement process, professional development, teacher leadership and building leadership teams, are poorly included.	The candidate does not or poorly produces the following items: a review and map of the learning environment, an analysis of supporting and impeding factors, and an evaluation of the systems' effectiveness and recommendations for improvement. Potential learning environment system areas include professional learning communities, the school improvement process, professional development, teacher leadership and building leadership teams, and these are minimally or not included.

<b>Quality:</b> <ul style="list-style-type: none"> <li>• <b>Beginning principal like or better</b></li> <li>• <b>Complete</b></li> <li>• <b>Accurate</b></li> </ul>	The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. The candidate clearly exceeds the standards as measured on this assessment.	The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. Candidate meets or exceeds the standards as measured on this assessment.	The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. Candidate does not meet or exceed the standards as measured on this assessment.	The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. Candidate does not meet or exceed the standards as measured on this assessment.
	<b>Candidates must MEET 5 of 5 to demonstrate competency</b>		<b>TOTAL SCORE</b>	

<p><b>Assessment # 3 – Demonstrate comprehensive understanding and performance in conducting school-wide management of personnel, resources, and systems for adequacy and equity.</b></p> <p><b>Focus Area: 3.2 – Review the school’s budget and other school resources with the internship principal. Detail how the resources are typically used; how the resources could be evaluated for adequacy; assessed for effectiveness and efficiency; and gave recommendations for improvement. Address specifically the impact of the budget on subgroups such as special education, ELL, and low socio-economic students. Present recommendations for improvement to a faculty or faculty group for input in the budget development process.</b></p>				
	<b>Exceeds the Standard:</b>	<b>Meets the Standard:</b>	<b>Nears the Standard:</b>	<b>Does Not Meet the Standard:</b>
<b>Content:</b> <ul style="list-style-type: none"> <li>• <b>Standards = 1.D, 2.E, 3.A through 3.E, 4.A, and 5.A through 5.E</b></li> <li>• <b>Appropriateness of the Content</b></li> </ul>	The candidate’s presentation and artifacts support a clear understanding of the school’s budget and budget development process and delineates the use of available resources, evaluates for adequacy and assesses for effectiveness and efficiency. The candidate’s presentation provides specific recommendations for improvement to a specified audience and solicits input. The candidate’s presentation and final report addresses the impact of the budget on student subgroups, such as limited English proficiency, special education and economically disadvantaged along with recommendations for how to better address funding to support the needs of these subgroups.	The candidate’s presentation and artifacts support a clear understanding of the school’s budget and delineate the use of available resources, evaluate adequacy and assess for effectiveness and efficiency. The candidate’s presentation provides recommendations for improvement to a specific audience and solicits input. The candidate’s presentation and final report addresses the impact of the budget on student subgroups, such as limited English proficiency, special education and economically disadvantaged.	The candidate poorly presents his/her understanding of the school budget, available resources, and specific impact of the budget on subgroups such as special education, ELL, and low socio-economic students. The candidate’s final budget report provides minimally appropriate recommendations for improvement.	The candidate does not present or poorly presents his/her understanding of the school budget, available resources, and specific impact of the budget on subgroups such as special education, ELL, and low socio-economic students. The candidate’s final budget report does not provide or minimally provides appropriate recommendations for improvement.
<b>Process:</b>	The candidate documents with artifacts a meeting with the mentor	The candidate documents a meeting with the mentor to review the school’s	The candidate’s demonstration of an understanding of the school budget and	The candidate fails to demonstrate an understanding of the school budget and

<ul style="list-style-type: none"> <li>• <b>Follows theory to practice</b></li> <li>• <b>Logical &amp; Sequential</b></li> <li>• <b>Understandable</b></li> <li>• <b>Achieves the purpose</b></li> </ul>	<p>principal to review the school’s budget (an artifact). The candidate demonstrates an understanding of the school budget development process and resources available, providing details of how the resources are used, and an assessment of adequacy, effectiveness, and efficiency as delineated in a report prepared and shared with the mentor. The candidate documents a presentation of recommendations for budget improvement to the faculty and receives their input. The candidate and mentor meet to discuss the candidate’s recommendations and reflections on the school budget, resources, impact on student subgroups and recommendations to better address funding to support the needs of these subgroups.</p>	<p>budget (an artifact). The candidate demonstrates an understanding of the school budget and resources available, providing details of how the resources are used, and an assessment of adequacy, effectiveness, and efficiency as delineated in a report prepared and shared with the mentor. The candidate documents the presentation of recommendations for budget improvement to the faculty and receives input. The candidate and mentor meet to discuss the candidate’s recommendations and reflections on the school budget, resources, impact on student subgroups and recommendations.</p>	<p>resources is lacking. The candidate’s report lacks an understanding of how resources are used or is unclear as to how to provide an assessment of adequacy, effectiveness, and efficiency. The candidate presents the budget to a faculty group for input with limited results. A limited meeting is held between the candidate and mentor to discuss the school budget, resources, impact on student subgroups, the candidate’s recommendations and the candidate’s reflections on the school budget and other resources.</p>	<p>resources. The candidate’s report does not show an understanding of how resources are used or provide an assessment of adequacy, effectiveness and efficiency. The candidate does not present the budget to a faculty group for input. No meeting or a limited meeting is held between the candidate and mentor to discuss the school budget, resources, impact on student subgroups, the candidate’s recommendations or the candidate’s reflections on the school budget and other resources.</p>
<p><b>Outcomes/Reflection</b></p> <ul style="list-style-type: none"> <li>• <b>Clearly stated and demonstrated</b></li> <li>• <b>Data supports the results</b></li> <li>• <b>Candidate reflects on her/his role in the process</b></li> </ul>	<p>The candidate clearly understands the school budget and resources as evidenced by a formal report detailing how the resources are used, including an assessment of adequacy, effectiveness and efficiency. The report specifically addresses the impact of the budget on student subgroups, such as limited English proficiency, special education and economically disadvantaged. Appropriate recommendations are made for improvement including recommendations to better address funding to support the needs of these specific subgroups. The report findings are presented to the principal. The candidate is able to discuss his/her involvement in the budget review process, resources available and the impact the recommendations will have on the school with the faculty supervisor.</p>	<p>The candidate clearly understands the school budget and resources as evidenced by a formal report detailing how the resources are used, including an assessment of adequacy, effectiveness and efficiency. Appropriate recommendations are made for improvement. The report specifically addresses the impact of the budget on student subgroups, such as limited English proficiency, special education and economically disadvantaged. The report findings are presented to the principal. The candidate is able to reflect on his or her involvement in the budget review process, resources available and the impact the recommendations will have on the school.</p>	<p>The candidate reviews the budget. Knowledge of other resources is minimal or lacking. The details on how the resources are used, including an assessment of adequacy, effectiveness and efficiency, are incomplete. School budget recommendations are poorly organized and often inappropriate. Little specificity is given to the impact of the budget on student subgroups, such as limited English proficiency, special education and economically disadvantaged. The candidate’s reflection on his or her involvement in reviewing the school budget, resources and impact on subgroups is lacking a clear understanding of the processes and systems need to accomplish the work.</p>	<p>The candidate reviews the budget. Knowledge of other resources is minimal. The details on how the resources are used, including an assessment of adequacy, effectiveness and efficiency, are incomplete. School budget recommendations are poor or inappropriate. Little or no specificity is given to the impact of the budget on student subgroups, such as limited English proficiency, special education and economically disadvantaged. The candidate is unable to accurately reflect on his or her involvement in reviewing the school budget, resources and impact on subgroups.</p>

<p><b>Products:</b></p> <ul style="list-style-type: none"> <li>• <b>Align to standards</b></li> <li>• <b>Articulate and well organized</b></li> <li>• <b>Demonstrates full completion</b></li> <li>• <b>Reflection</b></li> </ul>	<p>The candidate produces the following: a copy of the school budget he/she has reviewed, initialed by the mentor; a report containing the details of how the budget resources are used; how the resources are evaluated for adequacy and assessed for effectiveness and efficiency; and recommendations for improvement. The final report addresses the impact of the budget on student subgroups, such as limited English proficiency, special education and economically disadvantaged including recommendations to better address funding to support the needs of these specific subgroups.</p>	<p>The candidate produces the following: a copy of the school budget he or she has reviewed, initialed by the mentor; a report containing the details of how the budget resources are used, and how the resources are evaluated for adequacy and assessed for effectiveness and efficiency; and recommendations for improvement. The final report addresses the impact of the budget on student subgroups, such as limited English proficiency, special education and economically disadvantaged.</p>	<p>The candidate produces an inadequate school budget he or she has reviewed. The report does not contain enough details of how resources are used, or how the resources are evaluated for adequacy or assessed for effectiveness and efficiency. The candidate's recommendations are inadequate or inappropriate for budget improvements. The final report lacks specificity in addressing the impact of the budget on student subgroups, such as limited English proficiency, special education and economically disadvantaged.</p>	<p>The candidate does not produce a copy of the school budget he or she has reviewed, initialed by the mentor. The report does not contain the details of how resources are used, or how the resources are evaluated for adequacy or assessed for effectiveness and efficiency. The candidate makes inadequate or inappropriate recommendations for budget improvements or the final report does not specifically address the impact of the budget on student subgroups, such as limited English proficiency, special education and economically disadvantaged.</p>
<p><b>Quality:</b></p> <ul style="list-style-type: none"> <li>• <b>Beginning principal like or better</b></li> <li>• <b>Complete</b></li> <li>• <b>Accurate</b></li> </ul>	<p>The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. The candidate clearly exceeds the standards as measured on this assessment.</p>	<p>The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. Candidate meets or exceeds the standards as measured on this assessment.</p>	<p>The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. Candidate does not meet or exceed the standards as measured on this assessment.</p>	<p>The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. Candidate does not meet or exceed the standards as measured on this assessment.</p>
<p><b>Candidates must MEET 5 of 5 to demonstrate competency</b></p>			<p><b>TOTAL SCORE</b></p>	

**Assessment # 3 – Demonstrate comprehensive understanding and performance in conducting school-wide management of personnel, resources, and systems for adequacy and equity.**

**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 (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 was 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.**

	<b>Exceeds the Standard:</b>	<b>Meets the Standard:</b>	<b>Nears the Standard:</b>	<b>Does Not Meet the Standard:</b>
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• <b>Standards = 1.A, 1.B, 1.D, 2.E, 2.G, 2.H, 3.A, 3.B, 4.A, and 5.A</b></li> <li>• <b>Appropriateness of the Content</b></li> </ul>	<p>The candidate clearly incorporates the mission, vision and beliefs of the school in determining and analyzing several different systems (at least one instructional and one management). The candidate creates a systems map and an assessment tool for analysis to utilize</p>	<p>The candidate clearly incorporates the mission of the school in determining and analyzing the two different systems (one instructional and one management). The candidate creates an assessment tool for analysis to utilize in developing recommendations for improvement in the final report.</p>	<p>The candidate's incorporation of the mission of the school in determining and analyzing two different systems (one instructional and one management) is mixed or unclear. The candidate's assessment tool for analysis needs further development for accurate and worthwhile recommendations for</p>	<p>The candidate does not clearly incorporated the mission of the school in determining and analyzing the two different systems (one instructional and one management). The candidate's assessment tool for analysis lacks development for accurate and worthwhile recommendations for</p>

	in developing recommendations for improvement in a report given to the mentor principal. With the help of the mentor principal, the candidate implements one of the improvement recommendations and gathers data to analyze for evaluation of the improvement's success.		improvement in the final report.	improvement in the final report.
<b>Process:</b> <ul style="list-style-type: none"> <li>Follows theory to practice</li> <li>Logical &amp; Sequential</li> <li>Understandable</li> <li>Achieves the purpose</li> </ul>	The candidate demonstrates an understanding of two school systems (one instructional and one management) through the use of a systems map and accurately created assessments to analyze the two systems. Results of the analysis are connected to practical recommendations for improvement. With the help of the mentor principal, the candidate implements one of the improvement recommendations and gathers data to analyze for evaluation of the improvement's success.	The candidate demonstrates an understanding of two school systems (one instructional and one management) through the use of an accurately created assessment to analyze the two systems. Results of the analysis are connected to practical recommendations for improvement.	The candidate's demonstration of an understanding of two school systems (one instructional and one management) is unclear and unfocused. The assessment lacks accuracy for use in analysis of the two systems. The analysis seems unconnected to practical recommendations for improvement.	The candidate is unable to demonstrate an understanding of two school systems (one instructional and one management). The assessment is not accurate for use in analysis of the two systems. The analysis is unconnected to practical recommendations for improvement.
<b>Outcomes/Reflection</b> <ul style="list-style-type: none"> <li>Clearly stated and demonstrated</li> <li>Data supports the results</li> <li>Candidate reflects on her/his role in the process</li> </ul>	The candidate clearly communicates in a written report the outcomes and expectations of analyzing two systems (one instructional and one management) through reviewed data, systems mapping, assessment tools, evaluated effectiveness, recommendations, and reported findings given to the principal. The candidate is able to reflect on her/his involvement in the project and the impact the recommendations will have on the school. Further, with the help of the mentor principal, the candidate implements one of the improvement recommendations and gathers data to analyze for evaluation of the improvement's success.	The candidate clearly states the outcomes and expectations of analyzing two systems (one instructional and one management) through reviewed data, systems, created assessment tool, evaluated effectiveness, recommendations, and reported findings given to the principal. The candidate is able to reflect on her/his involvement in the project and the impact the recommendations will have on the school.	The candidate's statement of the outcomes and expectations of analyzing two systems (one instructional and one management) seems unclear and unfocused. The reviewed data are lacking, the assessment is unfocused and lacks connection to the recommendations, and the reported findings are often inappropriate. The candidate's reflection on her/his involvement in the project and the impact the recommendations will have on the school is lacking a clear understanding of the processes needed to accomplish the work.	The candidate does not clearly state the outcomes and expectations of analyzing two systems (one instructional and one management). The reviewed data are lacking, the assessment is ineffective and lacks connection to the recommendations, and the reported findings are not appropriate. The candidate is lacking in the reflection on her/his involvement in the project and the impact the recommendations will have on the school.
<b>Products:</b> <ul style="list-style-type: none"> <li>Align to</li> </ul>	The candidate produces a report that contained the following: a clear connection of recommended	The candidate produces a report that contained the following: a clear connection of recommended changes to	The candidate's report lacks a clear connection of recommended changes to the mission of the school. The analysis of	The candidate is unable to produce a report that contained clear connections of recommended changes to the mission

<p><b>standards</b></p> <ul style="list-style-type: none"> <li>• <b>Articulate and well organized</b></li> <li>• <b>Demonstrates full completion</b></li> <li>• <b>Reflection</b></li> </ul>	<p>changes to the mission, vision, and beliefs of the school; a systems mapping of two systems (one instructional and one management); an-assessment tool used for the systems' evaluation; an analysis of the data; evaluation for effectiveness and efficiency; and recommendations for improvement. Further, the candidate documents the implementation of one of the recommendations for improvement along with analysis of data analyzed to determine the effectiveness of the improvement process.</p>	<p>the mission of the school; a mapping of two systems (one instructional and one management); an-assessment tool used for the systems' evaluation; an analysis of the data; and recommendations for improvement.</p>	<p>two systems in the school (one instructional and one management) is unfocused and unclear. The assessment tool used for analysis and recommendations for improvement demonstrates a lack of understanding of the processes needed to accomplish the work.</p>	<p>of the school; an analysis of two systems in the school (one instructional and one management); an assessment tool used for analysis; and recommendations for improvement.</p>
<p><b>Quality:</b></p> <ul style="list-style-type: none"> <li>• <b>Beginning principal like or better</b></li> <li>• <b>Complete</b></li> <li>• <b>Accurate</b></li> </ul>	<p>The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. The candidate clearly exceeds the standards as measured on this assessment.</p>	<p>The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. Candidate meets or exceeds the standards as measured on this assessment.</p>	<p>The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. Candidate does not meet or exceed the standards as measured on this assessment.</p>	<p>The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. Candidate does not meet or exceed the standards as measured on this assessment.</p>
	<p><b>Candidates must MEET 5 of 5 to demonstrate competency</b></p>		<p><b>TOTAL SCORE</b></p>	





**East Aurora School District #131 and North Central College**

**Illinois Partnerships Advancing Rigorous Training (IL-PART)**

**U.S. Department of Education-School Leadership Program Funded Project**

**The U.S. Department of Education-funded Illinois Partnerships Advance Rigorous Training (IL-PART) together in formal partnerships aimed at improving the way in which principals are prepared and developed in Illinois.**

**East Aurora IL-PART Principal Preparation Intern Application Process**

1. At a minimum, completion of three Leadership Education courses at North Central College: EDN 500 "Leadership in the 21<sup>st</sup> Century," EDN 630 "Schools as Learning Communities" and EDN 536 "School Home and Community."
2. Submit Principal Intern Application Packet which includes: IL-PART Principal Intern Application, Leadership Profile, and Essay.
3. Successful IL-PART Principal Candidates will then be granted a panel interview with East Aurora administrators and North Central College faculty members. Candidates are encouraged to bring their professional portfolio and/ or leadership artifacts to support their interview.
4. This interview will determine candidacy for the sixteen week immersion internship in East Aurora.
5. Candidates will be notified of the outcome of the IL-PART Principal Preparation Intern Application Process.
6. A Lead Principal Mentor is matched up and partnered with the Principal Intern.
7. A guest teacher is secured to cover the Principal Intern's classroom for sixteen weeks.



**State Assessments****1.1 Purpose of SIP & Relationship to Vision**

- PowerPoint with connection to Mission/Vision & SIP
- Staff handouts and minutes
- Outline of process
- Documentation of stakeholder input and minutes
- Reflection
- Other

**1.2 MTSS: Review Data, ID Improvement & Interventions**

- Data analysis including subgroup disaggregation
- Recommendation of improvements and interventions per subgroup
- Clearly stated expectations and outcomes
- Documentation of faculty involvement and meeting minutes
- Representation of all students/families with equity & advocates on their behalf, ensuring opportunity to learn & well-being of all children (EAF4.5)
- Reflection

**1.3 Create, Implement & Eval SIP**

- Data used to create action plan
- Documentation of process and faculty involvement
- Meeting minutes
- Documentation of implementation & formative evaluation of SIP (including modifications for EL & SED)
- Evidence of progress monitoring and impact on learning
- Clearly stated expectations and outcomes
- Reflection
- Other

**1.4 Review SIP & recommendations for 16-17**

- Presentation of SIP progress to leadership team
- Data for each goal included
- Outline, PP, handout, recommendations
- Documentation of minutes & staff feedback
- Use of student info to design instruction that meets diverse needs of students & leads to growth for all
- Development of support systems to differentiate strategies, pace, levels of complexity & language for varying levels of ability for ELL, SED, etc. (EAF 4.7)

**2.1 Hiring**

- Describe collaboration with staff
- Align job description with student learning needs
- Prepare Interview Questions
- Create rubric for assessment of applicants
- Participate in interviews
- Summarize recommendation with rationale for hiring
- Prepare rejection letter
- Include related notes, letters, and forms

**2.2 Appraisal –fully participate**

- All notes/forms for all phases of evaluation cycle
- Results and recommendations for PD with examples
- Summary of supervision process
- Reflection: Effects of supervision of learning and SIP

**2.3 PD Planning-aligned to SIP with data**

- Data analysis relates to SIP & data in 1.2
- Evidence of understanding of NSDC Standards
- Multiple options for PD
- Evaluation of the plan created with stakeholders

**3.1 Systems for Collab & Pos Culture**

- Review of systems data
- Use data for Graphic of 2 Learning Systems
- Supporting & impeding factors
- Evaluation effectiveness & recommendations
- Develop plan focusing on needs of school to support IEP, 504, ELLs & gifted (EAF4.4)
- Works with SED & ELL teachers to ID assessment strategies and devices (see rubric)
- Evaluation print, visual, auditory & online materials for content areas & the reading needs of each student including ELL, SED, struggling & advance readers (EAF 4.2)

**State Assessments, cont'd.****3.2 Budget**

- Copy of budget with report including:
- Summary of typical use and plan for evaluation, and recommendations for improvement, and impact on NCLB subgroups

**3.3 School Systems to Support Mission**

- Map and analyze systems related to SIP/Mission (instructional & managerial).
- Develop rating tool to evaluate effectiveness of each strand
- Recommendations for “needs improvement” items.

**ISLLC****1. Early Childhood**

- Stakeholder engagement
- Analysis of problems and issues, goals, action steps, and evaluation.

**2. Cultural Competency Audit – findings / recommendations****3. Curriculum Evaluation**

- With teachers, program evaluation of curriculum area with recommendations & methods for personalization
- Methods to monitor & evaluate impact
- Assessments & systems to monitor students progress
- Methods to help staff implement
- Report of findings to mentor

**4. Schedule**

- Create & graphically display an alternative building schedule to maximize instructional time
- Checklist of changes needed to implement schedule
- Evaluation tool for effectiveness

**5. Technology Audit**

- Conduct, make recommendations to improve, and present.

**6. Bullying Policy**

- With teachers, parents, & students review bullying policy & make recommendations to improve focusing on:
- ID bullying, understanding bullying types & how to teach & promote bully-free school

**7. Feedback Consultant**

- Acquire teacher leader review of docs BEFORE presenting

**8. Community Relations**

- Conduct sociological inventory of school community
- Create community relations plan

**9. Community Resources**

- Use above data to create list of community resources
- Present to staff to increase understanding and appreciation of diverse resources of community

**10. Partnerships**

- Review school's partnerships
- Recommend updates or changes

**11. Monthly log/reflection**

- Moral/legal issue –\_present & provide resolution

**13. Advocacy - advocate for student, family or caregiver**

- Policy - influence change at local, state, or national.level

**15. Emerging Trends - present one that may impact....****SREB****6.a Communication Analysis**

- Analysis of methods used to keep all informed
- Focus on student achievement
- Focus on equity & advocate on behalf, ensuring opportunity to learn & well being of all children (EAF4.5)

**6.b Feedback**

- Collect data from audience following 2 different presentations on your skill
- Reflection.

**1.d Transitions**

- Work with team of teachers from 2 grade-span levels
- Audit attendance, achievement, social adjustment & behavior of students.
- Report to both grade level principals with recommendations on student transition efforts



# INTERNSHIP ACTION PLAN

August				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

- Finish MODULES!
- Focus Area 2.1 HIRING PROCESS

September				
M	T	W	Th	F
	1	2	3	4
<del>7</del>	8	9 <sub>LA</sub>	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

- Focus Area 2.2 CLINICAL OBSERVATIONS
- Summer Reflection DUE
- Focus Area 1.2 Analyze and Review DATA!
- Focus Area 1.3 work w faculty to create SIP plan
- ◈ Set Observation #1

October				
M	T	W	Th	F
			1	2
5	6	7	<del>8</del>	<del>9</del>
12	13	14 <sub>LA</sub>	15	16
19	20	21	22	23
26	27	28	29	30

- Focus Area 2.3 lead the development of PROFESSIONAL DEVELOPMENT
- Focus Area 1.1 Explain SIP to faculty team
- Focus Area 3.2 Review School Budget
- ◈ Set Observation #2

November				
M	T	W	Th	F
2	3	4	5	6
9	10	11 <sub>LA</sub>	12	13
16	17	18	19	20
<del>23</del>	<del>24</del>	<del>25</del>	<del>26</del>	<del>27</del>
30				

- Project #2 REFLECTION
- Project #1 REFLECTION
- Focus Area 4.2- Visuals
- Focus Area 3.1

December				
M	T	W	Th	F
	1	2	3	4
7	8	9 <sub>LA</sub>	10	11
14	15	16	17	18
21	22	23	24	25
<del>28</del>	<del>29</del>	<del>30</del>	<del>31</del>	

- Focus Area 3.3
- Focus Area 4.1 ELL/SPED/EC
- Focus Area 4.6 analyze data

- SUMMER RESIDENCY
- PROJECT #1 @RiverWoods
- PROJECT #2 @NCHS
- PROJECT #3 @NCHS
- PROJECT #4 @RiverWoods & AnnReid



**REPORTING FORMAT**  
**INTERNSHIP CANDIDATES**  
**STATE OF ILLINOIS**  
**and**  
**NORTH CENTRAL COLLEGE CRITERIA**

**INTERNSHIP EVIDENCE CHART**  
**EDN 690 & EDN 691**

## Directions for Completing the Internship Evidence Chart

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Each project is represented by three sections in the Internship Evidence Chart:

- 1. Focus Area Cover Page.** This page details the project and its focus area while also providing two columns for the candidate to indicate the grade level(s) the candidate worked with as part of the focus area and whether the focus area activity constituted leadership or participation.
  - **Grade Level:** Intern candidates need to indicate the grade level(s) addressed during the field project for each focus area. Over the course of the internship, each grade level must be addressed.
  - **Participation vs Leadership:** Intern candidates need to indicate whether the focus area of the project was completed at the participation or leadership level. Artifacts should support the level of involvement indicated. *Participation* level refers to the candidate's opportunity to join/share in the activity and the decision-making that may result from the activity. *Leadership* level refers to the candidate's opportunity to plan, direct, and develop activities and oversee decision-making that may be required by or result from the activity.
- 2. Artifact Table.** This section includes a table to overview the artifacts associated with each field project. The table includes State-prescribed artifacts that are indicated by the word "required" after the title of the artifact. It includes a column indicating, when applicable, the focus area the artifact is aligned to as well as the SREB indicator. A brief title and description of the artifact is also required. Artifacts are to be submitted with the table, so it is important to label corresponding artifacts for clear identification. In each field project section, blank lines have been provided for additional artifacts from the project and related field experiences. Candidates may add as many log lines as necessary to accommodate all artifacts for submission.

**NOTE:** Each section contains descriptors of necessary artifacts for alignment to SREB indicators. Some artifact descriptors are labeled "required" indicating that they are specific products required for that project as part of the State-prescribed rubric. If a provided artifact descriptor in the table is **not** labeled "required," the candidate has flexibility on how to organize the indicators and which project would best serve as the conduit for meeting that particular SREB indicator. These SREB indicators have been housed in the field project that seemed best suited to generate corresponding artifacts, but the candidate may meet this criteria more aptly in other field projects and may move the item(s) to other sections as appropriate. Only the "required" artifacts must remain in the assigned field project section. Of course, all SREB indicators must be met through field project experiences and supported artifacts.

- 3. Rubric.** A rubric follows each table of artifacts. A Stakeholder Evaluation section is included for the candidate to self-evaluate performance on that particular field project as well as a section for mentor and supervisor evaluation. The candidate and mentor sections should be completed prior to submission of the evidence chart. A *basic* rating indicates a candidate has met all requirements with substantial evidence, whereas *proficient* indicates that the evidence is not only adequate, but compelling and impressive. An *unsatisfactory* indicates that criteria has been met in an unimpressive or cursory manner. Candidates who have not met criteria will not earn a rating and will need to resubmit. A rubric of ratings 1/0 is also included for each project. In the case of field projects 1, 2, and 3, the rubric is a State-designed evaluation that requires scores of 1 (vs. 0) on all rubric items in order to pass; other areas have NCC-designed rubrics using the same 1/0 rating. All criteria in these sections must be met (1 rating) in order to pass the internship.

Student Name:	Mentor(s) Name:	Submission Date (Month/Day/Year):
EDN 690 (Term/Year started):		
Supervisor(s) Name for EDN 690:		Observations (date) / (date):
EDN 691 (Term/Year started):		
Supervisor(s) Name for EDN 691 if different:		Observations (date) / (date):



## EDN 690/691 Internship Evidence Chart

### Field Project # 1: FOCUS AREA

### SIP & DATA

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

<b>No.</b>	<p style="text-align: center;"><b>Focus Area</b></p> <p><i>The following embedded coursework assignments provided a foundation for Field Project #1:</i></p> <ul style="list-style-type: none"> <li>• EDN 500 Standards Study &amp; Recommendations</li> <li>• EDN 515 Action Plan</li> <li>• EDN 620 School Program Assessment</li> <li>• EDN 630 School Audit</li> </ul>	<p style="text-align: center;"><b>GRADE LEVEL EXPERIENCE</b></p> <p><i>Min. of 1 experience per grade level required through entire internship</i></p>	<p style="text-align: center;"><b>PARTICIPATION or LEADERSHIP</b></p> <p><i>Min. 80% of experiences need to be at the Leadership level</i></p>
1.1	Explain the purpose of the SIP and its relationship to the school's vision in a presentation to a group of stakeholders (e.g., at a faculty meeting, department meeting, parent group, community group, etc.).	<input type="checkbox"/> PreK <input type="checkbox"/> Elementary (K-5) <input type="checkbox"/> Middle School (6-8) <input type="checkbox"/> Secondary (9-12)	<input type="checkbox"/> Participation <input type="checkbox"/> Leadership
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.	<input type="checkbox"/> PreK <input type="checkbox"/> Elementary (K-5) <input type="checkbox"/> Middle School (6-8) <input type="checkbox"/> Secondary (9-12)	<input type="checkbox"/> Participation <input type="checkbox"/> Leadership
1.3	Work with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan.	<input type="checkbox"/> PreK <input type="checkbox"/> Elementary (K-5) <input type="checkbox"/> Middle School (6-8) <input type="checkbox"/> Secondary (9-12)	<input type="checkbox"/> Participation <input type="checkbox"/> Leadership
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.	<input type="checkbox"/> PreK <input type="checkbox"/> Elementary (K-5) <input type="checkbox"/> Middle School (6-8) <input type="checkbox"/> Secondary (9-12)	<input type="checkbox"/> Participation <input type="checkbox"/> Leadership

## EDN 690/691 Internship Evidence Chart

### Field Project # 1: ARTIFACTS

### SIP & DATA

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

Intern candidates need to provide **artifacts** as evidence of work related to the specified field project. Artifacts required by the State for this field project have already been indicated, but candidates should include additional artifacts/evidence as well. The intern candidate needs to provide a brief description or explanation of each artifact, as well as indicating alignment to the focus area or SREB indicators (if not already indicated).

Artifact	Description/Explanation	Focus Area	SREB Alignment
Data analysis process. <i>(required)</i>		1.2	3a, 4a
Powerpoint/Media Presentation. <i>(required)</i>		1.1	4c, 5b, 6a
Hand-outs. <i>(required)</i>		1.1	12a, 5b
Meeting minutes to discuss school improvement. <i>(required)</i>		1.3	1a, 2b, 4a
Stakeholders input received as part of process. <i>(required)</i>		1.4	4d, 3b, 12b
Candidate reflection with APA format. <i>(required)</i>		1.4	1b
Evidence of overseeing academic recognition program at all levels of ability.			2a
Authentic assessments of student work use/evaluation of rubrics, texts, projects.			2c
Evidence of working on team mapping curriculum across grade levels with standards, assignments, assessments & monitor implementation with team.			3c, 3d, 3e
Work on literacy/numeracy task forces in interdisciplinary manner, allowing students to apply knowledge across various modalities across the curriculum.			3f, 3g

Artifact	Description/Explanation	Focus Area	SREB Alignment
Collaborating with adults from within the school and community to provide mentors for all students.			4b
Writing grants or developing partnerships that provide needed resources for school improvement.			11a
Gathering feedback regarding the effectiveness of personal communication skills.			6b

**EDN 690/691 Internship Evidence Chart**

**Field Project # 1: EVALUATION**

**SIP & DATA**

<b>NCC Stakeholder Evaluation</b>					
<b>SELF ASSESSMENT by Intern</b>		<b>MENTOR ASSESSMENT</b>		<b>SUPERVISOR ASSESSMENT</b>	
<input type="checkbox"/> Excellent <input type="checkbox"/> Proficient <input type="checkbox"/> Developing _____ <p style="text-align: right;">Signature</p>		<input type="checkbox"/> Excellent <input type="checkbox"/> Proficient <input type="checkbox"/> Developing _____ <p style="text-align: right;">Signature</p>		<input type="checkbox"/> Excellent <input type="checkbox"/> Proficient <input type="checkbox"/> Developing _____ <p style="text-align: right;">Signature</p>	
<b>ILLINOIS Internship Assessment Scoring Rubric Assessed by the Supervisor</b>					
Focus Area: 1.1 – Explain the purpose of the SIP and its relationship to the school's vision in a presentation to a group of stakeholders (e.g., at a faculty meeting, department meeting, parent group, community group, etc.)					
	<b>Meets the Standard</b>	<b>Does Not Meet the Standard</b>	<b>SCORE</b>		
Content: Standards = 1.A-1.E, 4.A, 5.A Appropriateness of the Content	The candidate uses media in a compelling presentation format that focuses on the school's vision and mission and its connection to the work of the staff and principal to attain greater student achievement. The presentation also connects the vision to the work of the school's improvement plan and is tailored to the audience.	The presentation does not bring the vision and mission of the school into focus for the attainment of greater student achievement. The school improvement plan is mentioned but is not a central part of the work to accomplish greater student achievement. The presentation is too generic to specifically connect the audience to the material.	1 / 0		
Process: Follows Theory to Practice Logical & Sequential Understandable Achieves the Purpose	The candidate creates a document that clearly outlines the process used in preparing for the presentation, communicating with the audience, and planning the follow- up meeting. The candidate provides additional artifacts to support the presentation. There is a logical sequence to all events, all are well planned and executed, and achieve the stated purpose.	The candidate's outline is brief or incomplete for the presentation. Few artifacts support the presentation. It lacks organizational logic and reflects poor planning. The purpose is vague, clear communication to the audience is lacking, and the presentation does not achieve its purpose.	1 / 0		
Outcomes: Clearly Stated Clearly Demonstrated Data Supports the Results	The candidate clearly states the outcomes and expectations of the presentation. The candidate has additional data and documents to support the outcomes and expectations. The candidate provides artifacts to support the presentation.	The outcomes of the candidate's presentation are vague and unclear (few or no artifacts support the presentation). There are few supporting documents or data to back up the presentation.	1 / 0		
Products: Align to Standards Articulate and Well- organized Demonstrates Full Completion	The candidate produces the following presentation items: an outline, a multi-media presentation (power point or other), handouts, and meeting minutes; as well as documentation of the input from the audience as a result of the presentation. (More artifacts are encouraged to demonstrate greater competency.)	The candidate produces few of the following suggested items: (artifacts did not demonstrate competency): an outline, a multi-media presentation (power point or other), handouts, meeting minutes; as well as documentation of the input from the audience as a result of the presentation.	1 / 0		
Quality: Beginning Principal Like or Better Complete Accurate	The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate meets or exceeds the standards measured on this assessment.	The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate does not meet or exceed the standards measured on this assessment.	1 / 0		
<b>Candidates must MEET 5 of 5 to demonstrate COMPETENCY</b>			<b>TOTAL SCORE</b>		

**ILLINOIS Internship Assessment Scoring Rubric Continued**

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

	<b>Meets the Standard</b>	<b>Does Not Meet the Standard</b>	<b>SCORE</b>
<p>Content: Standards = 2.A-2.I, 5.A, 5.C, 5.D, 5.E Appropriateness of the Content</p>	<p>The candidate works with faculty to review and analyze national, state, district, school and classroom data to identify academic achievement interventions for each of the schools NCLB subgroups or low performing students. Candidate's work reflects new interventions that align to the School Improvement Plan and the school's student achievement goals.</p>	<p>The candidate's work with faculty to analyze and review data will not likely result in improved student learning for each of the schools NCLB subgroups or low achieving students. The candidate's work with faculty is sporadic, disconnected, and/or does not connect the intervention to the SIP and the school's student achievement goals.</p>	1 / 0
<p>Process: Follows Theory to Practice Logical &amp; Sequential Understandable Achieves the Purpose</p>	<p>The candidate produces an analysis of data (an artifact) and has other artifacts to demonstrate the process used in preparing for, working with, and following up on the work with the faculty in the identification of interventions that will improve student learning for all NCLB subgroups. There is a logical sequence to all activities. Planning and execution is of high quality and achieves the purpose.</p>	<p>The candidate is not able to produce a useable process for the review and analysis of data (an artifact) and/or other artifacts that demonstrate a reliable process for preparing, working with, and following up on the work with the faculty. The candidate identifies inadequate improvement interventions. There is an illogical sequence to all activities. Planning and execution is poor and the purpose is not achieved.</p>	1 / 0
<p>Outcomes: Clearly Stated Clearly Demonstrated Data Supports the Results</p>	<p>The candidate produces clearly stated outcomes and expectations, performs data analysis, reviews the process used with the faculty (artifacts to demonstrate accomplishment) and has additional data and documents to support the outcomes of specific new improvement interventions for all NCLB subgroups.</p>	<p>The candidate produces unclear outcomes and expectations for the data analysis and review process with the faculty (and has poorly constructed artifacts). Further, additional data and documents to support the outcomes of specific new improvement interventions for all NCLB subgroups are lacking or absent.</p>	1 / 0
<p>Products: Align to Standards Articulate and Well-organized Demonstrates Full Completion</p>	<p>The candidate produces the following suggested items: a document detailing the data analysis and review process and products; all materials created and used in leading the faculty through the analysis and identification of specific interventions, and the meeting minutes verifying the input of, and work done by the faculty on the interventions (more artifacts are encouraged to demonstrate greater competency).</p>	<p>The candidate produces few of the suggested items. Those produced do not demonstrate competency in the documentation of the following processes: conducting a review of the analysis of data; leading the faculty through the analysis and identification of specific instructional interventions; detailing meeting minutes indicating faculty worked on the interventions discussed; and/or soliciting input from faculty in the school improvement process.</p>	1 / 0
<p>Quality: Beginning Principal Like or Better Complete Accurate</p>	<p>The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate meets or exceeds the standards measured on this assessment.</p>	<p>The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate does not meet or exceed the standards measured on this assessment.</p>	1 / 0
<b>Candidates must MEET 5 of 5 to demonstrate COMPETENCY</b>			<b>TOTAL SCORE</b>

**ILLINOIS Internship Assessment Scoring Rubric Continued**

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

	<b>Meets the Standard</b>	<b>Does Not Meet the Standard</b>	<b>SCORE</b>
Content: Standards = 1.B-1.E, 2.A, 2.D, 2.E, 2.I, 4.A- 4.D, 5.A Appropriateness of the Content	The candidate demonstrates their work with the faculty to create, implement and evaluate an SIP action plan. The action plan is based on current data, reflects current research and best practices, and is connected to the work outlined in the school's SIP.	The candidate's action plan does not clearly focus on the work of the faculty to attain greater student achievement. The plan is not based on data, does not reflect current research, and is not clearly connected to the work outlined in the school's SIP.	1 / 0
Process: Follows Theory to Practice Logical & Sequential Understandable Achieves the Purpose	The candidate creates a clear action plan (an artifact) in collaboration with the faculty and possesses other artifacts that demonstrate the processes used in preparing for, implementing and evaluating the SIP action plans. There is a logical sequence to all events, all are well planned and executed, and achieve the purpose of improving student achievement.	The candidate's action plan is not clear or is missing (an artifact) and other artifacts that demonstrate the processes used in preparing for, implementing, and evaluating the action plan are inadequate to create success. The candidate does not engage faculty in the creation of the action plan. The sequence of events is illogical, often unplanned and executed, and they do not achieve the purpose of improving student achievement.	1 / 0
Outcomes: Clearly Stated Clearly Demonstrated Data Supports the Results	The candidate clearly states the outcomes and expectations of the action plan. The candidate and the faculty demonstrate a clear understanding of the roles and responsibilities required for the implementation of the action plan and the continuous quality improvement process.	The candidate states the outcomes and expectations of the initiatives but the focus is unclear. The candidate's action plan is unclear or lacks faculty input. The additional data and documents to support the outcomes of the initiative are lacking or absent. The process for the formative evaluation of the action plan is lacking or absent.	1 / 0
Products: Align to Standards Articulate and Well- organized Demonstrates Full Completion	The candidate produces the following artifacts: a copy of the action plan; data and other information used with staff who work on the creation and implementation of the action plan; documentation of meetings and processes used to monitor the progress of the implementation; evidence of a formative evaluation process and impacts on student learning attained as a result of the initiative; etc. (more artifacts are encouraged to demonstrate greater competency).	The candidate produces few of the suggested items: a copy of the action plan; data and other information used with staff who work on the creation and implementation of the action plan; documentation of meetings and processes used to monitor the progress of the implementation; evidence of a formative evaluation process and measurement of impact on student learning attained as a result of the action plan, etc.	1 / 0
Quality: Beginning Principal Like or Better Complete Accurate	The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate meets or exceeds the standards measured on this assessment.	The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate does not meet or exceed the standards measured on this assessment.	1 / 0
<b>Candidates must MEET 5 of 5 to demonstrate COMPETENCY</b>			<b>TOTAL SCORE</b>

**ILLINOIS Internship Assessment Scoring Rubric Continued**

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

	<b>Meets the Standard</b>	<b>Does Not Meet the Standard</b>	<b>SCORE</b>
<p>Content: Standards =1.B-1.E, 2.A, 2.D, 2.E, 2.I, 4.A- 4.D, 5.A Appropriateness of the Content</p>	<p>The candidate presents to the school's leadership team a comprehensive examination of the progress made by the staff and principal toward the identified goals of the SIP. The presentation clearly explains the data used to analyze the impact of various interventions toward the goals identified in the SIP. The candidate's recommendations are based on an analysis of interventions implemented in support of the SIP, faculty input, and are aligned with the mission and vision of the school. The presentation focuses on the work of the staff and principal to attain improved and increased student achievement and demonstrates significant logical and practical improvements for future planning by the school's Leadership Team.</p>	<p>The candidate's presentation to the school's Leadership Team is an incomplete examination of the school's SIP; the analysis of action plans is lacking and recommendations are not logical and/or practical for future improvement planning. The recommendations are not based on an analysis of interventions implemented in support of the SIP or are lacking in detail. The presentation is unclear in its focus on the work of the staff and principal to increase student achievement. The recommendations are not aligned with the mission and vision of the school, or are not clearly articulated as such.</p>	1 / 0
<p>Process: Follows Theory to Practice Logical &amp; Sequential Understandable Achieves the Purpose</p>	<p>The candidate demonstrates the analysis and presentation as an artifact and has other artifacts that demonstrate the processes used in preparing for, presenting, and following up on the meeting after the presentation. There is a logical sequence to all events, all are well planned and executed, and they achieve the purpose of improving student achievement.</p>	<p>The candidate has an incomplete analysis and presentation as an artifact and does not provide other artifacts that demonstrate the processes used in preparing for, presenting, and following up on the meeting after the presentation. The sequence of events is illogical, often unplanned and executed, and they do not achieve the purpose of improving student achievement.</p>	1 / 0
<p>Outcomes: Clearly Stated Clearly Demonstrated Data Supports the Results</p>	<p>The candidate clearly states the outcomes and expectations of the presentation (and possesses artifacts to demonstrate accomplishment). The candidate produces additional data and documents to support the outcomes and/or expectations from the presentation.</p>	<p>The outcomes of the candidate's presentation are vague and unclear (few or no artifacts support the presentation). There are few supporting documents or data to back up the presentation.</p>	1 / 0
<p>Products: Align to Standards Articulate and Well-organized Demonstrates Full Completion</p>	<p>The candidate produces the following presentation items: an outline, a multi-media presentation (power point or other), handouts, explanation of the analysis of interventions implemented in support of the SIP and how the recommendations incorporate that analysis, list of recommendations, and meeting minutes, as well as input received as a result of the presentation. (More are most certainly welcome to demonstrate greater competency)</p>	<p>The candidate produces few of the following items; (those presented do not demonstrate competency): handouts, explanation of the analysis of interventions implemented in support of the SIP and how the recommendations incorporate that analysis, list of recommendations, and meeting minutes, as well as input received as a result of the presentation.</p>	1 / 0
<p>Quality: Beginning Principal Like or Better Complete Accurate</p>	<p>The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate meets or exceeds the standards measured on this assessment.</p>	<p>The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate does not meet or exceed the standards measured on this assessment.</p>	1 / 0
<b>Candidates must MEET 5 of 5 to demonstrate COMPETENCY</b>			<b>TOTAL SCORE</b>

## EDN 690/691 Internship Evidence Chart

### Field Project # 2: FOCUS AREA

### TEACHER DEVELOPMENT

*Demonstrate comprehensive understanding and performance in conducting teacher hiring, faculty evaluation, and professional development.*

No.	<p style="text-align: center;"><b>Focus Area</b></p> <p><i>The following embedded coursework assignments provided a foundation for Field Project #2:</i></p> <ul style="list-style-type: none"> <li>• EDN 534 Candidate Hiring/Interviewing Assignment</li> <li>• EDN 534 Teacher Observation &amp; Evaluation</li> <li>• EDN 534 Supervision Platform Paper</li> <li>• EDN 534 Field Experience: non-traditional Personnel Investigation</li> <li>• EDN 620 Professional Development Plan Overview</li> </ul>	<p style="text-align: center;"><b>GRADE LEVEL EXPERIENCE</b></p> <p><i>Min. of 1 experience per grade level required through entire internship</i></p>	<p style="text-align: center;"><b>PARTICIPATION or LEADERSHIP</b></p> <p><i>Min. 80% of experiences need to be at the Leadership level</i></p>
2.1	Participate in the hiring process including, at a minimum: creation of a job description; creation of interview questions and assessment rubric; participation in interviews for the position; recommendation of the candidate to hire with rationale and data to support the selection; and preparation of letters of rejection for candidates who were not selected.	<input type="checkbox"/> PreK <input type="checkbox"/> Elementary (K-5) <input type="checkbox"/> Middle School (6-8) <input type="checkbox"/> Secondary (9-12)	<input type="checkbox"/> Participation <input type="checkbox"/> Leadership
2.2	Conduct a full cycle of clinical supervision, including a pre-observation conference, a classroom observation, and a post-observation conference. Write a summary that provides evidence utilizing actual notes, observations, discussion, forms, and student achievement data providing feedback to the teacher. Provide examples of interventions and supports needed for the non-tenured or struggling teacher.	<input type="checkbox"/> PreK <input type="checkbox"/> Elementary (K-5) <input type="checkbox"/> Middle School (6-8) <input type="checkbox"/> Secondary (9-12)	<input type="checkbox"/> Participation <input type="checkbox"/> Leadership
2.3	In conjunction with stakeholders, lead in the development of a professional development plan for a school building that includes: (1) data analysis (reviewed in Focus Area 1.2); (2) multiple options for teacher development; and (3) a method for evaluating the professional development plan and the extent to which it will lead to school improvement.	<input type="checkbox"/> PreK <input type="checkbox"/> Elementary (K-5) <input type="checkbox"/> Middle School (6-8) <input type="checkbox"/> Secondary (9-12)	<input type="checkbox"/> Participation <input type="checkbox"/> Leadership



## EDN 690/691 Internship Evidence Chart

### Field Project # 2: ARTIFACTS

### TEACHER DEVELOPMENT

*Demonstrate comprehensive understanding and performance in conducting teacher hiring, faculty evaluation, and professional development.*

Intern candidates need to provide **artifacts** as evidence of work related to the specified field project. Artifacts required by the State for this field project have already been indicated, but candidates should include additional artifacts/evidence as well. The intern candidate needs to provide a brief description or explanation of each artifact, as well as indicating alignment to the focus area or SREB indicators (if not already indicated).

Artifact	Description/Explanation	Focus Area	SREB Alignment
A description of collaboration with staff on alignment of the job description with student learning needs. (required)		2.1	4a
A job description created by intern or a critique of the job description if a standard job description is used. (required)		2.1	
Interview questions. (required)		2.1	
A rubric for assessment of the applicants. (required)		2.1	
Rejection letters for candidates who were not selected. (required)		2.1	
Notes and forms used in the preconference, observation, post conference; post conference write-up or formative evaluation form; summative evaluation; professional development recommendations. (required)		2.2	
An articulate and well-organized summary of the formative clinical supervision process (required)		2.2	8b
A reflection articulating the effects of supervision on student learning and the school improvement process. (required)		2.2	
A time-log and reflection that indicates knowledge of NSDC standards. (required)		2.3	3d

Artifact	Description/Explanation	Focus Area	SREB Alignment
Alignment of NSDC standards to a professional development plan for a school building with data analysis, aligned to the school SIP, and with multiple development options. (required)		2.3	8b, 8c, 13a, 9b
A mechanism for evaluating the effectiveness of the professional development plan to improve student learning. (required)		2.3	8a, 9b
Scheduling of classroom and/or professional development activities to provide meaningful time for school improvement activities.			10a

**EDN 690/691 Internship Evidence Chart**

**Field Project # 2: EVALUATION**

**TEACHER DEVELOPMENT**

<b>NCC Stakeholder Evaluation</b>			
<b>SELF ASSESSMENT by Intern</b>	<b>MENTOR ASSESSMENT</b>	<b>SUPERVISOR ASSESSMENT</b>	
<input type="checkbox"/> Excellent <input type="checkbox"/> Proficient <input type="checkbox"/> Developing _____ <div style="text-align: right;">Signature</div>	<input type="checkbox"/> Excellent <input type="checkbox"/> Proficient <input type="checkbox"/> Developing _____ <div style="text-align: right;">Signature</div>	<input type="checkbox"/> Excellent <input type="checkbox"/> Proficient <input type="checkbox"/> Developing _____ <div style="text-align: right;">Signature</div>	
<b>ILLINOIS Internship Assessment Scoring Rubric Assessed by the Supervisor</b>			
Focus Area: 2.1 - Participate in the hiring process including, at a minimum: <ul style="list-style-type: none"> <li>• creation of a job description;</li> <li>• creation of interview questions and assessment rubric;</li> <li>• participation in interviews for the position;</li> <li>• recommendation of the candidate to hire with rationale and data to support the selection; and</li> <li>• preparation of letters of rejection for candidates who were not selected.</li> </ul>			
	<b>Meets the Standard</b>	<b>Does Not Meet the Standard</b>	<b>SCORE</b>
Content: ISLLC Standard 3b. Obtain, Allocate, Align, and Efficiently Utilize Human, Fiscal, and Technological Resources  IDP Standard 5.3a. Alignment of Human Resources to Support Student Learning Needs	<p>The candidate collaborates with staff to align the teacher job description to student learning needs. The candidate creates a job description, or, if the school district uses a standard job description for the position, analyzes the standard job description and writes a critique of it.</p> <p>The candidate creates interview questions and a rubric for assessment of the applicants' competence. The interview questions are aligned with student learning needs. The assessment rubric is based on the job description and provides clear criteria for evaluating the applicants for the position. The interview questions are relevant to making judgments about the competence of applicants and do not request information that violates anti-discrimination laws.</p>	<p>The candidate does not collaborate with staff on the alignment of the teacher job description to student learning needs. The candidate neither creates nor analyzes the standard job description provided by the school district and does not write a critique of it.</p> <p>The candidate does not create interview questions and a rubric for assessment of the applicants or the interview questions were not aligned with student learning needs. The candidate does not create an assessment rubric, the assessment rubric is not based on the job description, or the rubric does not provide clear criteria for evaluating applicants for the position. One or more of the interview questions are not relevant to making judgments about the competence of applicants or requests information that violates anti-discrimination laws.</p>	1 / 0
Process: Follows Theory to Practice Logical & Sequential Understandable Achieves the Purpose	<p>The candidate participates in the interviews of applicants for the position. The candidate greets applicants, states the purpose of the interview, asks relevant questions, takes accurate notes, and provides information to applicants about the school and district. The candidate completes the assessment rubrics. The candidate prepares rejection letters for candidates who were not selected.</p>	<p>The candidate does not complete one or more important aspects of the process. The candidate does not participate in the interviews of applicants for the position; does not perform one or more of the following: greet applicants, state the purpose of the interview, ask relevant questions, take accurate notes, or provide information to applicants about the school and district; does not complete the assessment rubrics; or does not prepare rejection letters for candidates who were not selected.</p>	1 / 0

ILLINOIS Internship Assessment Scoring Rubric Continued			
Focus Area: 2.1 Continued	Meets the Standard	Does Not Meet the Standard	SCORE
Outcomes/Reflection: Clearly Stated Clearly Demonstrated Data Supports the Results Reflection	<p>The candidate recommends an applicant for employment as a teacher, and the recommendation is supported with a sound rationale and data from the assessment rubrics. (In the event an applicant is not acceptable, the candidate explains why.)</p> <p>The candidate reflects on the knowledge and skills required to effectively perform his or her role and explain how the outcome of the hiring process contributes to student learning.</p>	<p>The candidate recommends an applicant for the position, but the rationale is weak or is not supported with data from the assessment rubrics.</p> <p>The candidate did not reflect on the knowledge and skills required to effectively perform his or her role or the reflection is superficial. The candidate did not explain how the outcome of the hiring process contributes to student learning or the explanation is facile.</p>	1 / 0
Products: Align to Standards Articulate/Organized Demonstrates Full Completion Reflection	The candidate produces (1) description of collaboration with staff on alignment of the job description with student learning needs; (2) job description created by candidate or, if a standard job description is used, a critique of the job description; (3) interview questions; (4) a rubric for assessment of the applicants; and (5) rejection letters for candidates who were not selected.	The candidate is missing one or more of the following: (1) description of collaboration with staff on alignment of the job description with student learning needs; (2) job description created by candidate or, if a standard job description is used, a critique of the job description; (3) interview questions; (4) a rubric for assessment of the applicants; and (5) rejection letters for candidates who were not selected.	1 / 0
Quality: Beginning Principal Like or Better Complete Accurate	The following quality is demonstrated in all materials: correct APA format; correct spelling and grammar; completeness; accuracy; comprehensiveness; meets or exceeds the standards and competencies of this assessment.	The following quality is lacking in materials: correct APA format; correct spelling and grammar; completeness; accuracy; comprehensiveness; does not meet the standards and competencies of this assessment.	1 / 0
<b>Candidates must MEET 5 of 5 to demonstrate COMPETENCY</b>		<b>TOTAL SCORE</b>	

**ILLINOIS Internship Assessment Scoring Rubric Assessed by the Supervisor**

Focus Area: 2.2 - Conduct a full cycle of clinical supervision, including a pre-conference, conference, and post-conference. Write a summary utilizing actual notes, observations, discussion, forms, and student achievement data. Provide examples of interventions and support needed for the non-tenured or struggling teacher.

	<b>Meets the Standard</b>	<b>Does Not Meet the Standard</b>	<b>SCORE</b>
<p>Content: Standards = 1.b, 1.c, 1.d, 1.e, 2.a, 2.d, 2.f, 2.g, 2.h, 2.i, 3.d, 3.e, 5.b, 5.c, 5.e</p> <p>Competencies = 1.1b, 1.1c, 1.2e, 2.1b, 2.2b, 3.1b, 3.1c, 3.2b, 3.2c, 3.2d, 5.1a2, 5.1c, 5.2b, 5.2c, 5.2d</p> <p>Appropriate</p>	<p>The candidate clearly demonstrates knowledge and skills of clinical supervision and formative and summative evaluation (through a summary based upon notes, observations, meeting with a teacher, forms and student achievement data). The candidate demonstrates knowledge and skills of ways that school leaders strengthen the vision and mission of the school through alignment of clinical supervision with the school improvement process. The candidate demonstrates the communication, interpersonal, and ethical skills and understandings necessary for effective school leadership through clinical supervision.</p>	<p>The candidate does not demonstrate knowledge and skills of clinical supervision and formative and summative evaluation (through a summary based upon notes, observations, meeting with a teacher, forms and student achievement data). The candidate does not demonstrate knowledge and skills of ways that school leaders strengthen the vision and mission of the school through alignment of clinical supervision with the school improvement process. The candidate does not demonstrate the communication, interpersonal, and ethical skills and understandings necessary for effective school leadership through clinical supervision.</p>	1 / 0
<p>Process: Follows Theory to Practice Logical &amp; Sequential Understandable Achieves the Purpose</p>	<p>Based upon best practices in clinical supervision, the candidate clearly connects the three stages of clinical supervision: the pre-conference, observation, and post-conference. The process used by the candidate is coherent and purpose-driven. The pre-conference establishes the purpose of the observation and the tool(s) to be used to gather data on the classroom instructional process. The observation is focused and aligned to its purpose. During the post-conference, results are shared, recommendations for improvement provided, and professional development activities identified.</p>	<p>The candidate does not follow the three step clinical supervision process. The process used by the candidate was disjointed, not purpose-driven, and unfocused. The process does not result in useful and data-based recommendations for improvement that could guide ongoing professional development.</p>	1 / 0
<p>Outcomes/Reflection: Clearly Stated Clearly Demonstrated Data Supports the Results Reflection</p>	<p>The candidate clearly states the outcomes of the clinical supervision process and formative and summative evaluation. The candidate demonstrates accomplishment of the purpose of the process using appropriate data and other information to assess teacher performance from the observation. The candidate provides examples of professional development connected to the school's improvement process for the majority of teachers or necessary interventions and support for non-tenured or struggling teachers. The candidate reflects individually and elects to seek feedback on performance as an evaluator from the evaluated teacher or principal mentor to assess personal effectiveness.</p>	<p>The outcomes for the clinical supervision and formative and summative evaluation process are not clearly identified during the pre-conference. As a result, data and information collected during the observation are disjointed and unfocused. The lack of identification of outcomes negatively impacts the post-conference. The candidate's personal reflection lacks depth or does not address the teacher who was reviewed. Additional feedback from the teacher or mentor principal is either missing or lacking.</p>	1 / 0

**ILLINOIS Internship Assessment Scoring Rubric Continued**

Focus Area: 2.2 Continued	Meets the Standard	Does Not Meet the Standard	SCORE
<p>Products: Align to Standards Articulate and Well-organized Demonstrates Full Completion Reflection</p>	<p>The candidate produces an articulate and well-organized summary of the formative clinical supervision process that includes documentation from the formative preconference, observation, the post observation conference and the summative evaluation of the teacher's performance.</p> <p>In a reflection, the candidate articulates the effects of supervision on student learning and the school improvement process.</p> <p>Artifacts include: notes and forms used in the preconference, observation, post conference; post conference write-up or formative evaluation form; summative evaluation; professional development recommendations.</p>	<p>The candidate is missing one or more of the artifacts that summarize the candidate's work in the clinical supervision process that includes documentation from the formative preconference, observation, the post observation conference and the summative evaluation of the teacher's performance. Artifacts missing include: notes and forms used in the preconference, observation, post conference; post conference write-up or formative evaluation form; summative evaluation; professional development recommendations; etc.</p>	<p align="center">1 / 0</p>
<p>Quality: Beginning Principal Like or Better Complete Accurate</p>	<p>The following quality is demonstrated in all materials: correct APA format; correct spelling and grammar; completeness; accuracy; comprehensiveness; meets or exceeds the standards and competencies of this assessment.</p>	<p>The following quality is lacking in materials: correct APA format; correct spelling and grammar; completeness; accuracy; comprehensiveness; does not meet the standards and competencies of this assessment.</p>	<p align="center">1 / 0</p>
<p align="center"><b>Candidates must MEET 5 of 5 to demonstrate COMPETENCY</b></p>		<p align="center"><b>TOTAL SCORE</b></p>	

**ILLINOIS Internship Assessment Scoring Rubric Assessed by the Supervisor**

Focus Area: 2.3 - In conjunction with stakeholders lead in the development of a professional development plan for a school building that includes:

1. data analysis (reviewed in Focus Area 1.2);
2. multiple options for teacher development; and
3. a method for evaluating the plan leading to school improvement.

	<b>Meets the Standard</b>	<b>Does Not Meet the Standard</b>	<b>SCORE</b>
Content: Standards = Competencies = Appropriate	The candidate clearly demonstrates knowledge and understanding of the 12 components of the National Staff Development Council (NSDC) professional development standards.	The candidate does not or inadequately demonstrate knowledge of the NSDC standards.	1 / 0
Process: Follows Theory to Practice Logical & Sequential Understandable Achieves the Purpose	The candidate clearly demonstrates application of the NSDC standards to their own school professional development needs by analyzing data, creating options, and creating an evaluation plan in collaboration with stakeholders.	The candidate does not or inadequately demonstrated application of the NSDC standards to their own school professional development needs by analyzing data, creating options, and creating an evaluation plan in collaboration with stakeholders.	1 / 0
Outcomes/Reflection: Clearly Stated Clearly Demonstrated Data Supports the Results	The candidate clearly states the outcomes of the school's professional development plan in relationship to school improvement.	The candidate does not or inadequately state the outcomes of the school's professional development plan in relationship to school improvement.	1 / 0
Products: Align to Standards Articulate and Well-organized Demonstrates Full Completion Reflection	The candidate's internship time-log and reflections clearly : <ul style="list-style-type: none"> <li>• indicate knowledge of NSDC standards,</li> <li>• application of the standards to the professional development plan embedded in the school SIP,</li> <li>• and a mechanism for evaluating the effectiveness of the plan to improve student learning.</li> </ul>	The candidate's internship time-log and reflections does not indicate or inadequately indicated knowledge of NSDC standards, application of the standards to the professional development plan embedded in the school SIP, and a mechanism for evaluating the effectiveness of the plan to improve student learning.	1 / 0
Quality: Beginning Principal Like or Better Complete Accurate	The following quality is demonstrated in all materials: correct APA format; correct spelling and grammar; completeness; accuracy; comprehensiveness; meets or exceeds the standards and competencies of this assessment.	The following quality is lacking in materials: correct APA format; correct spelling and grammar; completeness; accuracy; comprehensiveness; does not meet the standards and competencies of this assessment.	1 / 0
<b>Candidates must MEET 5 of 5 to demonstrate COMPETENCY</b>			<b>TOTAL SCORE</b>

## EDN 690/691 Internship Evidence Chart

### Field Project # 3: FOCUS AREA

### MANAGEMENT

*Demonstrate comprehensive understanding and performance in conducting school-wide management of personnel, resources, and systems for adequacy and equity.*

No.	<p style="text-align: center;"><b>Focus Area</b></p> <p><i>The following embedded coursework assignments provided a foundation for Field Project #3:</i></p> <ul style="list-style-type: none"> <li>• EDN 515 Action Plan</li> <li>• EDN 522 Legal Case Studies/ Response Paper</li> <li>• EDN 522 Examine various school district policies regulating bullying/harassment</li> <li>• EDN 522 Ethics and Politics in Education Field Experience</li> <li>• EDN 534 PreK-12 Literacy/Numeracy/ SEL Overview</li> <li>• EDN 536 Community Resource Project</li> <li>• EDN 610 Field Experience: Welfare/Management</li> <li>• EDN 610 Budget Process Investigation</li> <li>• EDN 610 Safe School Initiative</li> <li>• EDN 620 Technology Applied to School Program Assignment</li> </ul>	<p style="text-align: center;"><b>GRADE LEVEL EXPERIENCE</b></p> <p><i>Min. of 1 experience per grade level required through entire internship</i></p>	<p style="text-align: center;"><b>PARTICIPATION or LEADERSHIP</b></p> <p><i>Min. 80% of experiences need to be at the Leadership level</i></p>
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.	<input type="checkbox"/> PreK <input type="checkbox"/> Elementary (K-5) <input type="checkbox"/> Middle School (6-8) <input type="checkbox"/> Secondary (9-12)	<input type="checkbox"/> Participation <input type="checkbox"/> Leadership
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 subgroup: Limited English Proficiency, special education and economically disadvantaged. Present recommendations for improvement to a faculty group and solicit input in the budget development process.	<input type="checkbox"/> PreK <input type="checkbox"/> Elementary (K-5) <input type="checkbox"/> Middle School (6-8) <input type="checkbox"/> Secondary (9-12)	<input type="checkbox"/> Participation <input type="checkbox"/> Leadership
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 (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.	<input type="checkbox"/> PreK <input type="checkbox"/> Elementary (K-5) <input type="checkbox"/> Middle School (6-8) <input type="checkbox"/> Secondary (9-12)	<input type="checkbox"/> Participation <input type="checkbox"/> Leadership



## EDN 690/691 Internship Evidence Chart

### Field Project # 3: ARTIFACTS

### MANAGEMENT

*Demonstrate comprehensive understanding & performance in conducting school-wide management of personnel, resources, & systems for adequacy & equity.*

Intern candidates need to provide **artifacts** as evidence of work related to the specified field project. Artifacts required by the State for this field project have already been indicated, but candidates should include additional artifacts/evidence as well. The intern candidate needs to provide a brief description or explanation of each artifact, as well as indicating alignment to the focus area or SREB indicators (if not already indicated).

Artifact	Description/Explanation	Focus Area	SREB Alignment
<p>The candidate has produced the following items:</p> <ul style="list-style-type: none"> <li>• a review of the systems data;</li> <li>• a graphic map of 2 areas of the school's learning environment</li> <li>• an analysis of supporting and impeding factors,</li> <li>• an evaluation of the systems' effectiveness; recommendations for improvement.</li> </ul> <p><i>Potential learning environment system may include:</i></p> <ul style="list-style-type: none"> <li>• <i>professional learning communities (PLC),</i></li> <li>• <i>school improvement process (SIP); professional development;</i></li> <li>• <i>teacher leadership;</i></li> <li>• <i>building leadership teams;</i></li> <li>• <i>cultural proficiency;</i></li> <li>• <i>guaranteed/viable curriculum;</i></li> <li>• <i>climate etc.</i></li> </ul> <p>(required)</p>		3.1	1c, 1d
<p>A copy of the reviewed school budget initialed by the internship principal.</p> <p>(required)</p>		3.2	1c, 1d

Artifact	Description/Explanation	Focus Area	SREB Alignment
A budget report that contains: <ul style="list-style-type: none"> <li>• details of how the budget resources are typically used;</li> <li>• how the resources could be evaluated for adequacy and assessed for effective and efficiency; and</li> <li>• recommendations for improvement</li> <li>• addressing specifically the impact of the budget on subgroups such as special education, ELL, and low socio-economic students (required)</li> </ul>		3.2	
Developing schedules that maximize student learning in meaningful ways with measurable success.			11b

**EDN 690/691 Internship Evidence Chart**

**Field Project # 3: EVALUATION**

**MANAGEMENT**

<b>NCC Stakeholder Evaluation</b>					
<b>SELF ASSESSMENT by Intern</b>		<b>MENTOR ASSESSMENT</b>		<b>SUPERVISOR ASSESSMENT</b>	
<input type="checkbox"/> Excellent <input type="checkbox"/> Proficient <input type="checkbox"/> Developing _____ <p style="text-align: center;">Signature</p>		<input type="checkbox"/> Excellent <input type="checkbox"/> Proficient <input type="checkbox"/> Developing _____ <p style="text-align: center;">Signature</p>		<input type="checkbox"/> Excellent <input type="checkbox"/> Proficient <input type="checkbox"/> Developing _____ <p style="text-align: center;">Signature</p>	
<b>ILLINOIS Internship Assessment Scoring Rubric Assessed by the Supervisor</b>					
Focus Area: 3.1 - Investigate, define, and delineate the systems and factors within your internship school for advocating, nurturing, and sustaining a culture of collaboration, trust, learning, and high expectations and a personalized and motivating learning environment for students.					
	<b>Meets the Standard</b>	<b>Does Not Meet the Standard</b>	<b>SCORE</b>		
Content: Standards = Competencies = Appropriate	The candidate's knowledge and skills are demonstrated in an understanding of systems and factors within the internship school that advocate, nurture, and sustain a culture of collaboration, trust, learning, and high expectations and a personalized and motivating learning environment for students. Content knowledge can be demonstrated in the following areas: professional learning community (PLC); school improvement process (SIP); professional development; teacher leadership; building leadership teams; cultural proficiency; guaranteed/viable curriculum; climate.	The candidate does not demonstrate knowledge and skills in an understanding of systems and factors within the internship school that advocate, nurture, and sustain a culture of collaboration, trust, learning, and high expectations and a personalized and motivating learning environment for students. Content knowledge is not demonstrated in the following areas: professional learning community (PLC); school improvement process (SIP); professional development; teacher leadership; building leadership teams; cultural proficiency; guaranteed and viable curriculum; and climate.	1 / 0		
Process: Follows Theory to Practice Logical & Sequential Understandable Achieves the Purpose	The candidate clearly demonstrates an understanding of the systems and factors within the internship school that advocate, nurture, and sustain a culture of collaboration, trust, learning, and high expectations and a personalized and motivating learning environment for students through the graphic mapping of the system and recommendations for improvement. The recommendations are accurate, complete, logical, and could be implemented in a school setting.	The candidate does not demonstrate an understanding of the systems and factors within the internship school that advocate, nurture, and sustain a culture of collaboration, trust, learning, and high expectations and a personalized and motivating learning environment for students through the graphic mapping of the system and recommendations for improvement. The recommendations are inaccurate, incomplete, illogical, or could not be implemented in a school setting.	1 / 0		
Outcomes/Reflection: Clearly Stated and Demonstrated Data Supports the Results Candidate Reflects on her/his Role in the Process	The candidate has clearly stated the outcomes and expectations for student learning improvement through the analysis of two areas of the school's learning environment as evidenced by: conducting a review of data, identifying supporting factors and impeding factors, creating a graphic map of the system, evaluating effectiveness, and making recommendations for improvement. The candidate reflects on her/his involvement and the potential impact these systems may have on school personnel and student achievement and learning.	The candidate has not clearly stated the outcomes and expectations for student learning improvement through the analysis of two areas of the school's learning environment as evidenced by: a poor review of data; lack of identification of supporting factors and impeding factors; poorly graphic mapped the system; incomplete evaluation of effectiveness; and poor recommendations for improvement. The candidate is not able to adequately reflect on her/his involvement and the potential impact the work may have on school personnel and student	1 / 0		

**ILLINOIS Internship Assessment Scoring Rubric Continued**

Focus Area: 3.1 Continued	Meets the Standard	Does Not Meet the Standard	SCORE
<p>Products: Align to Standards Articulate and Well- organized Demonstrates Full Completion Reflection</p>	<p>The candidate has produced the following items:</p> <ul style="list-style-type: none"> <li>• a review of the systems data;</li> <li>• a graphic map of 2 areas of the school's learning environment</li> <li>• an analysis of supporting and impeding factors,</li> <li>• an evaluation of the systems' effectiveness; recommendations for improvement.</li> </ul> <p><i>Potential learning environment system may include:</i></p> <ul style="list-style-type: none"> <li>• <i>professional learning communities (PLC),</i></li> <li>• <i>school improvement process (SIP);</i></li> <li>• <i>professional development; teacher leadership;</i></li> <li>• <i>building leadership teams;</i></li> <li>• <i>cultural proficiency;</i></li> <li>• <i>guaranteed/viable curriculum;</i></li> <li>• <i>climate etc.</i></li> </ul>	<p>The candidate has not or poorly produced the following items: a review of the systems data; a map of the two areas of learning environment system; an evaluation of the system's effectiveness; and recommendations for improvement. (Potential learning environment system areas may include: professional learning communities (PLC), school improvement process (SIP); professional development; teacher leadership; building leadership teams; etc.)</p>	<p align="center">1 / 0</p>
<p>Quality: Beginning Principal Like or Better Complete Accurate</p>	<p>The following quality is demonstrated in all materials: correct APA format; correct spelling and grammar; completeness; accuracy; comprehensiveness; meets or exceeds the standards and competencies of this assessment.</p>	<p>The following quality is lacking in materials: correct APA format; correct spelling and grammar; completeness; accuracy; comprehensiveness; does not meet the standards and competencies of this assessment.</p>	<p align="center">1 / 0</p>
<p align="center"><b>Candidates must MEET 5 of 5 to demonstrate COMPETENCY</b></p>			<p align="center"><b>TOTAL SCORE</b></p>

**ILLINOIS Internship Assessment Scoring Rubric Assessed by the Supervisor**

Focus Area: 3.2 - Review the school's budget and other school resources with the internship principal. Detail how the resources are typically used; how the resources could be evaluated for adequacy; assessed for effectiveness and efficiency; and give recommendations for improvement. Address specifically the impact of the budget on subgroups such as special education, ELL, & low socio-economic students.

	<b>Meets the Standard</b>	<b>Does Not Meet the Standard</b>	<b>SCORE</b>
<p>Content: Standards = Competencies = Appropriate</p>	<p>The candidate's presentation and artifacts support a clear understanding of the school's budget and delineates available resources detailing how resources are typically used, evaluated for adequacy and assessed for effectiveness and efficiency. The candidate's final report gives recommendations for improvement. The candidate's presentation and final report address specifically the impact of the budget on subgroups such as special education, ELL, and low socio-economic students.</p>	<p>The candidate does not present or poorly presents his/her understanding of the school budget, available resources, and specific impact of the budget on subgroups such as special education, ELL, and low socio-economic students. The candidate's final budget report does not provide or minimally provides appropriate recommendations for improvement.</p>	1 / 0
<p>Process: Follows Theory to Practice Logical &amp; Sequential Understandable Achieves the Purpose</p>	<p>The candidate documents a meeting with the internship principal to review and discusses the school budget (an artifact). The candidate demonstrates an understanding of school budget and typical resources available providing details of how the resources are typically used, how they are evaluated for adequacy, and assessed for effectiveness and efficiency as delineated in a report prepared and shared with the internship principal. The candidate and the internship principal meet to discuss the candidate's recommendations and reflections on the school budget, resources, impact on subgroups, and recommendations.</p>	<p>The candidate fails to demonstrate an understanding of the school budget and typical resources. The candidate's report does not show an understanding of how resources are typically used, evaluated for adequacy and/or assessed for effectiveness and efficiency. No meeting or a limited meeting was held between the candidate and internship principal to discuss the school budget, typical resources, impact on subgroups, the candidate's recommendations and/or the candidate's reflections on the school budget and other resources.</p>	1 / 0
<p>Outcomes/Reflection: Clearly Stated and Demonstrated Data Supports the Results Candidate Reflects on her/his Role in the Process</p>	<p>The candidate clearly understands the school budget and other school resources as evidenced by a formal report containing: details of how the resources are typically used; how the resources could be evaluated for adequacy and assessed for effectiveness and efficiency; and appropriate recommendations for improvement. The report specifically addresses the impact of the budget on subgroups such as special education, ELL, and low socio-economic students. The reported findings are presented to the principal. The candidate is able to reflect on her/his involvement in the budget review process, resources available, and the impact the recommendations will have on the school.</p>	<p>The candidate reviews the budget. Knowledge of other resources is minimal. The details of how the resources are typically used; how resources could be evaluated for adequacy and assessed for effectiveness and efficiency were incomplete. School budget recommendations are poor and/or inappropriate. Little or no specificity is given to the impact of the budget on subgroups such as special education, ELL, and low socio-economic students. The candidate is unable to accurately reflect on her/his involvement in reviewing the school budget, resources and impact on subgroups.</p>	1 / 0

<b>ILLINOIS Internship Assessment Scoring Rubric Continued</b>			
<b>Focus Area: 3.2 Continued</b>	<b>Meets the Standard</b>	<b>Does Not Meet the Standard</b>	<b>SCORE</b>
Products: Align to Standards Articulate and Well- organized Demonstrates Full Completion Reflection	The candidate produces the following: <ul style="list-style-type: none"> <li>• a copy of the reviewed school budget initialed by the internship principal</li> </ul> A report that contains the following: <ul style="list-style-type: none"> <li>• details of how the budget resources are typically used;</li> <li>• how the resources could be evaluated for adequacy and assessed for effective and efficiency; and</li> <li>• recommendations for improvement</li> </ul> The final report addresses specifically the impact of the budget on subgroups such as special education, ELL, and low socio-economic students.	The candidate does not produce a copy of the reviewed school budget initialed by the internship principal. The report does not contain the following: details of how resources are typically used; how the resources could be evaluated for adequacy and/or assessed for effectiveness and efficiency. The candidate makes inadequate or inappropriate recommendations for budget improvements and/or, the final report does not specifically address the impact of the budget on subgroups such as special education, ELL, and low socio-economic students.	1 / 0
Quality: Beginning Principal Like or Better Complete Accurate	The following quality is demonstrated in all materials: correct APA format; correct spelling and grammar; completeness; accuracy; comprehensiveness; meets or exceeds the standards and competencies of this assessment.	The following quality is lacking in materials: correct APA format; correct spelling and grammar; completeness; accuracy; comprehensiveness; does not meet the standards and competencies of this assessment.	1 / 0
<b>Candidates must MEET 5 of 5 to demonstrate COMPETENCY</b>		<b>TOTAL SCORE</b>	

**ILLINOIS Internship Assessment Scoring Rubric Assessed by the Supervisor**

Focus Area: 3.3 - State the mission of the school; Determine and map out 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.). Delineate an instructional and a management system; create a rating tool that can be used to rate the systems from excellent to needs improvement. Finally, develop recommendations for improvement of aspects of the two systems that need improvement and report the findings to your internship principal.

	<b>Meets the Standard</b>	<b>Does Not Meet the Standard</b>	<b>SCORE</b>
Content: Standards = Competencies = Appropriate	The candidate clearly incorporates the mission of the school in determining and mapping two different systems (one instructional and one management). The candidate creates a rating tool for analysis to utilize in developing recommendations for improvement in the final report.	The candidate does not or poorly incorporate the mission of the school in determining and mapping two different systems. The candidate's rating tool for analysis was inadequate for utilization in developing recommendations for improvement in an incomplete final report.	1 / 0
Process: Follows Theory to Practice Logical & Sequential Understandable Achieves the Purpose	The candidate demonstrates an understanding of school systems (one instructional and one management) through the logical mapping, accurate creation and use of a rating tool, and connection of mapping and the tool to practical recommendations for improvement	The candidate was unable to demonstrate an understanding of school systems: the mapping was incomplete, the creation and use of a rating tool was not sufficient to differentiate the systems analysis, and there was little connection of mapping and the rating tool to recommendations for improvement.	1 / 0
Outcomes/Reflection: Clearly Stated and Demonstrated Data Supports the Results Candidate Reflects on her/his Role in the Process	The candidate clearly states the outcomes and expectations of analyzing two systems (one instructional and one management) through reviewed data, mapped systems, created evaluation tool, evaluated effectiveness, recommendations, and reported findings given to the principal. The candidate is able to reflect on her/his involvement in the project and the impact the recommendations will have on the school.	The candidate's statements of the outcomes and expectations of analyzing two systems were incomplete: a review of the data was lacking, the mapping of the systems was illogical, incomplete evaluation tool, recommendations and findings were lacking in the report given to the principal. The candidate was unable to accurately reflect on her/his involvement in the project and the recommendation's impact on the school.	1 / 0
Products: Align to Standards Articulate and Well- organized Demonstrates Full Completion Reflection	The candidate produces a report that contains the following: <ul style="list-style-type: none"> <li>• a clear connection to the mission of the school;</li> <li>• a mapping of two systems (one instructional and one management);</li> <li>• a rating tool used for the systems' evaluation;</li> <li>• an analysis of the data;</li> <li>• recommendations for improvement</li> </ul> <p><i>(Potential systems for investigation include: curriculum, instruction, assessment, discipline, attendance, maintenance, transportation, etc.)</i></p>	The candidate produces a report that contains the following: an unclear connection to the mission of the school; illogical mapping; an inadequate rating tool for the systems' evaluation; little analysis of the data; and poor recommendations for improvement. (Potential systems for investigation include: curriculum, instruction, assessment, discipline, attendance, maintenance, transportation, etc.)	1 / 0
Quality: Beginning Principal Like or Better Complete Accurate	The following quality is demonstrated in all materials: correct APA format; correct spelling and grammar; completeness; accuracy; comprehensiveness; meets or exceeds the standards and competencies of this assessment.	The following quality is lacking in materials: correct APA format; correct spelling and grammar; completeness; accuracy; comprehensiveness; does not meet the standards and competencies of this assessment.	1 / 0
<b>Candidates must MEET 5 of 5 to demonstrate COMPETENCY</b>			<b>TOTAL SCORE</b>

## EDN 690/691 Internship Evidence Chart

### Field Project # 4: FOCUS AREA

ELL / SPECIAL ED / ECE

Demonstrate competency in specific areas related to English Language Learners, Special Education, the IEP, IFSP, Section 504 plan & a continuum of learning from early childhood through grade 12.

No.	<p style="text-align: center;"><b>Focus Area</b></p> <p><i>The following embedded coursework assignments provided a foundation for Field Project #4:</i></p> <ul style="list-style-type: none"> <li>• EDN 515 Creating School Culture Assignment</li> <li>• EDN 522 Special Education Readings &amp; Applied Experiences</li> <li>• EDN 534 PK-12 Literacy/ Numeracy/ SEL Overview</li> <li>• EDN 536 Community Partnership Field Experience</li> <li>• EDN 536 ELL Communications Assignment</li> <li>• EDN 630 Field Project: ELL Experience</li> <li>• EDN 630 School Audit</li> </ul>	<p style="text-align: center;"><b>GRADE LEVEL EXPERIENCE</b></p> <p><i>Min. of 1 experience per grade level required through entire internship</i></p>	<p style="text-align: center;"><b>PARTICIPATION or LEADERSHIP</b></p> <p><i>Min. 80% of experiences need to be at the Leadership level</i></p>
4.1	Uses student data to collaborate with teachers in modifying curriculum and instructional strategies to meet the needs of each student including ELLs and students with disabilities, and to incorporate the data collected into the School Improvement Plan.	<input type="checkbox"/> PreK <input type="checkbox"/> Elementary (K-5) <input type="checkbox"/> Middle School (6-8) <input type="checkbox"/> Secondary (9-12)	<input type="checkbox"/> Participation <input type="checkbox"/> Leadership
4.2	Evaluates a school to ensure the use of a wide range of printed, visual, or auditory materials and online resources appropriate to the content areas and the reading needs and levels of each student including ELLs, students with disabilities, and struggling as well as advanced readers.	<input type="checkbox"/> PreK <input type="checkbox"/> Elementary (K-5) <input type="checkbox"/> Middle School (6-8) <input type="checkbox"/> Secondary (9-12)	<input type="checkbox"/> Participation <input type="checkbox"/> Leadership
4.3	Works with special education and bilingual education teachers to identify and select assessment strategies and devices that are nondiscriminatory and to take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students leading to school improvement.	<input type="checkbox"/> PreK <input type="checkbox"/> Elementary (K-5) <input type="checkbox"/> Middle School (6-8) <input type="checkbox"/> Secondary (9-12)	<input type="checkbox"/> Participation <input type="checkbox"/> Leadership
4.4	Works with teachers to develop a plan focusing on the needs of the school in supporting services required to meet individualized instruction for students with special needs, i.e., students with IEPs, IFSPs, or Section 504 plans, ELLs, and students identified as gifted.	<input type="checkbox"/> PreK <input type="checkbox"/> Elementary (K-5) <input type="checkbox"/> Middle School (6-8) <input type="checkbox"/> Secondary (9-12)	<input type="checkbox"/> Participation <input type="checkbox"/> Leadership
4.5	Serves all students and their families with equity and honor and advocates on their behalf, ensuring an opportunity to learn and the well-being of each child in the classroom.	<input type="checkbox"/> PreK <input type="checkbox"/> Elementary (K-5) <input type="checkbox"/> Middle School (6-8) <input type="checkbox"/> Secondary (9-12)	<input type="checkbox"/> Participation <input type="checkbox"/> Leadership
4.6	Analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and development of all students.	<input type="checkbox"/> PreK <input type="checkbox"/> Elementary (K-5) <input type="checkbox"/> Middle School (6-8) <input type="checkbox"/> Secondary (9-12)	<input type="checkbox"/> Participation <input type="checkbox"/> Leadership
4.7	Recognizes the individual needs of students and works with special education and bilingual education teachers to develop school support systems to differentiate strategies, materials, pace, levels of complexity, and language to teach students at varying levels of development and to accommodate students with diverse learning needs.	<input type="checkbox"/> PreK <input type="checkbox"/> Elementary (K-5) <input type="checkbox"/> Middle School (6-8) <input type="checkbox"/> Secondary (9-12)	<input type="checkbox"/> Participation <input type="checkbox"/> Leadership



## EDN 690/691 Internship Evidence Chart

### Field Project # 4: ARTIFACTS

ELL / SPECIAL ED / ECE

*Demonstrate competency in specific areas related to English Language Learners, Special Education, the IEP, IFSP, Section 504 plan & a continuum of learning from early childhood through grade 12.*

Intern candidates need to provide **artifacts** as evidence of work related to the specified field project. Artifacts required by the State for this field project have already been indicated, but candidates should include additional artifacts/evidence as well. The intern candidate needs to provide a brief description or explanation of each artifact, as well as indicating alignment to the focus area or SREB indicators (if not already indicated).

Artifact	Description/Explanation	Focus Area	SREB Alignment
Uses student data to collaborate with teachers to modify curriculum and instructional strategies to meet student needs including ELLs and students with disabilities, and to incorporate the data collected into SIP.		4.1	
Evaluates a school to ensure the use of a wide range of printed /visua / auditory materials and online resources appropriate to the content and student reading needs including ELLs, students with disabilities, and struggling & advanced readers.		4.2	
Works with special education & bilingual education teachers to identify/select assessment strategies and devices that are nondiscriminatory and consider the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge/performance of students leading to SI.		4.3	
Works with teachers to develop a plan for supporting services to meet individualized instruction for students with special needs, i.e., students with IEPs, IFSPs, or Section 504 plans, ELLs, and students identified as gifted.		4.4	

Artifact	Description/Explanation	Focus Area	SREB Alignment
Serves all students and their families with equity and honor and advocates on their behalf, ensuring an opportunity to learn and the well-being of each child in the classroom.		4.5	
Analyzes and uses student info to design instruction that meets the diverse needs of students and leads to ongoing student growth and development.		4.6	
Recognizes the individual needs of students and works with special education and bilingual education teachers to develop school support systems to differentiate strategies, materials, pace, levels of complexity, and language to teach students at varying levels of development and to accommodate students with diverse learning needs.		4.7	
Engaging in parent/school/student collaborations that develop long term educational plans for students.			4d
Analyzing data to develop/refine instructional activities & set instructional goals and setting action plan with faculty and parents.			5a, 7a
Building a learning community that includes all stakeholders.			8c
Involved in study groups, problem solving sessions and/or ongoing meetings to promote student achievement.			9a
Scheduling time to provide struggling students with opportunity for extra support so they have the opportunity to learn mastery.			10b

**EDN 690/691 Internship Evidence Chart**

**Field Project # 4: EVALUATION**

**ELL / SPECIAL ED / ECE**

<b>NCC Stakeholder Evaluation</b>					
<b>SELF ASSESSMENT by Intern</b>		<b>MENTOR ASSESSMENT</b>		<b>SUPERVISOR ASSESSMENT</b>	
<input type="checkbox"/> Excellent <input type="checkbox"/> Proficient <input type="checkbox"/> Developing _____ <p style="text-align: right;">Signature</p>		<input type="checkbox"/> Excellent <input type="checkbox"/> Proficient <input type="checkbox"/> Developing _____ <p style="text-align: right;">Signature</p>		<input type="checkbox"/> Excellent <input type="checkbox"/> Proficient <input type="checkbox"/> Developing _____ <p style="text-align: right;">Signature</p>	
<b>ILLINOIS Internship Assessment Scoring Rubric Assessed by the Supervisor</b>					
Focus Area:					
	<b>Meets the Standard</b>		<b>Does Not Meet the Standard</b>		<b>SCORE</b>
Content: Standards = Competencies = Appropriate	The candidate's artifacts and presentation focus the work to support enhanced student achievement at all levels and with all populations, with emphasis on providing for the needs of gifted, ELL, and special education students.		The artifacts and presentation do not bring focus on supporting greater student achievement. Noted populations are mentioned but are not a central part of the work.		1 / 0
Process: Follows Theory to Practice Logical & Sequential Understandable Achieves the Purpose	The candidate clearly outlines a process and activities that demonstrate understanding of the work of the focus areas. School activities are logical, sequential, well planned and executed, and achieve the stated purpose.		The candidate's outline of activities/work is brief or incomplete for focus areas. Artifacts are inadequate, and not logically organized or planned. The purpose is vague and not clearly communicated.		1 / 0
Outcomes/Reflection: Clearly Stated and Demonstrated Data Supports the Results Candidate Reflects on her/his Role in the Process	The candidate clearly states the expected criteria of each focus area and has artifacts (presentation materials, outlines, agendas, data analysis, etc.) that demonstrate accomplishment, as well as support, to lead the school in meeting this criteria. The candidate is able to thoroughly reflect on his/her role as an instructional leader in these areas.		The outcomes and expectations of the candidate's materials are vague and unclear (few or no artifacts support the criteria). There are few supporting documents or data to indicate focus areas have been accomplished in the school. The candidate is unclear and unable to reflect on the role of the instructional leader in these areas.		1 / 0
Products: Align to Standards Articulate and Well- organized Demonstrates Full Completion Reflection	The candidate produces artifacts that serve as outstanding examples of leadership in action, maximizing every opportunity to make a difference in students' lives in these areas of focus.		The candidate fails to produce impressive artifacts or fails to develop artifacts that demonstrate leadership and/or an impact on students in these areas.		1 / 0
Quality: Beginning Principal Like or Better Complete Accurate	The following quality is demonstrated in all materials: correct APA format; correct spelling and grammar; completeness; accuracy; comprehensiveness; meets or exceeds the standards and competencies of this assessment.		The following quality is lacking in materials: correct APA format; correct spelling and grammar; completeness; accuracy; comprehensiveness; does not meet the standards and competencies of this assessment.		1 / 0
<b>Candidates must MEET 5 of 5 to demonstrate COMPETENCY</b>				<b>TOTAL SCORE</b>	

## EDN 690/691 Internship Evidence Chart

### Field Project # 5: FOCUS AREA

### RESIDENCY

*Experience immersion in a full-time administrative experience, balancing the competing demands on time/energy while learning to prioritize appropriately, manage time effectively and foster ongoing leadership development (min 2 weeks, 80 hours, full-time role).*

<b>No.</b>	<b>Focus Area</b> <i>The following embedded coursework assignments provided a foundation for Field Project #5:</i> <ul style="list-style-type: none"> <li>• EDN 500 Standards Study &amp; Recommendations</li> <li>• EDN 515 Action Plan</li> <li>• EDN 620 School Program Assessment</li> <li>• EDN 630 School Audit</li> </ul>	<b>GRADE LEVEL EXPERIENCE</b> <i>Min. of 1 experience per grade level required through entire internship</i>	<b>PARTICIPATION or LEADERSHIP</b> <i>Min. 80% of experiences need to be at the Leadership level</i>
5.1	Work in a full-time administrative role to gain the immersion experience of daily leadership functions (min 80 hours).	<input type="checkbox"/> PreK <input type="checkbox"/> Elementary (K-5) <input type="checkbox"/> Middle School (6-8) <input type="checkbox"/> Secondary (9-12)	<input type="checkbox"/> Participation <input type="checkbox"/> Leadership
5.2	Analyze and review the role of a full-time administrator, including insights gained and leadership growth realized.	<input type="checkbox"/> PreK <input type="checkbox"/> Elementary (K-5) <input type="checkbox"/> Middle School (6-8) <input type="checkbox"/> Secondary (9-12)	<input type="checkbox"/> Participation <input type="checkbox"/> Leadership
5.3	Reflection including description of residency experiences, integration of research/theory to the experiences (APA style), and detail of how the residency led to candidate growth and development.	<input type="checkbox"/> PreK <input type="checkbox"/> Elementary (K-5) <input type="checkbox"/> Middle School (6-8) <input type="checkbox"/> Secondary (9-12)	<input type="checkbox"/> Participation <input type="checkbox"/> Leadership

## EDN 690/691 Internship Evidence Chart

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### Field Project # 5: ARTIFACTS

### RESIDENCY

*Demonstrate competency in specific areas related to English Language Learners, Special Education, the IEP, IFSP, Section 504 plan & a continuum of learning from early childhood through grade 12.*

Intern candidates need to provide **artifacts** as evidence of work related to the specified field project. Artifacts required by the State for this field project have already been indicated, but candidates should include additional artifacts/evidence as well. The intern candidate needs to provide a brief description or explanation of each artifact, as well as indicating alignment to the focus area or SREB indicators (if not already indicated).

Artifact	Description/Explanation	Focus Area	SREB Alignment
Log of residency hours. (NCC required)		5.1	
Analysis of FT Administrator.		5.2	
Reflection including description and areas of growth. (NCC required)		5.3	

## EDN 690/691 Internship Evidence Chart

### Field Project # 5: THE RESIDENCY

### RESIDENCY

*Experience immersion in a full-time administrative experience, balancing the competing demands on time/energy while learning to prioritize appropriately, manage time effectively and foster ongoing leadership development (min 2 weeks, 80 hours, full-time role).*

NCC Stakeholder Evaluation					
SELF ASSESSMENT by Intern		MENTOR ASSESSMENT		SUPERVISOR ASSESSMENT	
<input type="checkbox"/> Excellent <input type="checkbox"/> Proficient <input type="checkbox"/> Developing _____ <p style="text-align: center;">Signature</p>		<input type="checkbox"/> Excellent <input type="checkbox"/> Proficient <input type="checkbox"/> Developing _____ <p style="text-align: center;">Signature</p>		<input type="checkbox"/> Excellent <input type="checkbox"/> Proficient <input type="checkbox"/> Developing _____ <p style="text-align: center;">Signature</p>	
ILLINOIS Internship Assessment Scoring Rubric Assessed by the Supervisor					
Focus Area:					
	Meets the Standard		Does Not Meet the Standard		SCORE
Content: Standards = Competencies = Appropriate	The candidate clearly fulfills varied leadership standards AND indicators (Internship Critical Success factors and/or Ed Leadership Program Matrix's ISLLC standards), developing pronounced competencies in an appropriate and relevant manner.		The candidate only minimally meets some of the standards and indicators of either the Internship Matrix Critical Success Factors or the Ed Leadership Program Matrix's ISLLC standards/indicators, without a clear leadership role or competency.		1 / 0
Process: Follows Theory to Practice Logical & Sequential Understandable Achieves the Purpose	The candidate demonstrates an understanding of the role of a school leader and how to successfully assume a leadership role despite being a short-term placement. The candidate fully immersed him/herself in the responsibilities and difficulties of leadership in a motivated, self-starting manner.		The candidate was unable to demonstrate an understanding of how to successfully assume a leadership role due to its short term placement or failed to fully immerse him/herself in a leadership role, but seemed comfortable resigned to a role as a contributor versus a leader.		1 / 0
Outcomes/Reflection: Clearly Stated and Demonstrated Data Supports the Results Candidate Reflects on her/his Role in the Process	The candidate clearly states the outcomes and expectations of analyzing this experience in the Residency reflection: describing fully the experience, detailing the standards/indicators met via the Residency, and effectively and impressively reflecting on the impact this experience had on one's leadership development and growth. The experience seems fully maximized as a learning experience via the Residency reflection which is supported with specific examples of impacting students.		The candidate's statements of the outcomes and expectations of analyzing this experience is incomplete or lacking all of the clear components: a description with details, a clear identification of how experiences related to standards/indicators, and a reflection on the impact of the experience on leadership development. The candidate was unable to accurately reflect on her/his involvement in the project and the experience's impact on students.		1 / 0
Products: Align to Standards Articulate and Well- organized Demonstrates Full Completion Reflection	The candidate produces artifacts that serve as outstanding examples of leadership in action, maximizing every opportunity to make a difference in students' lives through this immersion experience in leadership.		The candidate fails to produce impressive artifacts or fails to develop artifacts that demonstrate leadership and/or an impact on students.		1 / 0
Quality: Beginning Principal Like or Better Complete Accurate	The following quality is demonstrated in all materials: correct APA format; correct spelling and grammar; completeness; accuracy; comprehensiveness; meets or exceeds the standards and competencies of this assessment.		The following quality is lacking in materials: correct APA format; correct spelling and grammar; completeness; accuracy; comprehensiveness; does not meet the standards and competencies of this assessment.		1 / 0
<b>Candidates must MEET 5 of 5 to demonstrate COMPETENCY</b>					<b>TOTAL SCORE</b>



Internship Overview          Student-          NCC Faculty-          Date-

Timelines

2 terms spanning a year  
Summer Residency vs. D131  
Eligible after 3 classes if enrolled in a 4<sup>th</sup> during the summer

Mentor

Trained  
3 years experience (can be new to school but not to the role)  
D131 needs x number in district

Projects

4 are State Mandated (Teacher , SIP, Management, ELL/SPED)  
P-12  
80% Lead 20% Participate

Big Picture

Immersion/Reflection & Feedback...Projects

Roles of Student, Mentor, College

Final Portfolio

Write-Ups, Evidence, Reflections, Research

Class

3 Seminars  
3 visits 690 3 visits 691

Calendar

IAP  
Field Project Agreements  
Pre-Approval

End

Modules  
Principal Test







# QPS-WIU Internship Assessment Competency Log



**Intern Name:** \_\_\_\_\_

**Principal Mentor/Location:** \_\_\_\_\_

Assessment 1.0	Meets	Not Meets	Date/Level*
1.1: Present SIP			
1.2: Analyze Data			
1.3: Evaluate SIP			
1.4: Gather/Examine Data			

Assessment 2.0	Meets	Not Meet	Date/Level*
2.1: Participate in Hiring			
2.2: Clinical Observations			
2.3: Prof Development Plan			

Assessment 3.0	Meets	Not Meet	Date/Level*
3.1: Investigate School			
3.2: School Budget			
3.3: Mission Statement			

Assessment 4.0	Meets	Not Meet	Date/Level*
4.1: Modify Curriculum			
4.2: Evaluate School			
4.3: Assessments			
4.4: Special Needs Students			
4.5: Students and Families			
4.6: Diversity of Students			
4.7: School Support Systems			
4.8 All Grade Levels			

Assessment 5.0	Meets	Not Meet	Date/Level*
5.1: Scheduling Process			
5.2: Cultural Comp. Audit			
5.3: Program Evaluation			
5.4: Technology Audit			
5.5: Bullying Policy			
5.6: School Communication			
5.7: Sociological Inventory			
5.8: Community Resources			
5.9: School Partnerships			
5.10: Log of Internship Experiences			
5.11: Intellectual and Moral Commitments			
5.12: Influence Local, State, and/or National Policy			
5.13: Shadow 2 Principals			
5.14: Increase Parental Involvement			
5.15: Transitions Audit			
5.16: Confidential Information			
5.17: Attend School Board Meetings			
5.18: Attend Administrative Team Meetings			

\*Observe (O), Participate (P), Create/Lead (L)  
IL-PART Grant, Revised 8.5.2014





Illinois Partnership Advanced Rigorous Training  
**QPS-WIU Principal Internship Action Plan**



**1. The candidate conveys an understanding of how the school’s mission and vision affect the work of the staff in enhancing student achievement.**

Activity	QPS Previously Identified Priority	Supervisor	Process & Documentation	Artifacts
<p><b>1.1</b>  <b>Explain the purpose of the School Improvement Plan and its relationship to the school’s vision in a presentation to a group of stakeholders (e.g., at a faculty meeting, department meeting, parent group, community group, etc.). Evaluate its effectiveness utilizing a candidate created feedback form.</b></p> <p><i>SREB: 1c, 4b, 4d, 6a, 6b, 12a, 12b</i></p>	<ul style="list-style-type: none"> <li>✓ Engage in Rising Star Continuous District and School Improvement Plan, School Improvement Plan (ECFC)</li> <li>✓ Engage in Curriculum Committees, PLC Meetings, Faculty Meetings, and PTA Meetings</li> </ul>	<p>Principal Mentor,            QPS Intern Supervisor,            WIU Intern Supervisor,            IL-PART Coordinator</p>	<p><b>Observe</b></p> <hr/> <p><b>Participate</b></p> <hr/> <p><b>Create/Lead</b></p>	<p>Rising Star Continuous Improvement Plans/Reports</p> <p>Tool Intern Uses to Present/Share</p> <p>PLC Agenda/Minutes</p> <p>Feedback Form</p>
<p><b>1.2</b>  <b>Analyze, review and disaggregate data, including, but not limited to, student work and state test results. Work with a faculty group/team to identify areas for improvement and interventions, with particular attention given to NCLB student subgroups and/or low performing students.</b></p> <p><i>SREB: 1d, 2c, 5a, 5b, 9a</i></p>	<ul style="list-style-type: none"> <li>✓ Analyze, review, and disaggregate Type I, II, and/or III Assessment</li> <li>✓ Assess, Create, and/or Monitor Rising Star Continuous School Improvement Plan</li> <li>✓ Utilize Rising Star District and Building Plans to Identify Areas for Improvement &amp; Interventions</li> <li>✓ Engage in PLC Meetings</li> </ul>	<p>Principal Mentor,            QPS Intern Supervisor,            WIU Intern Supervisor,            IL-PART Coordinator</p>	<p><b>Observe</b></p> <hr/> <p><b>Participate</b></p> <hr/> <p><b>Create/Lead</b></p>	<p>Analysis of Type I, II, and/or III Assessments</p> <p>Rising Star Continuous Improvement Plans/Reports</p> <p>PLC Agendas/Minutes</p>

<p><b>1.3.</b>  <b>Work with faculty teams to create, implement, and formatively evaluate a school improvement action plan based on research-based, instructional practices.</b></p> <p><i>SREB: 1a, 2b, 4a, 7a, 13a</i></p>	<ul style="list-style-type: none"> <li>✓ Create a Plan &amp; Tasks in Rising Star Continuous School Improvement Plan</li> <li>✓ Utilize &amp; Reference Wise Ways Indicators</li> <li>✓ Participate in K-6 ESAIL Walk-Throughs, 7-12 Walk-Throughs, and PK-12 Instructional Rounds Visits</li> <li>✓ Analyze &amp; Evaluate 5Essentials Survey Data, School Culture Survey</li> </ul>	<p>Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator</p>	<p><b>Observe</b></p> <hr/> <p><b>Participate</b></p> <hr/> <p><b>Create/Lead</b></p>	<p>Rising Star Continuous Improvement Plans/Reports</p> <p>Create the Plan &amp; Tasks (RSCP)</p> <p>Meeting Agenda/Minutes</p> <p>7-12 Walk-Through Forms</p> <p>ESAIL Walk-Through Documentation</p> <p>Instructional Rounds Documentation</p> <p>Analysis of 5Essential Survey Results</p>
<p><b>1.4.</b>  <b>Work with administration and faculty/faculty teams to gather data, examine data, and analyze current best practice, research to assess progress on the SIP. Make recommendations for improvements and modifications to the SIP for the following year.</b></p> <p><i>SREB: 1b, 1c, 2a, 4c</i></p>	<ul style="list-style-type: none"> <li>✓ Engage in Rising Star Continuous District and School Improvement Plan</li> <li>✓ Engage in Curriculum Committees, PLC Meetings, Faculty Meetings/Staff Development Meetings, and PTA Meetings</li> </ul>	<p>Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator</p>	<p><b>Observe</b></p> <hr/> <p><b>Participate</b></p> <hr/> <p><b>Create/Lead</b></p>	<p>Meeting Agenda/Minutes from Rising Star &amp; Committee Meetings</p> <p>Rising Star Plans/Updates, School Improvement Plan Updates</p> <p>Log of recommendations for improvements &amp; modifications to the RS Plans and the related decisions of the team.</p>
<p><b>Indicator 1 Reflection:</b></p>				

2. The candidate demonstrates a comprehensive understanding of the process used for hiring, evaluating, and providing professional development to staff to meet the learning needs of the students.

Activity	QPS Previously Identified Priority	Supervisor	Process & Documentation	Artifacts
<p><b>2.1.</b>  <b>Participate in the hiring process including, at a minimum: creation of job description; creation of interview questions and assessment rubric; participation in interviews for the position; recommendation of the candidate to hire with rationale and data to support the selection; and preparation of letters of rejection for candidates who were not selected.</b></p>	<ul style="list-style-type: none"> <li>✓ Utilize the QPS Hiring Manual</li> <li>✓ Utilize Applitrack &amp; Standardized Screeners to Screen &amp; Select Qualified/Quality Candidates</li> <li>✓ Participate in Interviews, Selection Process, Hiring &amp; Rejection Process, Reference Checks</li> <li>✓ Become Familiar with Protocol &amp; Legalities of the Hiring Process</li> </ul>	<p>Principal Mentor,            QPS Intern Supervisor,            WIU Intern Supervisor,            IL-PART Coordinator</p>	<p><b>Observe</b></p> <hr/> <p><b>Participate</b></p> <hr/> <p><b>Create/Lead</b></p>	<p>Forms from QPS Hiring Manual</p> <p>Analysis of Screener for Candidates</p> <p>Interview Notes</p> <p>Ongoing Log of Activities</p>
<p><b>2.2.</b>  <b>Conduct a full cycle of clinical observation, including a pre-observation conference, a classroom observation, and a post-observational conference. Write a summary that provides evidence utilizing actual notes, observations, discussion, forms, and student achievement data providing feedback to the teacher. Provide examples of interventions and supports needed for the non-tenured or struggling teacher.</b>  <i>SREB: 8b</i></p>	<ul style="list-style-type: none"> <li>✓ Conduct Walk-throughs at Multiple Grade Spans</li> <li>✓ Conduct a Simulated Evaluation</li> <li>✓ Conduct Pre-Conferences &amp; Post-Conferences</li> <li>✓ Conduct Observations</li> <li>✓ Write Evaluation</li> </ul>	<p>Principal Mentor,            QPS Intern Supervisor,            WIU Intern Supervisor,            IL-PART Coordinator</p>	<p><b>Observe</b></p> <hr/> <p><b>Participate</b></p> <hr/> <p><b>Create/Lead</b></p>	<p>Documentation of walkthroughs conducted (checklist)</p> <p>Documentation of preconference, observation, written evaluation, and post-conferences (A copy of all materials with names deleted)</p> <p>Utilize State Evaluation Rubric</p>

<p><b>2.3.</b>  <b>In conjunction with stakeholders, lead in the development of a professional development plan for a school building that includes: (1) data analysis (reviewed in Focus Area 1.2); (2) multiple options for teacher development; and (3) a method for evaluation of the professional development plan and the extent to which it will lead to school improvement.</b></p> <p><i>SREB: 8a, 8b, 8c, 10a</i></p>	<ul style="list-style-type: none"> <li>✓ Engage in the Rising Star Continuous Improvement Plan Process</li> <li>✓ Participate &amp; Lead PLC Meetings/Faculty Meetings/Staff Development</li> <li>✓ Analyze 5Essentials and School Culture Survey</li> <li>✓ Reflect and Analyze Professional Development Surveys</li> </ul>	<p>Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><b>Observe</b></td> </tr> <tr> <td style="padding: 5px;"><b>Participate</b></td> </tr> <tr> <td style="padding: 5px;"><b>Create/Lead</b></td> </tr> </table>	<b>Observe</b>	<b>Participate</b>	<b>Create/Lead</b>	<p>Meeting Agenda/Notes/Minutes</p> <p>Analysis of 5Essentials &amp; School Culture Survey</p> <p>Planning Documentation for Next Meetings</p>
<b>Observe</b>							
<b>Participate</b>							
<b>Create/Lead</b>							
<p><b>Indicator 2 Reflection:</b></p>							

**3. The candidate demonstrates the ability to understand and manage personnel, resources, and systems on a school-wide basis to ensure adequacy and equity.**

Activity	QPS Previously Identified Priority	Supervisor	Process & Documentation	Artifacts
<p><b>3.1.</b> 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 with a focus on curriculum implementation that emphasizes effective research practices and strategies designed to close the achievement gap.</p> <p><i>SREB: 3a-3g, 8b, 8c, 9b, 10b, 13b</i></p>	<ul style="list-style-type: none"> <li>✓ Participate in Rising Star Continuous School Improvement Planning</li> <li>✓ Participate in PLC Meetings</li> <li>✓ Participate in Instructional Rounds Process</li> <li>✓ Analyze and Lead Discussion Regarding 5Essentials &amp; School Culture Survey</li> </ul>	<p>Principal Mentor, QPS Intern Supervisor, WIU Intern Supervisor, IL-PART Coordinator</p>	<p><b>Observe</b></p> <hr/> <p><b>Participate</b></p> <hr/> <p><b>Create/Lead</b></p>	<p>Rising Star Agendas/ Minutes</p> <p>PLC Agendas/ Minutes</p> <p>Instructional Rounds Documentation</p> <p>Analysis of 5Essentials Survey &amp; School Culture Survey</p>
<p><b>3.2.</b> Review the school’s budget and other resources with the internship principal. Detail how the resources are typically used, evaluated for adequacy, assessed 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 developmental process.</p> <p><i>SREB: 11a</i></p>	<ul style="list-style-type: none"> <li>✓ Participate in Submitting State Reports</li> <li>✓ Review Title I and/or Other Grant Funded Budgets and Analyze Building/District Priorities</li> <li>✓ Use Skyward to Track Spending and Become Familiar with Skyward Reports</li> <li>✓ Analyze Student Subgroups to See if Spending is Impacting Student</li> </ul>	<p>Principal Mentor, QPS Intern Supervisor, WIU Intern Supervisor, IL-PART Coordinator</p>	<p><b>Observe</b></p> <hr/> <p><b>Participate</b></p> <hr/> <p><b>Create/Lead</b></p>	<p>Copy of State Reports Submitted</p> <p>Share analysis of Spending Correlated to Student Subgroup Growth</p> <p>Set priorities, Develop a Budget, Propose Budget &amp; Share Budget Analysis</p> <p>Skyward Reports</p>

<p><b>3.3.</b>  <b>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.</b>  <i>SREB: 11b</i></p>	<ul style="list-style-type: none"> <li>✓ Engage in Development a Mission Statement or Revisit Current Mission Statement</li> <li>✓ Cite Evidence that the School Mission Aligns to Existing Systems and Practices</li> <li>✓ Choose an Instructional System</li> <li>✓ Choose a Management System</li> <li>✓ Create/Utilize an Assessment Tool to Evaluate the Instructional &amp; Management Systems to Ensure Alignment with Mission</li> <li>✓ Make Recommendations for Improvement(s) to the Instructional and Management Systems</li> <li>✓ Shadow Support Staff Member(s)</li> </ul>	Principal Mentor, QPS Intern Supervisor, WIU Intern Supervisor, IL-PART Coordinator	<b>Observe</b>	Documentation & Reflection of New/Revisited Mission Statement
			<b>Participate</b>	Documentation of Instructional & Management Systems Analyzed
			<b>Create/Lead</b>	Analysis of Systems & Recommendations  Reflection of Support Staff Shadowing
<b>Indicator 3 Reflection:</b>          				



**4. The candidate demonstrates a thorough understanding of the requirements for, and development of, individualized education programs.**

Activity	QPS Previously Identified Priority	Supervisor	Process & Documentation	Artifacts
<p><b>4.1.</b> Use student data to work collaboratively with teachers to modify curriculum and instructional strategies to meet the needs of each student, including ELLs and students with disabilities, and to incorporate the data into the School Improvement Plan.</p>	<ul style="list-style-type: none"> <li>✓ Utilize Teacher Evaluation Process to Identify Areas for Improving Instructional Planning &amp; Delivery to Meet the Needs of Each Student</li> <li>✓ Engage in PLC Meetings/Staff Development Meetings</li> <li>✓ Engage in Student Centered Meetings/Intervention Meetings</li> </ul>	<p>Principal Mentor, QPS Intern Supervisor, WIU Intern Supervisor, IL-PART Coordinator</p>	<p><b>Observe</b></p> <hr/> <p><b>Participate</b></p> <hr/> <p><b>Create/Lead</b></p>	<p>Evaluation Artifacts/Evidence of Analysis of differentiated instruction, including, but not limited to: lesson plans, coaching write-ups, Pre/Post Conference notes, etc.</p> <p>PLC Agendas/Minutes</p> <p>Intervention Meeting Agenda/Notes</p>
<p><b>4.2.</b> Evaluate a school to ensure the use of a wide range of printed, visual, or auditory materials and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, students with disabilities, and struggling and advanced readers).</p>	<ul style="list-style-type: none"> <li>✓ Inventory and Analyze Current Instructional Resources</li> <li>✓ Evaluate the school Using a Wide Range of Resources Appropriate for the Students with Distinct Needs &amp; Identify Gaps</li> <li>✓ Utilize Curriculum Connector to Review Teacher Plans &amp; Identify/Evaluate Differentiated Instruction</li> <li>✓ Create a Comprehensive Summary, Including Evaluation (i.e. Interview with Lit. Coach, Analysis of Book Rooms, Curriculum Connector, Instructional Resources, etc.)</li> </ul>	<p>Principal Mentor, QPS Intern Supervisor, WIU Intern Supervisor, IL-PART Coordinator</p>	<p><b>Observe</b></p> <hr/> <p><b>Participate</b></p> <hr/> <p><b>Create/Lead</b></p>	<p>Inventory &amp; Analysis of Instructional Resources</p> <p>Curriculum Connector Reflection</p> <p>Comprehensive Summary &amp; Recommendations</p>

<p><b>4.3.</b>  <b>In conjunction with special education and bilingual education teachers, identify and select assessment strategies and devices that are nondiscriminatory to be used by the school, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students leading to school improvement.</b></p>	<ul style="list-style-type: none"> <li>✓ Interview District ELL Tutors &amp; SPED teachers to determine: 1) Utilized Assessments, 2) Utilized Resources 3) Utilized Instructional Strategies</li> <li>✓ Review Current &amp; Proposed Bilingual, ELL Assessments (Check for Non-Discriminatory)</li> <li>✓ Review District-Wide Assessment Schedule &amp; Assessment Tools in Consideration of SPED and/or Bilingual Students</li> <li>✓ Analyze Building-Level Assessment Data for Special Populations &amp; Make Recommendations for School Improvement</li> </ul>	<p>Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator</p>	<p><b>Observe</b></p> <hr/> <p><b>Participate</b></p> <hr/> <p><b>Create/Lead</b></p>	<p>Interview Notes</p> <p>Building &amp; District Assessment Review &amp; Analysis</p> <p>Recommendations for School Improvement</p>
<p><b>4.4.</b>  <b>Work with teachers to develop a plan that focuses on the needs of the school to support services required to meet individualized instruction for students with special needs (i.e. students with IEPs, IFSPs, or Section 504 plans, ELLs, and students identified as gifted.).</b></p>	<ul style="list-style-type: none"> <li>✓ Participate and/or Lead Staff Development to Review Data (i.e. MAP Results) &amp; Services Provided to Tiered Student Populations(i.e. Intervention Lists, Accelerated Opportunities)</li> <li>✓ Analyze Student Performance &amp; Growth</li> <li>✓ Participate in Intervention and/or IEP Meeting(s)</li> <li>✓ Review Progress of Student(s) with IEP's and Monitor Growth/Goals Met</li> </ul>	<p>Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator</p>	<p><b>Observe</b></p> <hr/> <p><b>Participate</b></p> <hr/> <p><b>Create/Lead</b></p>	<p>Staff Development Agendas/Minutes/Teacher Evaluations</p> <p>Student Performance Analysis</p> <p>IEP Invitations, Agendas, Minutes</p> <p>Reflection of IEP Review</p>

<p><b>4.5.</b>  <b>Proactively serve all students and their families with equity, honor, and advocate on their behalf, ensuring an opportunity to learn and the well-being of each child in the classroom; with a focus on identifying student needs through collaboration and involvement with all stakeholders.</b></p> <p><i>SREB: 4a, 4b, 4c, 4d, 12b</i></p>	<ul style="list-style-type: none"> <li>✓ Facilitate an IEP, 504, and/or ELL Meeting</li> <li>✓ Facilitate an Intervention Meeting of a Student with a Distinct Need</li> <li>✓ Facilitate a Safe Schools, Disciplinary Conference, FBA, or Truancy Meeting</li> <li>✓ Participate in Parent-Teacher Conferences and/or a Home Visit</li> </ul>	<p>Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator</p>	<p><b>Observe</b></p> <hr/> <p><b>Participate</b></p> <hr/> <p><b>Create/Lead</b></p>	<p>Document Meeting and Complete Required Paperwork</p> <p>IEP Invitation, Agenda, &amp; Minutes</p> <p>Activity Log Documenting Participation &amp; Reflection</p> <p>Reflect on Parent-Teacher Conference and/or Home Visit</p>
<p><b>4.6.</b>  <b>Analyze and use student information to design instruction that meets the diverse needs of students and leads to ongoing growth and development of all students.</b></p> <p><i>SREB: 2b</i></p>	<ul style="list-style-type: none"> <li>✓ Work with Teachers to Develop Student Growth Goals Aligned to District Student Learning Objectives (SLO)</li> <li>✓ Review Curriculum Connector Teacher Lesson Plans for Differentiated Instruction</li> <li>✓ Participate in PLC Meetings focused on Differentiated Instruction and Increasing Student Growth</li> <li>✓ Engage in the Instructional Rounds Process to Improve the Instructional Core</li> </ul>	<p>Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator</p>	<p><b>Observe</b></p> <hr/> <p><b>Participate</b></p> <hr/> <p><b>Create/Lead</b></p>	<p>District Forms for Teacher Evaluation Goal Setting</p> <p>Notes &amp; Reflection from Curriculum Connector</p> <p>PLC Agendas/Minutes</p> <p>Instructional Rounds Documentation</p>

<p><b>4.7.</b>  <b>Recognize the individual needs of students and work with special education and bilingual education teachers to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs.</b></p>	<ul style="list-style-type: none"> <li>✓ Work with a Special Educator and/or school support personnel to develop student growth goals aligned to District Student Learning Objectives (SLO)</li> <li>✓ Review Systems for Academic and/or Social Emotional Intervention Groups</li> <li>✓ Utilize Curriculum Connector to plan for Differentiated Academic and Social Emotional Instruction and/or Interventions</li> </ul>	<p>Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator</p>	<p><b>Observe</b></p> <hr/> <p><b>Participate</b></p> <hr/> <p><b>Create/Lead</b></p>	<p>District Forms for Teacher Evaluation Goal Setting</p>
<p><b>Indicator 4 Reflection:</b></p>				

**5. Candidates demonstrate experiences and learnings that reflect common performance issues associated with success in the principalship.**

Activity	QPS Previously Identified Priority	Supervisor	Process & Documentation	Artifacts
<p><b>5.1.</b>  <b>Review the buildings' schedule and work with the person in charge of scheduling to create an alternative schedule with an emphasis on focusing time for learning and limiting interruptions.</b></p> <p><i>SREB: 10a, 10b, 11b</i></p>	<ul style="list-style-type: none"> <li>✓ Study the current building and classroom schedule(s)</li> <li>✓ Discuss with teachers and administrators about scheduling challenges and rationales</li> <li>✓ Look at research about current recommendations about scheduling</li> <li>✓ Looks at ways to minimize interruptions (i.e. intercom, lining up, calling people to office)</li> </ul>	<p>Principal Mentor,            QPS Intern Supervisor,            WIU Intern Supervisor,            IL-PART Coordinator</p>	<p><b>Observe</b></p> <hr/> <p><b>Participate</b></p> <hr/> <p><b>Create/Lead</b></p>	<p>Written review of Master Schedule with recommendations and rationales</p> <p>Document Current Best Practices in Scheduling</p>
<p><b>5.2.</b>  <b>Conduct a cultural competency audit of the school including, but not limited to rules, policies, practices, cultural actions and attitudes. Report the findings with recommendations for change to the faculty and mentor.</b></p>	<ul style="list-style-type: none"> <li>✓ Review the student and staff handbooks and compare to School Board &amp; PRESS Policies</li> <li>✓ Compare building handbook to Board policies</li> <li>✓ Survey Staff Using the School Culture Survey</li> <li>✓ Survey Parents Using a Variety of Tools (Parent-Teacher Conference Surveys, ACASI, 5Essentials)</li> <li>✓ Survey Students Using the 5Essentials Survey (6-12)</li> <li>✓ Attend &amp; Participate in District Committee Meeting(s)</li> </ul>	<p>Principal Mentor,            QPS Intern Supervisor,            WIU Intern Supervisor,            IL-PART Coordinator</p>	<p><b>Observe</b></p> <hr/> <p><b>Participate</b></p> <hr/> <p><b>Create/Lead</b></p>	<p>Analysis of Handbooks and comparison to the School Board and PRESS Policies</p> <p>Compile Data from Student, Staff, and Parent Surveys, Analyze Results and Prepare a Report for Principal Mentor &amp; Faculty</p> <p>Reflection of Committee Meeting(s)</p>

<p><b>5.3.</b>  <b>Working with a group of teachers, conduct a comprehensive program evaluation of a major component of the curriculum (math, science, reading, etc.) which includes recommendations for improvement and how to personalize and better motivate student. Present findings to the faculty or group of teachers.</b></p> <p><i>SREB: 1a, 1b, 1c, 3c, 3d, 3g, 4a, 4b, 9b</i></p>	<ul style="list-style-type: none"> <li>✓ Work with Principal to Choose an Academic and Social-Emotional Curriculum to Evaluate</li> <li>✓ Analyze Student Growth Data in Chosen Academic and/or Social Emotional Curriculum</li> <li>✓ Work closely with the building leadership team on school improvement process</li> <li>✓ Shadow a Support Staff Member(s) (i.e. School Social Worker, School Psychologist, Counselor, STAR Guide, Nurse, Interventionist, etc.)</li> </ul>	<p>Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator</p>	<p><b>Observe</b></p>	<p>Analysis of Curriculum Evaluation</p>
<p><b>Participate</b></p>	<p>Report on Analysis of Student Growth Data</p>			
<p><b>Create/Lead</b></p>	<p>Reflection of Support Staff Shadowing</p>			
<p><b>5.4.</b>  <b>Complete a technology audit of the school and present the findings and recommendations for improvement to the mentor.</b></p>	<ul style="list-style-type: none"> <li>✓ Review District Technology Audit/Technology Plan and/or Digital Conversion Project</li> <li>✓ Assess Levels of Instructional Technology Implementation</li> <li>✓ Develop a Survey on what Training Related to Technology is Needed (and provide expertise)</li> <li>✓ Make recommendations based on the audit/assessment of implementation</li> </ul>	<p>Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator</p>	<p><b>Observe</b></p>	<p>Review of Technology Information</p>
<p><b>Participate</b></p>	<p>Report on Levels of Technology Implementation &amp; Needs for PD</p>			
<p><b>Create/Lead</b></p>	<p>Survey Results &amp; Plans for Next Steps</p>			

<p><b>5.5.</b> <b>Working with a committee of teachers, parents, and students, review and make recommendations for improvement to the school’s policy and rules regarding “bullying”.</b></p>	<ul style="list-style-type: none"> <li>✓ Review School Discipline/Bullying Policies and Handbook</li> <li>✓ Engage in Building PBIS Team Meetings, Review PBIS SWIS Data</li> <li>✓ Participate in a Discipline Problem Solving Conference Regarding “bullying”</li> <li>✓ Make recommendations for Bully Prevention Education</li> </ul>	<p>Principal Mentor, QPS Intern Supervisor, WIU Intern Supervisor, IL-PART Coordinator</p>	<p><b>Observe</b></p> <hr/> <p><b>Participate</b></p> <hr/> <p><b>Create/Lead</b></p>	<p>Reflection on Discipline &amp; Bullying Policies</p> <p>PBIS Agendas/Minutes</p> <p>Data Analysis Report from SWIS Data</p> <p>Bully Prevention Education Plan</p>
<p><b>5.6.</b> <b>Review the environment of the school; analyze methods the school uses to keep everyone in the school community informed and focused on student achievement and includes the development/ overseeing academic recognition programs that acknowledge and celebrate students’ success at all levels of ability.</b></p> <p><i>SREB: 2a</i></p>	<ul style="list-style-type: none"> <li>✓ Analyze the 5Essentials Survey Data</li> <li>✓ Reflect of Parent Participation &amp; Develop a Plan to Increase Parent Participation</li> <li>✓ Evaluate Communication Tools in Which Data is Shared with the Community</li> <li>✓ Administer and Review the Safety Survey</li> <li>✓ Develop a Recognition and Celebration Plan Focused on Student Growth in Academic &amp; Social Emotional Areas</li> </ul>	<p>Principal Mentor, QPS Intern Supervisor, WIU Intern Supervisor, IL-PART Coordinator</p>	<p><b>Observe</b></p> <hr/> <p><b>Participate</b></p> <hr/> <p><b>Create/Lead</b></p>	<p>Analysis of 5Essentials Survey Data</p> <p>Parent Participation Data and Plan</p> <p>Reflection on How Data is Communicated &amp; Ideas on How to Enhance Effective Communication</p> <p>Safety Survey</p> <p>Recognition &amp; Celebration Plan</p>

<p><b>5.7</b>  <b>Conduct a sociological inventory of the school community and using that information create a school/community relations plan that includes: student input, parental input, staff input and administration input.</b></p> <p><i>SREB: 4c, 4d, 12a, 12b</i></p>	<ul style="list-style-type: none"> <li>✓ Examine the School/Community Demographics</li> <li>✓ Create a School &amp; Community Relations Plan to Present to a School and/or Community Group</li> </ul>	<p>Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator</p>	<p><b>Observe</b></p> <hr/> <p><b>Participate</b></p> <hr/> <p><b>Create/Lead</b></p>	<p>Demographics Data</p> <p>School &amp; Community Relations Plan</p> <p>Notes/Reflection from Presentation</p>
<p><b>5.8</b>  <b>Using information from the sociological inventory create a listing of community resources (including but not limited to resources for ECE, ELL, Gifted, and SED students).</b></p> <p><i>SREB: 7a</i></p>	<ul style="list-style-type: none"> <li>✓ Create a List/Pamphlet of Community Resources for Faculty, Support Staff, Administrative Use</li> <li>✓ Share Resource Tool with Educators and Make a Plan of How to Share with Parents/Community Members</li> </ul>	<p>Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator</p>	<p><b>Observe</b></p> <hr/> <p><b>Participate</b></p> <hr/> <p><b>Create/Lead</b></p>	<p>Reflection on Process of Gathering Resources</p> <p>Pamphlet &amp; Method Used to Share</p>



<p><b>5.9.</b>  <b>Review the school’s partnerships and recommend updates or changes to the existing partnerships; if there are no partnerships, in a written document recommend a school partnership to the mentoring principal.</b></p> <p><i>SREB: 11a</i></p>	<ul style="list-style-type: none"> <li>✓ Review Current Partnership(s) and Purpose of Partnership(s)</li> <li>✓ Assess if Partnership(s) are Aligned with Mission &amp; Vision</li> <li>✓ Review Financial Dynamics of Partnership(s)</li> <li>✓ Make Plans to Strengthen Partnership(s) and/or Form New Partnership(s) with Identifiable Purpose(s)</li> </ul>	<p>Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator</p>	<p><b>Observe</b></p> <hr/> <p><b>Participate</b></p> <hr/> <p><b>Create/Lead</b></p>	<p>Partnership Report &amp; Plans for Strengthening and/or Increasing Partnership(s)</p>
<p><b>5.10</b>  <b>Present monthly logs to the university faculty supervisor which documents the candidate’s internship experiences for that month, including a self-reflection of performance and practice, and an indication of the Activities and Assessments addressed. Continue to keep the ePortfolio updated.</b></p>	<ul style="list-style-type: none"> <li>✓ Log &amp; Reflect on Experiences</li> <li>✓ Share &amp; Present Log, ePortfolio, and Artifacts</li> </ul>	<p>Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator</p>	<p><b>Observe</b></p> <hr/> <p><b>Participate</b></p> <hr/> <p><b>Create/Lead</b></p>	<p>Log &amp; ePortfolio Presentation</p>

<p><b>5.11.</b>  <b>Adhere to the Intellectual and Moral Commitments of Western Illinois University and meet all the standards set by the program as evaluated by the mentor principal and faculty supervisor. Include information in at least 4 of the monthly reflections.</b></p>	<p>✓ Evidence of Completing Requirements &amp; Meeting All Standards</p>	<p>Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator</p>	<p><b>Observe</b></p> <hr/> <p><b>Participate</b></p> <hr/> <p><b>Create/Lead</b></p>	<p>Log &amp; ePortfolio   Monthly Reflections</p>
<p><b>5.12.</b>  <b>Document the candidate’s work during the course of the internship to influence local, state, and/or national educational policy/policies that affect students.</b></p> <p><i>SREB: 13b</i></p>	<p>✓ Evidence of Experiences Aligned to Local, State, and/or National Educational Policies</p>	<p>Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator</p>	<p><b>Observe</b></p> <hr/> <p><b>Participate</b></p> <hr/> <p><b>Create/Lead</b></p>	<p>Log &amp; ePortfolio with Alignment to Educational Policy</p>

<p><b>5.13.</b>  <b>Shadow two different building administrators (not in the district where interning and different in student population) for one full school day each. Document the types of experiences and write a reflection on key learning.</b></p>	<p>✓ Utilize Regional Office of Education to Shadow an Administrator(s) Outside of District</p>	<p>Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator</p>	<p><b>Observe</b></p> <hr/> <p><b>Participate</b></p> <hr/> <p><b>Create/Lead</b></p>	<p>Document of Experiences &amp; Written Reflection</p>
<p><b>5.14.</b>  <b>Through professional readings and meeting with appropriate individuals, the intern will design activities to increase parental involvement.</b></p>	<p>✓ Read a professional article(s) on Parent Involvement  ✓ Attend Meeting and Collaborate with the school's PTA  ✓ Design two of more school activities that will increase Parent Involvement</p>	<p>Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator</p>	<p><b>Observe</b></p> <hr/> <p><b>Participate</b></p> <hr/> <p><b>Create/Lead</b></p>	<p>Professional Article and Reflection  PTA Meeting Agenda &amp; Notes  Plan of School Activities and Reflection on Implementation</p>

<p><b>5.15.</b>  <b>Working with a team of teachers from two transitional grade levels (i.e. 5th and 6th grade, 8th and 9th grade), conduct an audit of the transition plan of students to the next grade level including, but not limited to: attendance, academic achievement, social adjustment, and behavior.</b></p> <p><i>SREB: 1d</i></p>	<ul style="list-style-type: none"> <li>✓ Interview Principals and/or teachers from two transitional grade levels</li> <li>✓ Reflect and Analyze the Transition Plan and its impact on attendance, academic achievement, student growth, social adjustments, and behavior</li> </ul>	<p>Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator</p>	<p><b>Observe</b></p> <hr/> <p><b>Participate</b></p> <hr/> <p><b>Create/Lead</b></p>	<p>Interview Questions &amp; Reflection on Transition Plan</p> <p>Suggestions and/or observations on the Transition Plan and data</p>
<p><b>5.16.</b>  <b>Meet with the principal to discuss confidential events, documents, information, paper work and potential moral and legal issues. Develop a form for recording key areas of learning and reflections.</b></p>	<ul style="list-style-type: none"> <li>✓ Engage in Scenarios/Events Where Confidentiality is Required,</li> <li>✓ Reflect on the Importance of Confidentiality and Legalities</li> </ul>	<p>Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator</p>	<p><b>Observe</b></p> <hr/> <p><b>Participate</b></p> <hr/> <p><b>Create/Lead</b></p>	<p>Log of Confidential Events</p> <p>Reflection on Confidential Events</p>

<p><b>5.17.</b> Attend at least 3 local school board meetings, two of which are districts other than where the internship is occurring. Document attendance and write reflections regarding key areas of learning.</p>	<ul style="list-style-type: none"> <li>✓ Attendance at District Board Meeting, Reflect on Observations, Presentation(s) Given, etc.</li> <li>✓ Utilize Regional Office of Education to Attend Out of District Board Meetings</li> </ul>	<p>Principal Mentor, QPS Intern Supervisor, WIU Intern Supervisor, IL-PART Coordinator</p>	<p><b>Observe</b></p> <hr/> <p><b>Participate</b></p> <hr/> <p><b>Create/Lead</b></p>	<p>BOE Meeting Agenda(s)  Reflection on Meeting</p>
<p><b>5.18.</b> Attend at least 3 administrative team meetings. Document attendance and write reflections regarding key areas of learning.</p>	<ul style="list-style-type: none"> <li>✓ Attend at Least 3 Administrative Team Meetings</li> <li>✓ Document Attendance and Write Reflections Regarding Key Areas of Learning</li> </ul>	<p>Principal Mentor, QPS Intern Supervisor, WIU Intern Supervisor, IL-PART Coordinator</p>	<p><b>Observe</b></p> <hr/> <p><b>Participate</b></p> <hr/> <p><b>Create/Lead</b></p>	<p>Administrative Team Meeting Agendas/Notes  Reflection of Meetings</p>
<p><b>Indicator 5 Reflection:</b></p>				





**QPS-WIU Principal Internship  
SREB Critical Success Factors Guide**



**1. School leaders are able to create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible. (ISLLC Standard 1)**

		Internship Experience
1a.	...working with teachers to implement curriculum that produces gains in student achievement as defined by the mission of the school.	Creates a clear action plan (an artifact) in collaboration with the faculty and possesses other artifacts that demonstrate the processes used in preparing for, implementing and evaluating the SIP action plans. There is a logical sequence to all events, all are well planned and executed, and achieve the purpose of improving student achievement
1b.	...working with the administration to develop, define and/or adapt best practices based on current research that supports the school's vision.	Demonstrates the analysis and presentations an artifact and has other artifacts that demonstrate the processes used in preparing for, presenting, and following up on the meeting after the presentation. There is a logical sequence to all events, all are well planned and executed, and they achieve the purpose of improving student achievement.
1c.	...working with the faculty to develop, define, and/or adapt best practices, based on current research, that support the school's vision.	Creates a document that clearly outlines the process used in preparing for the presentation, communicating with the audience, and planning the follow up meeting. The candidate provides additional artifacts to support the presentation. There is a logical sequence to all events, all are well planned and executed, and achieve the stated purpose.
1d.	...assisting with transitional activities for students as they progress to higher levels of placement (e.g., elementary to middle, middle to high school, high school to higher education).	Produces an analysis of data (an artifact) and has other artifacts to demonstrate the process used in preparing for, working with, and following up on the work with the faculty in the identification of interventions that will improve student learning for all NCLB subgroups. There is a logical sequence to all activities. Planning and execution is of high quality and achieves the purpose.

**2. School leaders are able to set high expectations for all students to learn high-level content. (ISLLC Standard 2)**

		Internship Experience
2a.	...developing/overseeing academic recognition programs that acknowledge and celebrate student's success at all levels of ability.	Demonstrate the analysis and presentation as an artifact and has other artifacts that demonstrate the processes used in preparing for, presenting, and following up on the meeting after the presentation. There is a logical sequence to all events, all are well planned and executed, and they achieve the purpose of improving student achievement.
2b.	...activities resulting in raising standards and academic achievement for all students and teachers.	Creates a clear action plan (an artifact) in collaboration with the faculty and possesses other artifacts that demonstrate the processes used in preparing for, implementing and evaluating the SIP action plans. There is a logical sequence to all events, all are well planned and executed, and achieve the purpose of improving student achievement
2c.	...authentic assessments of student work through the use and/or evaluation of rubrics, end-of-course tests, projects.	Produces an analysis of data (an artifact) and has other artifacts to demonstrate the process used in preparing for, working with, and following up on the work with the faculty in the identification of interventions that will improve student learning for all NCLB subgroups. There is a logical sequence to all activities. Planning and execution is of high quality and achieves the purpose.

**3. School leaders are able to recognize and encourage implementation of good instructional practices that motivate and increase student achievement. (ISLLC Standard 2)**

		Internship Experience
3a.	...using a variety of strategies to analyze and evaluate the quality of instructional practices being implemented in a school.	Demonstrates an understanding of the systems and factors within the internship school that advocate, nurture, and sustain a culture of collaboration, trust, learning, high expectations, a personalized and motivating learning environment for students through the graphic mapping of the system and recommendations for improvement. Recommendations are accurate, complete, logical, and able to be implemented in a school setting
3b.	...working with teachers to select and implement appropriate instructional strategies that address identified achievement gaps.	Demonstrates an understanding of the systems and factors within the internship school that advocate, nurture, and sustain a culture of collaboration, trust, learning, high expectations, a personalized and motivating learning environment for students through the graphic mapping of the system and recommendations for improvement. Recommendations are accurate, complete, logical, and able to be implemented in a school setting
3c.	...working on a school team to prioritize standards and map curriculum in at least one content area across all grade levels of the school.	Demonstrates an understanding of the systems and factors within the internship school that advocate, nurture, and sustain a culture of collaboration, trust, learning, high expectations, a personalized and motivating learning environment for students through the graphic mapping of the system and recommendations for improvement. Recommendations are accurate, complete, logical, and able to be implemented in a school setting.
3d.	...working with a group of teachers to unwrap adopted standards and develop assignments and assessments aligned with the standards.	Demonstrates an understanding of the systems and factors within the internship school that advocate, nurture, and sustain a culture of collaboration, trust, learning, high expectations, a personalized and motivating learning environment for students through the graphic mapping of the system and recommendations for improvement. Recommendations are accurate, complete, logical, and able to be implemented in a school setting
3e.	...working with a school team to monitor implementation of an adopted curriculum.	Demonstrates an understanding of the systems and factors within the internship school that advocate, nurture, and sustain a culture of collaboration, trust, learning, high expectations, a personalized and motivating learning environment for students through the graphic mapping of the system and recommendations for improvement. Recommendations are accurate, complete, logical, and able to be implemented in a school setting
3f.	...involvement in the work of literacy and numeracy task forces.	Demonstrates an understanding of the systems and factors within the internship school that advocate, nurture, and sustain a culture of collaboration, trust, learning, high expectations, a personalized and motivating learning environment for students through the graphic mapping of the system and recommendations for improvement. Recommendations are accurate, complete, logical, and able to be implemented in a school setting
3g.	...working with curriculum that is interdisciplinary and provides opportunities for students to apply knowledge in various modalities across the curriculum.	Demonstrates an understanding of the systems and factors within the internship school that advocate, nurture, and sustain a culture of collaboration, trust, learning, high expectations, a personalized and motivating learning environment for students through the graphic mapping of the system and recommendations for improvement. Recommendations are accurate, complete, logical, and able to be implemented in a school setting



**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. (ISLLC Standard 5)**

		Internship Experience
4a.	...working with staff to identify needs of all students.	Creates a clear action plan (an artifact) in collaboration with the faculty and possesses other artifacts that demonstrate the processes used in preparing for, implementing and evaluating the SIP action plans. There is a logical sequence to all events, all are well planned and executed, and achieve the purpose of improving student achievement
4b.	...collaborating with adults from within the school and community to provide mentors for all students.	Creates a document that clearly outlines the process used in preparing for the presentation, communicating with the audience, and planning the follow up meeting. The candidate provides additional artifacts to support the presentation. There is a logical sequence to all events, all are well planned and executed, and achieve the stated purpose.
4c.	...engaging in activities designed to increase parental involvement.	Demonstrate the analysis and presentation as an artifact and has other artifacts that demonstrate the processes used in preparing for, presenting, and following up on the meeting after the presentation. There is a logical sequence to all events, all are well planned and executed, and they achieve the purpose of improving student achievement.
4d.	...engaging in parent/student/school collaborations that develop long-term educational plans for students.	Creates a document that clearly outlines the process used in preparing for the presentation, communicating with the audience, and planning the follow up meeting. The candidate provides additional artifacts to support the presentation. There is a logical sequence to all events, all are well planned and executed, and achieve the stated purpose.

**5. The school leader is able to use data to initiate and continue improvement in school and classroom practices and student achievement. (ISLLC Standard 4)**

		Internship Experience
5a.	...analyzing data (including standardized test scores, teacher assessments, psychological data, etc.) to develop/refine instructional activities and set instructional goals.	Produces an analysis of data (an artifact) and has other artifacts to demonstrate the process used in preparing for, working with, and following up on the work with the faculty in the identification of interventions that will improve student learning for all NCLB subgroups. There is a logical sequence to all activities. Planning and execution is of high quality and achieves the purpose.
5b.	...facilitating data disaggregation for use by faculty and other stakeholders.	Produces an analysis of data (an artifact) and has other artifacts to demonstrate the process used in preparing for, working with, and following up on the work with the faculty in the identification of interventions that will improve student learning for all NCLB subgroups. There is a logical sequence to all activities. Planning and execution is of high quality and achieves the purpose.

**6. The school leader is able to keep everyone informed and focused on student achievement. (ISLLC Standard 4)**

		Internship Experience
6a.	...analyzing and communicating school progress and school achievement to teachers, parents and staff.	Creates a document that clearly outlines the process used in preparing for the presentation, communicating with the audience, and planning the follow up meeting. The candidate provides additional artifacts to support the presentation. There is a logical sequence to all events, all are well planned and executed, and achieve the stated purpose.
6b.	...gathering feedback regarding the effectiveness of personal communication skills.	Creates a document that clearly outlines the process used in preparing for the presentation, communicating with the audience, and planning the follow up meeting. The candidate provides additional artifacts to support the presentation. There is a logical sequence to all events, all are well planned and executed, and achieve the stated purpose.

**7. The school leader is able to make parents partners in their student's education and create a structure for parent and educator collaboration. (ISLLC Standard 4)**

		Internship Experience
7a.	...working in meaningful relationships with faculty and parents to develop action plans for student achievement.	Creates a clear action plan (an artifact) in collaboration with the faculty and possesses other artifacts that demonstrate the processes used in preparing for, implementing and evaluating the SIP action plans. There is a logical sequence to all events, all are well planned and executed, and achieve the purpose of improving student achievement.

**8. The school leader is able to understand the change process and have the leadership and facilitations skills to manage it effectively. (ISLLC Standard 3)**

Internship Experience		
8a.	...working with faculty and staff in professional development activities.	Demonstrates application of the NSDC standards to their own school professional development needs by analyzing data, creating options, and creating an evaluation plan in collaboration with stakeholders.
8b.	...inducting and/or mentoring new teaching staff.	Demonstrates an understanding of the systems and factors within the internship school that advocate, nurture, and sustain a culture of collaboration, trust, learning, high expectations, a personalized and motivating learning environment for students through the graphic mapping of the system and recommendations for improvement. Recommendations are accurate, complete, logical, and able to be implemented in a school setting.
8c.	...building a “learning community” that includes all stakeholders.	Demonstrates an understanding of the systems and factors within the internship school that advocate, nurture, and sustain a culture of collaboration, trust, learning, high expectations, a personalized and motivating learning environment for students through the graphic mapping of the system and recommendations for improvement. Recommendations are accurate, complete, logical, and able to be implemented in a school setting

**9. The school leader is able to understand how adults learn and knows how to advance meaningful change through quality sustained professional development that benefits students. (ISLLC Standard 3)**

Internship Experience		
9a.	...study groups, problem-solving sessions and/or ongoing meetings to promote student achievement.	Produces an analysis of data (an artifact) and has other artifacts to demonstrate the process used in preparing for, working with, and following up on the work with the faculty in the identification of interventions that will improve student learning for all NCLB subgroups. There is a logical sequence to all activities. Planning and execution is of high quality and achieves the purpose.
9b.	...scheduling, developing and/or presenting professional development activities to faculty that positively impact student achievement.	Demonstrates an understanding of the systems and factors within the internship school that advocate, nurture, and sustain a culture of collaboration, trust, learning, high expectations, a personalized and motivating learning environment for students through the graphic mapping of the system and recommendations for improvement. Recommendations are accurate, complete, logical, and able to be implemented in a school setting

**10. The school leader is able to organize and use time in innovative ways to meet the goals and objectives of school improvement. (ISLLC Standard 3)**

		Internship Experience
10a.	...scheduling of classroom and/or professional development activities in a way that provides meaningful time for school improvement activities.	Demonstrates application of the NSDC standards to their own school professional development needs by analyzing data, creating options, and creating an evaluation plan in collaboration with stakeholders.
10b.	... scheduling time to provide struggling students with the opportunity for extra support (e.g., individual tutoring, small-group instruction, extended-block time) so that they may have the opportunity to learn to mastery.	Demonstrates an understanding of the systems and factors within the internship school that advocate, nurture, and sustain a culture of collaboration, trust, learning, high expectations, a personalized and motivating learning environment for students through the graphic mapping of the system and recommendations for improvement. Recommendations are accurate, complete, logical, and able to be implemented in a school setting

**11. The school leader is able to acquire and use resources wisely. (ISLLC Standard 3)**

		Internship Experience
11a.	...writing grants or developing partnerships that provide needed resources for school improvement.	Documents a meeting with the internship principal to review the school's budget (an artifact). The candidate demonstrates an understanding of school budget and resources available providing details of how the resources are used, and an assessment of adequacy, effectiveness, and efficiency as delineated in a report prepared and shared with the internship principal. The candidate documents the presentation of recommendations for budget improvement to the faculty and receives input. The candidate and the internship principal meet to discuss the candidate's recommendations and reflections on the school budget, resources, impact on student subgroups, and recommendations.
11b.	...developing schedules that maximize student learning in meaningful ways with measurable success.	Demonstrates an understanding of two school systems (instructional and management) through the use of an accurately created assessment to analyze the two systems. Results of the analysis are connected to practical recommendations for improvement.

**12. The school leader is able to obtain support from the central office and from community and parent leaders for their school improvement agenda. (ISLLC Standard 6)**

		Internship Experience
12a.	...working with faculty to communicate with school board and community stakeholders in a way that supports school improvement.	Creates a document that clearly outlines the process used in preparing for the presentation, communicating with the audience, and planning the follow up meeting. The candidate provides additional artifacts to support the presentation. There is a logical sequence to all events, all are well planned and executed, and achieve the stated purpose.
12b.	...working with faculty, parents and community to build collaboration and support for the school's agenda.	Creates a document that clearly outlines the process used in preparing for the presentation, communicating with the audience, and planning the follow up meeting. The candidate provides additional artifacts to support the presentation. There is a logical sequence to all events, all are well planned and executed, and achieve the stated purpose.

**13. The school leader is able to continuously learn and seek out colleagues who keep them abreast of new research and proven practices. (ISLLC Standard 4)**

		Internship Experience
13a.	...working with faculty to implement research based instructional practices.	Creates a clear action plan (an artifact) in collaboration with the faculty and possesses other artifacts that demonstrate the processes used in preparing for, implementing and evaluating the SIP action plans. There is a logical sequence to all events, all are well planned and executed, and achieve the purpose of improving student achievement
13b.	...working with professional groups and organizations.	Demonstrates an understanding of the systems and factors within the internship school that advocate, nurture, and sustain a culture of collaboration, trust, learning, high expectations, a personalized and motivating learning environment for students through the graphic mapping of the system and recommendations for improvement. Recommendations are accurate, complete, logical, and able to be implemented in a school setting.

**(P) Participating** Had the opportunity to join/share in the activity and decision-making resulting from it. (100%)

**(L)** Had the opportunity to plan, direct and develop activities and oversee decision-making that may be required by or result from the activity.(80%)





# QPS-WIU Principal Internship Southern Regional Education Board (SREB) Critical Success Factors Log



Intern Name: \_\_\_\_\_

Principal Mentor/Location: \_\_\_\_\_

CSF	Assessment	Internship Experiences	Describe Assessment Used to Determine Proficiency	Observe	Participate 100%	Lead 80%
<b>CSF 1: 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 make higher achievement possible.</b>						
1a	1.3, 5.3					
1b	1.4, 5.3					
1c	1.4					
1d	5.15					
<b>CSF 2: The school leader is able to set high expectations for all students to learn high-level content.</b>						
2a	5.6					
2b	4.6					
2c	1.2					

**CSF 3: The school leader is able to recognize and encourage implementation of good instructional practices that motivate and increase student achievement.**

<b>3a</b>	<b>3.1</b>					
<b>3b</b>	<b>3.1</b>					
<b>3c</b>	<b>3.1, 5.3</b>					
<b>3d</b>	<b>3.1, 5.3</b>					
<b>3e</b>	<b>3.1</b>					
<b>3f</b>	<b>3.1</b>					
<b>3g</b>	<b>3.1, 5.3</b>					

**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.**

<b>4a</b>	<b>4.5, 5.3</b>					
<b>4b</b>	<b>4.5, 5.3</b>					
<b>4c</b>	<b>4.5, 5.7</b>					
<b>4d</b>	<b>4.5, 5.7</b>					



**CSF 5: The school leader is able to use data to initiate and continue improvement in school and classroom practices and student achievement.**

<b>5a</b>	<b>1.2</b>					
<b>5b</b>	<b>1.2</b>					

**CSF 6: The school leader is able to keep everyone informed and focused on student achievement.**

<b>6a</b>	<b>1.1</b>					
<b>6b</b>	<b>1.1</b>					

**CSF 7: The school leader is able to make parents partners in their student’s education and create a structure for parent and educator collaboration.**

<b>7a</b>	<b>1.3, 5.8</b>					
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**CSF 8: The school leader is able to understand the change process and has the leadership and facilitations skills to manage it effectively.**

<b>8a</b>	<b>2.3</b>					
<b>8b</b>	<b>2.2, 2.3</b>					
<b>8c</b>	<b>2.3</b>					

**CSF 9: The school leader is able to understand how adults learn and knows how to advance meaningful change through quality sustained professional development that benefits students.**

<b>9a</b>	<b>1.2</b>					
<b>9b</b>	<b>5.3</b>					

**CSF 10: The school leader is able to organize and use time in innovative ways to meet the goals and objectives of school improvement.**

<b>10a</b>	<b>5.1</b>					
<b>10b</b>	<b>5.1</b>					

**CSF 11: The school leader is able to acquire and use resources wisely.**

<b>11a</b>	<b>3.2, 5.9</b>					
<b>11b</b>	<b>5.1</b>					

**CSF 12: The school leader is able to obtain support from the central office and from community and parent leaders for their school improvement agenda.**

<b>12a</b>	<b>1.1, 5.7</b>					
<b>12b</b>	<b>4.5, 5.7</b>					

**CSF 13: The school leader is able to continuously learn and seek out colleagues who keep them abreast of new research and proven practices.**

<b>13a</b>	<b>1.3</b>					
<b>13b</b>	<b>5.12</b>					



**Illinois State University  
Educational Administration and Foundations**

**CERTIFICATION OF QUALIFICATIONS OF MENTOR PRINCIPAL— FORM #7**

The \_\_\_\_\_ School District certifies that  
\_\_\_\_\_ who is the principal at \_\_\_\_\_  
School, meets the following requirements to be able to serve as a Mentor Principal for  
Internship Candidates preparing for a principal's endorsement:

1. holds a valid and current administrative certificate endorsed for general administrative or principal pursuant either to 23 IL. Adm. Code 25.335 or 23 IL. Adm. Code 25.337; or
2. if the internship site is located in another state, holds a valid and current administrative certificate that is comparable to the required Illinois administrative certificate issued by the state in which the internship site is located; or
3. in the case of a nonpublic school, either holds a valid and exempt Illinois administrative certificate that is registered and endorsed for general administrative or principal pursuant either to 23 IL. Adm. Code 25.335 or 25.337.
4. in all cases, the principal shall have three years of successful experience as a building principal as evidenced by relevant data, including data supporting student growth in two of the principal's previous five years, and formal evaluations or letters of recommendation from former supervisors.

Additionally, I do certify that the **Mentor Principal understands and will not include in the internship any activities that are not directly related to the provision of instruction at the school (e.g., supervision of students during lunch or recess periods, completion of program coursework).**

Certified on this Date: \_\_\_\_\_

School District: \_\_\_\_\_  
Superintendent of Schools



**REQUIRED ACTIVITIES:** The documentation from the lesson study is the property of the RE and should be placed in the RE's Professional Portfolio.

<p><b>BEST PRACTICES:</b>                  #1 Self Assessment                  #2 Goal Setting                   Timeline: Oct. 1</p>	<p><b>RATIONALE:</b>                  Mentors continue to guide REs to use multiple sources of data to set professional learning goals and to collect evidence that demonstrates growth.</p>	<p><b>DOCUMENTS/DIRECTIONS:</b>                  1. Complete the RE Year 2 Self Assessment &amp; Summary. Electronic Forms are on the CSO and ODE websites. 2. Use the SMART GOALS Tool to write 2 goals.                  3. Record the goals on the Goal Setting Template – one template for each goal.  <b>HELPFUL DATA:</b> Year 1 Formative Progress Review</p>
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**SUGGESTED ACTIVITIES:**

1. Discuss areas of RE interest or concern.
2. Discuss an overview of the curriculum; map the units for each subject for the year. Include a discussion on lesson plan format.
3. Consider classroom management techniques and ways to motivate students. Discuss the RE's discipline and grading policy.
4. Discuss prayer (informal and formal) as part of the class on a regular basis.
5. Review progress reports: how, when, etc. and ways to communicate with parents.
6. Consider room arrangement for special needs students.

*What's Working:*

*Concerns, Issues, Matters for Discussion*

*RE's Strategies and Action Plans*

*Mentor's Strategies and Action Plans*

**RE Signature:** \_\_\_\_\_ **Mentor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**REQUIRED ACTIVITIES:**

<p><b>BEST PRACTICES:</b> #3 Assessment of Student Learning (Data Measures Inventory/ Student Work Samples)</p> <p>#4 Observations</p>	<p><b>RATIONALE:</b> Mentors/REs analyze multiple sources of data (including daily classroom formative assessment data) and work to translate that into information that reveals class trends and patterns. This knowledge informs each element of the Teaching and Learning Cycle: assess, plan, teach, revise, and reflect.</p> <p><b>RATIONALE:</b> This best practice emphasizes frequent and ongoing observations with timely feedback to both mentors and Resident Educators and deeper understanding of the Teaching and Learning Cycle.</p>	<p><b>DOCUMENTS/DIRECTIONS:</b></p> <ol style="list-style-type: none"> <li>1. Finish the Goal Setting Template by October 1.</li> <li>2. Complete the Data Measures Inventory for 1 class. Use this and student work samples to assemble a Class Profile. Synthesize the data and discuss what's important. Using this information, discuss possible grouping patterns.</li> <li>3. The mentor will complete a short informal classroom observation of the RE. No paperwork is required; the date and the class is to be recorded in the Collaborative log; the notes from the observation are the property of the RE.</li> </ol>
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**SUGGESTED ACTIVITIES**

1. Focus discussion on Standard 5 including fairness, rapport, challenging expectations, room arrangement for special students, and methods for reconciliation/conflict resolution.
2. Discuss ways to utilize specialists, tutors, and counselors.
3. Talk about Substitute folders and appropriate assignments.
4. Become aware of religious art, messages and symbols as part of the classroom.
5. Discuss assessment, the use of rubrics and alternative assessments.

*What's Working:*

*Concerns, Issues, Matters for Discussion*

*RE's Strategies and Action Plans*

*Mentor's Strategies and Action Plans*

**RE Signature:** \_\_\_\_\_ **Mentor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



**REQUIRED ACTIVITIES:**

**BEST PRACTICES:**  
 #4 Observations  
 #6 Year 2 Instructional Cycle 1  
 #3 Assessment of Student Learning (Student Work Samples)

**RATIONALE:**  
 This best practice emphasizes frequent and ongoing observations with timely feedback to both mentors and Resident Educators and deeper understanding of the Teaching and Learning Cycle.

**DOCUMENTS/ DIRECTIONS:**  
 1. One Formal Observation is required including a pre- and post- conference. The RE completes notes for the Year 2 Instructional Cycles pages1-3 for the lesson to be observed. The RE and mentor discuss the Year 2 Instructional Cycle at the Pre-Observation Conference. The mentor observes the lesson. Use the Reflection on Instruction and Revision for the Post-Observation Conference.  
 2. Use page 4 of the Year 2 Instructional Cycles to discuss samples of student work from the observation.

**SUGGESTED ACTIVITIES:**

1. Discuss how teachable moments are used to articulate the Gospel.
2. Discuss preparation for parent conferences and grade reports.

*What's Working:*

*Concerns, Issues, Matters for Discussion*

*RE's Strategies and Action Plans*

*Mentor's Strategies and Action Plans*

**RE Signature:** \_\_\_\_\_ **Mentor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**REQUIRED ACTIVITIES:**

**BEST PRACTICES:**

#5 Instructional Planning/  
Lesson Study 1

#6 Year 2 Instructional  
Cycle 2

#3 Assessment of Student  
Learning (Student Work  
Samples)

**RATIONALE:** Mentors facilitate lesson studies to further RE's understanding of the importance of high quality lessons.  
A. Lessons studied can be the RE's, the mentor's or lessons of colleagues.  
B. These lessons should address one of the Resident Educator Year 2 Areas of Focus.

**DOCUMENTS/ DIRECTIONS:**

1. Lesson Study 1 - Use Year 2 Instructional Cycle 2 to guide your discussion. The following must be documented as part of the Collaborative Log:
  - a. Date, subject, & lesson purpose
  - b. The focus of the lesson study
  - c. Notes on the collaborative conversations between the lesson study team including the lesson plan, methods, strategies, and information gained.
2. Use page 4 of the Year 2 Instructional Cycles to discuss samples of student work from Lesson Study 1.

**SUGGESTED ACTIVITIES:**

1. Discuss preparation for parent conferences and grade reports including students who are at risk.
2. Discuss Advent prayers, holiday programs and celebrations.
3. Have the Resident Educator identify 1-2 problems or areas of stress. Discuss ways to reduce these stressors.

*What's Working:*

*Concerns, Issues, Matters for Discussion*

*RE's Strategies and Action Plans*

*Mentor's Strategies and Action Plans*

**RE Signature:** \_\_\_\_\_ **Mentor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**REQUIRED ACTIVITIES:**

**BEST PRACTICES:**

#5 Instructional Planning/ Lesson Study1  
 #6 Year 2 Instructional Cycle 2  
 #3 Assessment of Student Learning (Grouping Patterns)

**RATIONALE:**

Mentors continue to guide REs to use multiple sources of data to set goals and to collect evidence that demonstrates growth.

**DOCUMENTS/DIRECTIONS:**

1. Finish Lesson Study 1. See November directions.  
 2. Use the Year 2 Instructional Cycles page 4 to analyze student work from Lesson Study 1.  
 3. Go back to the Data Measures Inventory for the Classroom. Discuss grouping patterns based on new information about students. Record the note on the discussion in the Collaborative Log.

**SUGGESTED ACTIVITIES:**

1. Continue to discuss areas of RE interest or concern.
2. Consider ways to link student service projects with reflection and prayer.
3. Discuss how to cope with schedule changes and the Christmas climate.
4. Reflect on the year thus far and consider doing a student survey. Address challenges and ways to make the class better.

*What's Working:*

*Concerns, Issues, Matters for Discussion*

*RE's Strategies and Action Plans*

*Mentor's Strategies and Action Plans*

**RE Signature:** \_\_\_\_\_ **Mentor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**REQUIRED ACTIVITIES:**

<p><b>BEST PRACTICES:</b></p> <p>#2 Goal Setting Mid-Year Review</p> <p>#3 Assessment of Student Learning (Student Work Samples)</p>	<p><b>RATIONALE:</b></p> <p>Mentors continue to guide REs to use multiple sources of data to set goals and to collect evidence that demonstrates growth.</p>	<p><b>DOCUMENTS/DIRECTIONS:</b></p> <p>1. Complete a Mid-Year Review of the goals that you wrote in the fall. The RE will record evidence and document progress on the <u>Goal Setting Template</u> under Mid-Year Review.</p> <p>2. Discuss 2-3 samples of student work in terms of current goals. Place the samples in the RE's Professional Portfolio.</p>
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**SUGGESTED ACTIVITIES:**

1. Now that the first semester is over, discuss and reflect upon grading procedures.
2. Discuss discipline and classroom procedures. Make changes as needed.
3. Discuss students who are at risk and strategies for improvement.
4. Discuss Catholic Schools Week.
5. Talk about bullying. Discuss ways that it is manifested and things that can be done.
6. Check out Teach Like a Champion by Doug Lemov. 49 Practical Techniques for K-12 teachers with a CD of vignettes.

*What's Working:*

*Concerns, Issues, Matters for Discussion*

*RE's Strategies and Action Plans*

*Mentor's Strategies and Action Plans*

**RE Signature:** \_\_\_\_\_ **Mentor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**REQUIRED ACTIVITIES:**

**BEST PRACTICES:**

#5 Instructional Planning/  
Lesson Study 2  
#6 Year 2 Instructional  
Cycle 3  
#3 Assessment of  
Student Learning  
(Student Work Samples)

**RATIONALE:** Mentors facilitate lesson studies to further RE's understanding of the importance of high quality lessons.

A. Lessons studied can be the RE's, the mentor's or lessons of colleagues. The RE and mentor or colleague can team teach a lesson.

B. These lessons should address one of the Resident Educator Year 2 Areas of Focus.

**DOCUMENTS/ DIRECTIONS:**

1. Lesson Study 2 - Use Year 2 Instructional Cycle 3 to guide your discussion.

The following must be documented as part of the Collaborative Log:

- a. Date, subject, & lesson purpose
  - b. The focus of the lesson study
  - c. Notes on the collaborative conversations between the lesson study team including the lesson plan, methods, strategies, and information gained.
2. Use page 4 of the Year 2 Instructional Cycles to discuss samples of student work from Lesson Study 2.

**The documentation from the lesson study is the property of the RE and should be placed the RE's Professional Portfolio.**

**SUGGESTED ACTIVITIES**

1. Discuss classroom discipline procedures that could be better.
2. Discuss ways students are assessed including the use of rubrics and when to use alternative forms of assessment.
3. Discuss Lenten activities and faith formation experiences.
4. Discuss ways to use time effectively. Encourage discussion of time-saving procedures used by other teachers on the staff.

*What's Working:*

*Concerns, Issues, Matters for Discussion*

*RE's Strategies and Action Plans*

*Mentor's Strategies and Action Plans*

**RE Signature:** \_\_\_\_\_ **Mentor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**REQUIRED ACTIVITIES:**

**BEST PRACTICES:**

#5 Instructional Planning/ Lesson Study 2  
 #3 Assessment of Student Learning (Student Work Samples)  
 #4 Observations

**RATIONALE:**

Mentors continue to guide REs to use multiple sources of data to set goals and to collect evidence that demonstrates growth.

**DOCUMENTS/DIRECTIONS:**

1. Finish Lesson Study 2 – See February directions.  
 2. Use the Year 2 Instructional Cycles page 4 to analyze student work from the lesson.  
 3. RE will complete a short informal observation of the mentor or an exemplary teacher. Record date, class and subject in the Collaborative Log.

**SUGGESTED ACTIVITIES**

1. Continue to discuss areas of RE interest or concern.
2. Review curriculum guide and lesson planning. What content is critical at this point? Discuss goals for the remainder of the year.
3. Make a list of all students whose grades are low. Brainstorm ways for improvement and communication with parents.
4. Discuss discipline problems that continue. Collaborate with another teacher who has this student(s).
5. Discuss proficiency and standardized testing.
6. Discuss ways to combat fatigue and busy schedules. Include ways to make the best use of teacher time at school and at home.

*Concerns, Issues, Matters for Discussion*

*What's Working:*

*RE's Strategies and Action Plans*

*Mentor's Strategies and Action Plans*

**RE Signature:** \_\_\_\_\_ **Mentor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**REQUIRED ACTIVITIES:**

<p><b>BEST PRACTICES:</b>                  #2 Goal Setting                  End-of-Year Review                  #3 Assessment of Student Learning (Student Work Samples)</p>	<p><b>RATIONALE:</b>                  Mentors continue to guide REs to use multiple sources of data to set goals and to collect evidence that demonstrates growth.</p>	<p><b>DOCUMENTS/DIRECTIONS:</b>                  1. Complete an End-of-Year Review of the goals. The RE will record evidence and document progress on the <u>Goal Setting Template</u> under the End-of-Year Review.                  2. Discuss 2-3 samples of student work in terms of current goals. Place the samples in the RE's Professional Portfolio.</p>
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1. Electronically complete and submit the Formative Progress Review – After April 1 but before May 15. Use the information from your Goal Setting Template, Observations, Data Measures Inventory, and Student Work Samples to complete the form.
2. Submit the Resident Educator Final Report. (After April 1 but before May 15)
3. Complete the online Archdiocesan RE Program Assessment (both mentor and RE.)

*What's Working:*

*Concerns, Issues, Matters for Discussion*

*RE's Strategies and Action Plans*

*Mentor's Strategies and Action Plans*

**RE Signature:** \_\_\_\_\_ **Mentor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_





# Mentor/Intern Meeting Notes

Date: \_\_\_\_\_

Time: \_\_\_\_\_

## Mentor Preparation:

- Planned Weekly Topic:
- Added topics:
- Observations:
- Materials:

## Discussion Guide:

Progress on Weekly Targets, Responsibilities, and Assignments:

Prior Action Items:

Continued/New Targets with Timelines:

Planned Weekly Topic:

Other Topics/Questions:

Mentor Action Items:

Intern Action Items:



# Mentor Principal Planning Guide

Intern: \_\_\_\_\_

Date: \_\_\_\_\_

Date Planned	Date Completed	Action	Notes



# **QPS-WIU Principal Mentor Interview Questions**

**Candidate** \_\_\_\_\_

**Date** \_\_\_\_\_

- 1. As a Principal Mentor, what are the most important traits or competencies you would model for an intern? Why are these traits/competencies crucial for effective leadership?**
  
- 2. Explain how will you integrate the intern into the daily routine of the principalship?**
  
- 3. How would you provide feedback on the intern's performance, including feedback on areas of strength and areas of improvement, in various tasks?**
  
- 4. How do you plan to support the intern's reflection and self-assessment of his/her progress on the internship outcomes?**
  
- 5. If the intern assigned to you lacks some specific dispositions or skills, describe how you might work with the university supervisor to address the issue.**
  
- 6. Mentoring requires collaboration with teachers, administrators, and university faculty. As a mentor, how will you collaborate with others to help ensure your intern has exposure to various leadership styles?**
  
- 7. Do you have any questions for us?**



# **QPS-WIU Principal Mentor Information & Application**



**Illinois Partnership Advanced Rigorous Training  
IL-PART Grant**



## Illinois Partnership Advancing Rigorous Training QPS-WIU Principal Internship Project

**Project Name:** IL-PART Principal Internship Plan

**Department:** IL-PART

**Last Updated:** August 8, 2014

**Author:** Michaela Fray, IL-PART Coordinator & Co-Directors

**Project Manager(s):** IL-PART Co-Directors

Carol Frericks, Julie Stratman, Joel Murphy, Dave Boster, Michaela Fray, WIU Partners

**Executive Sponsor/Partners:**

U.S. Department of Education, Illinois State University, Western Illinois University, American Institute of Research (AIR)

### IL-PART Internship Plan

#### Project & Grant Overview

*The Illinois Partnerships Advancing Rigorous Training (IL-PART) Grant facilitates a partnership between Western Illinois University (WIU) and Quincy Public Schools (QPS) focusing on school leadership. The five-year IL-PART Grant will provide current and future principals with a variety of experiences in the new school leadership requirements aligned to new state certification and the Illinois Performance Standards for School Leaders. QPS and WIU will partner to provide QPS Principal Mentors with training to develop competencies to serve as a Principal Mentor for the new internship requirements. Principal Interns will then engage in a full semester internship at a high-needs school following the QPS-WIU Internship Action, which provides authentic experiences for the Principal Intern.*

#### Primary Project Objectives

- “Provide meaningful and rigorous professional development sessions to help prepare QPS Principal Mentors for the demands of the school leadership internship requirements”
- “Provide professional development to current principals and assistant principals to improve instructional leadership to enhance teaching and learning in all QPS schools”
- “Inform preparation program development and continuous improvement through robust partnerships between districts and universities”
- “Inform policy changes by developing a greater understanding of factors that facilitate or inhibit change; identifying mechanisms and structures that produce effective district/university partnership”
- “Evaluate differences between two principal internship models in outcomes involving principals’ knowledge and behaviors as well as their impact on student learning”



## Primary Project Timeline

### IL-PART Phase I-Spring & Summer 2014

January – June, 2014

- **IL-PART Professional Development**
  - QPS Leaders engage in eight training sessions which provide current principals/directors with professional development to serve as a mentor.

### IL-PART Phase II- Fall & Winter 2014

August – December, 2014

- **Principal Mentor & Intern Partnership Selection Process (August-September)**
  - Principal Mentors Apply and are Selected Based on Meeting Grant Criteria, Application, and Interview. **Application Due August 27<sup>th</sup>.**
  - Principal Mentors Selected in September.
- **Principal Internship Partnership (October-November)**
  - IL-PART Coordinator, QPS Principals Mentors Engage in Internship Partnership and Internship Action Plan.
  - IL-PART Coordinator, QPS Principal Mentors Provide Feedback on Internship Action Plan and Authentic Internship Experiences.
- **Principal Mentor Professional Development Opportunities (September-May)**
  - Collaboration with WIU to Provide Principal Mentor PD Opportunities
  - Continue Providing Principal Professional Development for QPS Leaders

### IL-PART Phase III- Winter & Spring 2015

January – May, 2015

- **Principal Internship Partnership**
  - WIU Intern(s) and QPS Principal Mentor(s) Engage in Internship Action Plan.
- **Continued Principal Mentor Professional Development Opportunities**

## **Principal Mentor Criteria**

### **Qualifications for the Principal Mentor include the following:**

- holds a valid and current administrative certificate endorsed for general administrative or principal pursuant either to 23 Ill. Adm. Code 25.335 or 25.337; or ISBE 23 ILLINOIS ADMINISTRATIVE CODE 30.40 SUBTITLE A SUBCHAPTER b; or if the internship site is located in another state, the site principal mentor holds a valid and current administrative certificate that is comparable to the required Illinois administrative certificate issued by the state in which the internship site is located; or in the case of a nonpublic school, either holds a valid and exempt Illinois administrative certificate that is registered and endorsed for general administrative or principal or meets the requirements of subsection (b)(1) of this Section.
  
- has two years of successful experience as a building principal as evidenced by relevant data, including data supporting student growth in two of the principal's previous five years, and formal evaluations or letters of recommendation from former supervisors.

## **The Role of the Principal Mentor**

The Principal Mentor becomes involved with the candidate initially in the admission process to review the candidate's admission portfolio and Internship Action Plan. It is anticipated, but not required (particularly for the partnership generated by the IL-PART grant), that the primary mentor will be the candidate's principal. This person may also be helpful in providing feedback to the candidate on the admission portfolio of evidence of school performance and leadership, much like what occurs in the teacher supervision and evaluation process.

The Principal Mentor agrees to the responsibilities/qualifications required by the state and college and completes training to successfully fulfill the role of the internship supervisor. A copy of the mentor agreement will be submitted to the mentor's district to communicate with district supervisors the responsibilities of the mentor and possible other school administrators who may be asked to assist in completing the candidate's Internship Action Plan.

The role of the Principal Mentor includes on-site supervision for the intern in observing, participating, and leading the administrative duties and tasks outlined in the Internship Action Plan, meeting with the university supervisor, guiding the intern, and assessing progress of the intern. It is recommended that the principal mentor introduce the intern to the faculty at the beginning of the internship and explain the function and duties of the intern. It is important that the principal mentor and intern have ample opportunity to communicate with each other. Hopefully, the busy schedule of the principal mentor will permit scheduled (formal) and unscheduled (informal) communication sessions during each week of the internship.

The Principal Mentor plays a critical role in the internship experiences for a leadership candidate. The following are responsibilities conducted by the Principal Mentor to ensure the success of the candidate. The Principal Mentor agrees to the following:

1. Review the Internship Action Plan. Once all parties have agreed on the Internship Action Plan, the intern may begin the internship. The proposal may be changed during the internship, if circumstances so warrant.
2. Participate in mentor/intern training as provided by the WIU Educational Leadership Program and as required by the State.
3. Work directly with the candidate through observation and conferencing to insure that he/she has leadership experiences with 80% of the SREB critical success factors and participation in 100% of the factors.
4. Collaboratively work with the faculty supervisor to assess the performance of the leadership candidate through observations and the use of the internship rubrics described in the WIU Internship Guide.
5. Provide support and remediation for any areas of performance in the internship that does not meet the identified standards.
6. Work with the WIU Internship Supervisor to determine which activities will be verified through observation, conferencing, and examination of artifacts.
7. Allow the intern to substitute in the absence of the principal or assistant principal if possible.
8. Allow the intern to shadow the administrative mentor during a full day if possible. The intern should observe and assist in all activities. Be sure and ask the intern to be present for your entire day, from your arrival in the morning until your departure in the afternoon or evening (e.g., 7 am-7 pm). This activity should give the intern a realistic view of the work hours and duties of the principal. While it may be awkward to have someone with you throughout the day, shadowing is invaluable to the intern.



# IL-PART Principal Mentor Application

## Personnel Information

Full Name \_\_\_\_\_ Date \_\_\_\_\_  
Last First M.I.

Phone \_\_\_\_\_ Email \_\_\_\_\_

School/Site \_\_\_\_\_ Number Years at Present School \_\_\_\_\_

Total Number Years in Administration \_\_\_\_\_ Total Years in Other Leadership Role(s) \_\_\_\_\_

Schools/Districts Where You Have Served as an Administrator \_\_\_\_\_  
\_\_\_\_\_

Other Leadership Roles You Have Served & Location \_\_\_\_\_  
\_\_\_\_\_

Schools/Districts Where You Have Served as an Educator \_\_\_\_\_  
\_\_\_\_\_

## Principal Mentor Opportunities

**Please check your areas of interest in serving as a Principal Mentor:**

\_\_\_\_\_ *I am interested in serving as a Principal Mentor in 2014-2015*

\_\_\_\_\_ *I am interested in serving as a Principal Mentor in 2015-2016*

## References

**Please list two references & attach reference letters.**

Full Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_  
\_\_\_\_\_

Full Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_  
\_\_\_\_\_

**How have you mentored your co-administrators? Please give specific examples.**

**What instructional practices and supports have you implemented to improve student learning and growth? Please be specific.**

**What instructional practices and supports have you implemented to improve adult learning? Please be specific.**

**As a principal mentor, in what area(s) of the QPS-WIU Internship Action Plan do you hold expertise? Can be instructional or operational, please give specific examples of how you would provide an intern with authentic opportunities.**



## **Responsibilities of the Mentor Principal, the University Supervisor, and the Candidate**

### ***Responsibilities of the Mentor Principal***

The Mentor Principal is responsible for the following:

- Provide the Candidate with quality and authentic leadership experiences to help the Candidate successfully complete the required internship assessments and activities. The Candidate must have hands-on experiences that assist the Candidate in understanding principal responsibilities, especially those that relate to instructional leadership.
- Assume the role of teacher with respect to the Candidate. This will include meeting regularly to discuss problems, activities, and experiences, and serving as a professional role model for the Candidate.
- Consciously include the Candidate in activities that provide an inside perspective of the duties and responsibilities of building principal.
- Meet with the University Supervisor and Candidate as needed to discuss the internship experience and assess progress the Candidate is making on successfully completing the required activities and assessments.
- Contact the University Supervisor any time special circumstances or concerns that arise that may prevent the internship from being the best possible learning experience for the Candidate.
- Provide valid and reliable input into the evaluation of the quality of the Candidate's participation in the internship assessments, activities, and total building experience.
- Additionally, the following also apply to the work of the Mentor Principal:
- The Mentor Principal will need to be involved in an EAF training session prior to working with an intern Candidate. The training will provide the Mentor Principal with the tools and skills to be able to assess the Candidate's ability using the state rubrics where applicable to meet the standards set for completion on the internship assessments.
- The Mentor Principal will meet with the University Supervisor prior to placement of an intern Candidate to ascertain the "fit" of the Candidate for the work to be completed at the school site and to discuss the methods and timelines for potential completion of all required assessments.
- The Candidate intern will initially meet with the Mentor Principal and the University Supervisor to discuss the Internship program and to discuss a probable calendar to consider for scheduling the internship experiences for the Candidate.
- At a minimum of four (4) times during the two semesters of the internship, the University Supervisor will contact and meet face-to-face with the Mentor Principal to discuss the Candidate's progress.

During the course of the internship, if at any time the Mentor Principal has concerns or issues that need to be discussed, the Mentor Principal will contact the University Supervisor or the Chair of the Department of Educational Administration and Foundations to quickly address the issue(s).

### ***Responsibilities of the University Supervisor***

The University Supervisor is responsible for the following:

- Establishing an eligible school site for and with the Candidate;
- Meet with the Mentor Principal of the school site to train the Mentor Principal on all aspects of the Internship and to establish the guidelines and responsibilities of the Mentor Principal;
- Meet jointly with the Candidate and Mentor Principal at the beginning of the internship to facilitate shared understanding of the goals, desired outcomes, and timetables for the experience;
- Maintain contact with the Candidate to ensure that the Candidate's experiences are meaningful and directed toward the established goals, provide feedback, and ensure that authentic work products are being included to meet the required internship assessments and activities (during the first semester of the internship contact the Candidate at a minimum of once every two weeks either face to face or by electronic means);
- Conduct at least four (4) face-to-face meetings a year with the Internship Mentor Principal at the internship site of the Candidate;
- Observe, evaluate and provide feedback at least four (4) times a year to each Candidate about the Candidate's performance on those measures which align to the final assessments;
- Host three (3) on-campus seminars each year for Candidates to discuss issues related to student learning and school improvement arising from the internship;
- Contact the Mentor Principal to answer questions that arise and ensure that the
- Maintain appropriate documentation of the internship in the Candidate's file (completed forms, goals, log, and papers);
- Assess the Candidate's Internship Portfolio and provide appropriate feedback at documented intervals during the internship;
- Assign a grade for the internship;
- Collaboratively certify successful completion of all internship assessments and activities with the Mentor Principal (along with the appropriateness and quality of the performance and various documentations provided by the Candidate).

Additionally, the following also apply to the work of the University Supervisor:

- The University Supervisor will provide the Mentor Principal with an internship training session prior to working with an intern Candidate. The training will provide the Mentor Principal with the tools and skills to be able to assess the Candidate's ability to meet the standards set for completion on the internship assessments.
- The University Supervisor will meet with the Mentor Principal prior to placement of an intern Candidate to ascertain the "fit" of the Candidate for the work to be completed at the school site and to discuss the methods and timelines for potential completion of all required assessments.



- The Candidate intern will initially meet with the Mentor Principal and the University Supervisor to discuss the Internship program and to discuss a probable calendar to consider for scheduling the internship experiences for the Candidate.
- At a minimum of four (4) times during the year of the internship, the University Supervisor will contact and meet face-to-face with the Mentor Principal to discuss the Candidate's progress.

### ***Candidate Responsibilities***

The Internship Candidate is responsible for the following:

- *Submit all required forms promptly*, including completed assessments and activities, steps for implementation of these assessments or activities, and any other related internship requirements.
- *Engage in a program of professional reading*. These readings may be determined in cooperation with the Mentor Principal and relate directly to the internship experience.
- *Maintain professional conduct at all times*. Each Candidate is expected to behave in manner that reflects both the intellectual and ethical commitments of Illinois State University. Further, each Candidate is expected to follow all policies and rules of the school and school district of the internship.
- *Submit required assessments or activities to the University Supervisor and Mentor Principal*. Each Candidate is required to submit all paperwork and demonstrations of activities and assessments to both the Mentor Principal and the University Supervisor for evaluation. Candidates should be diligent in getting these assessments or activities to the Mentor Principal and University Supervisor for evaluation as soon as possible in order that they may be evaluated in a fair and complete manner.
- *Schedule regular conferences with the Mentor Principal and the University Supervisor*. The Candidate should arrange for consistent and timely evaluation and planning sessions with the Mentor Principal: it recommended that these conferences and planning sessions should take place at least once or twice a week. Candidates will be contacted at a minimum of every two weeks during the first semester of the internship and at a minimum four (4) times thereafter by the University Supervisor to review the progress that Candidate is making on all internship assessments and activities. In addition, the Candidate is encouraged to contact the University Supervisor at any time special circumstances or concerns arise which may prevent the internship from being the best possible learning experience for the Candidate.
- *At the conclusion of the Internship, submit a completed Internship Portfolio Evidence Chart that contains the following:*
  - Written documentation of each assessment (artifacts, presentation notes, outlines, power point presentations, or other items that would result from performing the assessment task);
  - Written documentation (a set of notes/ideas generated or discussion held) of meetings and conferences held with the Mentor Principal during the course of the internship;

- Copies of artifacts created as a result of the completion of assessments;
- A final reflection of the internship including but not limited to:
  - what was learned;
  - what should have been included that wasn't;
  - what was not as helpful as intended;
  - the overall structure and ability to complete the assessments; and
  - any other comments pertinent to the internship experience.

# Supervisor/Intern Meeting Notes

Date: \_\_\_\_\_

Time: \_\_\_\_\_

## Supervisor Preparation:

- Planned Topic:
- Added Topics:
- Observations:
- Materials:

## Discussion Guide:

Intern General Progress Update: (Include prior action items)

Intern Progress Internship Requirements:

Concerns Noted:

Supports Needed:

Mentor Action Items:

Intern Action Items:

Next Meeting: \_\_\_\_\_



EDN 690/691 Observation

\_x\_EDN 690    \_EDN691

Leadership Candidate:

Date:

Time:

\_x\_Site Visit

Location: School

Type of Observation:

Faculty Mtg

\_Conference

Location:

\_Mentor Meeting

Location:

Mentor:

Additional Individuals Present: All Faculty and Staff (large group!)

Agenda: Intro of the Duke/Duchess...☺. Top 10 SD's in IL (Stevenson, New Trier, Northfield, 128, Indian Prairie, Naperville Barrington, 113, Hinsdale 86 and Elmhurst). Where did this come from again? Pride is evident! Fun is also evident! (gave \$1 for each statement about money) Look at other schools, how peers are doing. Pride, support for kids, brings in the Vision Statement, intersperse jokes...don't forget the cafeteria people! Intros/Updates/Recognition of staff...Ed'I Outcomes. Had a "Data Team". Building Goals were reviewed (21 ACT as a goal- we got 75% but the highest composite in school history!!) More students getting higher scores.....problem with whether we will continue with ACT. We were challenged by this...what to do? Look at gpa? AP scores? Set goals related to final exams? Niche.com or org

Notes/Observations/Discussion: Supt., Duke/Duchess, Intro of Cafeteria Supervisor, recognition of Vision (!), standings compared to other schools, Deans/Student Supervisors introduced...Facilities...recognition is great! Personal touches are evident (nicknames for student supervisors, stories about secretaries). Brought in kids' stories, pics, video...She's a class act! Candy on the way out. This was a PRODUCTION!

You present on the Survey data and then briefly discuss the Building Goals (fast talking!)

Ed'I Outcomes:

Style points: You are so lucky to be a part of this school! Positive vibes coming from the staff! You talked about the 5 Essentials Data. It's a little hard to read. Will it be shared in a different format? We want to think about the students' responses. The data is a little hard to explain in a short period of time. We want to dig into this and see why students don't "strongly agree" with statements related to learning.

Continued Notes: Your role in preparing for this? Were you introduced as an intern? How many on the data team? Can I get a copy of the slides related to data? The guy before you talked about setting goals related to final exams but what's the next step? What will you do next with the survey data from the students? How valid are the responses do you think? Is there research to support the interpretation of

survey data of this type? How many responded? Can you break down the data at all? E.g. top students vs. lower?

De-Brief: Thought it went a little fast; unsure as to whether everyone knew what the data meant. The challenge is how to get the most important info out in 5 minutes. Working on SLO's. 1:1 challenge (Mobile Learning Implementation- MLI). Late starting PERA...

Supervisor: K. Black

Date:

SAMPLE