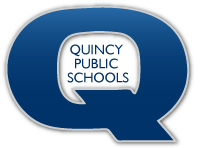
******QPS-WIU Principal Internship**

**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%** |
| **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.** | | | | | | |
| **1a** | **1.3, 5.3** |  |  |  |  |  |
| **1b** | **1.4, 5.3** |  |  |  |  |  |
| **1c** | **1.4** |  |  |  |  |  |
| **1d** | **5.15** |  |  |  |  |  |
| **CSF 2: The school leader is able to set high expectations for all students to learn high-level content.** | | | | | | |
| **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.** | | | | | | |
| **3a** | **3.1** |  |  |  |  |  |
| **3b** | **3.1** |  |  |  |  |  |
| **3c** | **3.1, 5.3** |  |  |  |  |  |
| **3d** | **3.1, 5.3** |  |  |  |  |  |
| **3e** | **3.1** |  |  |  |  |  |
| **3f** | **3.1** |  |  |  |  |  |
| **3g** | **3.1, 5.3** |  |  |  |  |  |
| **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.** | | | | | | |
| **4a** | **4.5, 5.3** |  |  |  |  |  |
| **4b** | **4.5, 5.3** |  |  |  |  |  |
| **4c** | **4.5, 5.7** |  |  |  |  |  |
| **4d** | **4.5, 5.7** |  |  |  |  |  |
| **CSF 5: The school leader is able to use data to initiate and continue improvement in school and classroom practices and student achievement.** | | | | | | |
| **5a** | **1.2** |  |  |  |  |  |
| **5b** | **1.2** |  |  |  |  |  |
| **CSF 6: The school leader is able to keep everyone informed and focused on student achievement.** | | | | | | |
| **6a** | **1.1** |  |  |  |  |  |
| **6b** | **1.1** |  |  |  |  |  |
| **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.** | | | | | | |
| **7a** | **1.3, 5.8** |  |  |  |  |  |
| **CSF 8: The school leader is able to understand the change process and has the leadership and facilitations skills to manage it effectively.** | | | | | | |
| **8a** | **2.3** |  |  |  |  |  |
| **8b** | **2.2, 2.3** |  |  |  |  |  |
| **8c** | **2.3** |  |  |  |  |  |
| **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.** | | | | | | |
| **9a** | **1.2** |  |  |  |  |  |
| **9b** | **5.3** |  |  |  |  |  |
| **CSF 10: The school leader is able to organize and use time in innovative ways to meet the goals and objectives of school improvement.** | | | | | | |
| **10a** | **5.1** |  |  |  |  |  |
| **10b** | **5.1** |  |  |  |  |  |
| **CSF 11: The school leader is able to acquire and use resources wisely.** | | | | | | |
| **11a** | **3.2, 5.9** |  |  |  |  |  |
| **11b** | **5.1** |  |  |  |  |  |
| **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.** | | | | | | |
| **12a** | **1.1, 5.7** |  |  |  |  |  |
| **12b** | **4.5, 5.7** |  |  |  |  |  |
| **CSF 13: The school leader is able to continuously learn and seek out colleagues who keep them abreast of new research and proven practices.** | | | | | | |
| **13a** | **1.3** |  |  |  |  |  |
| **13b** | **5.12** |  |  |  |  |  |