**Revised QPS-WIU 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.**

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| **Activity** | **QPS Previously**  **Identified Priority** | **Supervisor** | **Process & Documentation** | **Artifacts** |
| **1.1**  **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.** | * Engage in Rising Star Continuous District and School Improvement Plan, School Improvement Plan (ECFC) * Engage in Curriculum Committees, PLC Meetings, Faculty Meetings, and PTA Meetings | Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator | **Observe** | Rising Star Continuous Improvement Plans/Reports  Tool Intern Uses to Present/Share  PLC Agenda/Minutes  Feedback Form |
| **Participate** |
| **Create/Lead** |
| **1.2**  **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.** | * Analyze, review, and disaggregate Type I, II, and/or III Assessment * Assess, Create, and/or Monitor Rising Star Continuous School Improvement Plan * Utilize Rising Star District and Building Plans to Identify Areas for Improvement & Interventions * Engage in PLC Meetings | Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator | **Observe** | Analysis of Type I, II, and/or III Assessments  Rising Star Continuous Improvement Plans/Reports  PLC Agendas/Minutes |
| **Participate** |
| **Create/Lead** |
| **1.3.**  **Work with faculty teams to create, implement, and formatively evaluate a school improvement action plan based on research-based, instructional practices.** | * Create a Plan & Tasks in Rising Star Continuous School Improvement Plan * Utilize & Reference Wise Ways Indicators * Participate in K-6 ESAIL Walk-Throughs, 7-12 Walk-Throughs, and PK-12 Instructional Rounds Visits * Analyze & Evaluate 5Essentials Survey Data, School Culture Survey | Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator | **Observe** | Rising Star Continuous Improvement Plans/Reports  Create the Plan & Tasks (RSCP)  Meeting Agenda/Minutes  7-12 Walk-Through Forms  ESAIL Walk-Through Documentation  Instructional Rounds Documentation  Analysis of 5Essential Survey Results |
| **Participate** |
| **Create/Lead** |
| **1.4.**  **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.** | * Engage in Rising Star Continuous District and School Improvement Plan * Engage in Curriculum Committees, PLC Meetings, Faculty Meetings/Staff Development Meetings, and PTA Meetings | Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator | **Observe** | Meeting Agenda/Minutes from Rising Star & Committee Meetings  Rising Star Plans/Updates, School Improvement Plan Updates  Log of recommendations for improvements & modifications to the RS Plans and the related decisions of the team. |
| **Participate** |
| **Create/Lead** |
| **Indicator 1 Reflection:** | | | | |

1. **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.**

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| **Activity** | **QPS Previously**  **Identified Priority** | **Supervisor** | **Process & Documentation** | **Artifacts** |
| **2.1.**  **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.** | * Utilize the QPS Hiring Manual * Utilize Applitrack & Standardized Screeners to Screen & Select Qualified/Quality Candidates * Participate in Interviews, Selection Process, Hiring & Rejection Process, Reference Checks * Become Familiar with Protocol & Legalities of the Hiring Process | Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator | **Observe** | Forms from QPS Hiring Manual  Analysis of Screener for Candidates  Interview Notes  Ongoing Log of Activities |
| **Participate** |
| **Create/Lead** |
| **2.2.**  **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.** | * Conduct Walk-throughs at Multiple Grade Spans * Conduct a Simulated Evaluation * Conduct Pre-Conferences & Post-Conferences * Conduct Observations * Write Evaluation | Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator | **Observe** | Documentation of walkthroughs conducted (checklist)    Documentation of preconference, observation, written evaluation, and post-conferences (A copy of all materials with names deleted)  Utilize State Evaluation Rubric |
| **Participate** |
| **Create/Lead** |
| **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 evaluation of the professional development plan and the extent to which it will lead to school improvement.** | * Engage in the Rising Star Continuous Improvement Plan Process * Participate & Lead PLC Meetings/Faculty Meetings/Staff Development * Analyze 5Essentials and School Culture Survey * Reflect and Analyze Professional Development Surveys | Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator | **Observe** | Meeting Agenda/Notes/ Minutes  Analysis of 5Essentials & School Culture Survey  Planning Documentation for Next Meetings |
| **Participate** |
| **Create/Lead** |
| **Indicator 2 Reflection:** | | | | |

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

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| **Activity** | **QPS Previously**  **Identified Priority** | **Supervisor** | **Process & Documentation** | **Artifacts** |
| **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 with a focus on curriculum implementation that emphasizes effective research practices and strategies designed to close the achievement gap.** | * Participate in Rising Star Continuous School Improvement Planning * Participate in PLC Meetings * Participate in Instructional Rounds Process * Analyze and Lead Discussion Regarding 5Essentials & School Culture Survey | Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator | **Observe** | Rising Star Agendas/  Minutes  PLC Agendas/  Minutes  Instructional Rounds Documentation  Analysis of 5Essentials Survey & School Culture Survey |
| **Participate** |
| **Create/Lead** |
| **3.2.**  **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.** | * Participate in Submitting State Reports * Review Title I and/or Other Grant Funded Budgets and Analyze Building/District Priorities * Use Skyward to Track Spending and Become Familiar with Skyward Reports * Analyze Student Subgroups to See if Spending is Impacting Student | Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator | **Observe** | Copy of State Reports Submitted  Share analysis of Spending Correlated to Student Subgroup Growth  Set priorities, Develop a Budget, Propose Budget & Share  Budget Analysis  Skyward Reports |
| **Participate** |
| **Create/Lead** |
| **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.** | * Engage in Development a Mission Statement or Revisit Current Mission Statement * Cite Evidence that the School Mission Aligns to Existing Systems and Practices * Choose an Instructional System * Choose a Management System * Create/Utilize an Assessment Tool to Evaluate the Instructional & Management Systems to Ensure Alignment with Mission * Make Recommendations for Improvement(s) to the Instructional and Management Systems * Shadow Support Staff Member(s) | Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator | **Observe** | Documentation & Reflection of New/Revisited Mission Statement  Documentation of Instructional & Management Systems Analyzed  Analysis of  Systems & Recommendations  Reflection of Support Staff Shadowing |
| **Participate** |
| **Create/Lead** |
| **Indicator 3 Reflection:** | | | | |

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

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| **Activity** | **QPS Previously**  **Identified Priority** | **Supervisor** | **Process & Documentation** | **Artifacts** |
| **4.1.**  **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.** | * Utilize Teacher Evaluation Process to Identify Areas for Improving Instructional Planning & Delivery to Meet the Needs of Each Student * Engage in PLC Meetings/Staff Development Meetings * Engage in Student Centered Meetings/Intervention Meetings | Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator | **Observe** | Evaluation Artifacts/Evidence of Analysis of differentiated instruction, including, but not limited to: lesson plans, coaching write-ups, Pre/Post Conference notes, etc.  PLC Agendas/Minutes  Intervention Meeting Agenda/Notes |
| **Participate** |
| **Create/Lead** |
| **4.2.**  **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).** | * Inventory and Analyze Current Instructional Resources * Evaluate the school Using a Wide Range of Resources Appropriate for the Students with Distinct Needs & Identify Gaps * Utilize Curriculum Connector to Review Teacher Plans & Identify/Evaluate Differentiated Instruction * Create a Comprehensive Summary, Including Evaluation (i.e. Interview with Lit. Coach, Analysis of Book Rooms, Curriculum Connector, Instructional Resources, etc.) | Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator | **Observe** | Inventory & Analysis of Instructional Resources  Curriculum Connector Reflection  Comprehensive Summary & Recommendations |
| **Participate** |
| **Create/Lead** |
| **4.3.**  **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.** | * Interview District ELL Tutors & SPED teachers to determine: 1) Utilized Assessments, 2) Utilized Resources 3) Utilized Instructional Strategies * Review Current & Proposed Bilingual, ELL Assessments (Check for Non-Discriminatory) * Review District-Wide Assessment Schedule & Assessment Tools in Consideration of SPED and/or Bilingual Students * Analyze Building-Level Assessment Data for Special Populations & Make Recommendations for School Improvement | Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator | **Observe** | Interview Notes  Building & District Assessment Review & Analysis  Recommendations for School Improvement |
| **Participate** |
| **Create/Lead** |
| **4.4.**  **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.).** | * Participate and/or Lead Staff Development to Review Data (i.e. MAP Results) & Services Provided to Tiered Student Populations(i.e. Intervention Lists, Accelerated Opportunities) * Analyze Student Performance & Growth * Participate in Intervention and/or IEP Meeting(s) * Review Progress of Student(s) with IEP’s and Monitor Growth/Goals Met | Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator | **Observe** | Staff Development Agendas/Minutes/Teacher Evaluations  Student Performance Analysis  IEP Invitations, Agendas, Minutes  Reflection of IEP Review |
| **Participate** |

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| **4.5.**  **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.** | * Facilitate an IEP, 504, and/or ELL Meeting * Facilitate an Intervention Meeting of a Student with a Distinct Need * Facilitate a Safe Schools, Disciplinary Conference, FBA, or Truancy Meeting * Participate in Parent-Teacher Conferences and/or a Home Visit | Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator | **Observe** | Document Meeting and Complete Required Paperwork  IEP Invitation, Agenda, & Minutes  Activity Log Documenting Participation & Reflection  Reflect on Parent-Teacher Conference and/or Home Visit |
| **Participate** |
| **Create/Lead** |
| **4.6.**  **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.** | * Work with Teachers to Develop Student Growth Goals Aligned to District Student Learning Objectives (SLO) * Review Curriculum Connector Teacher Lesson Plans for Differentiated Instruction * Participate in PLC Meetings focused on Differentiated Instruction and Increasing Student Growth * Engage in the Instructional Rounds Process to Improve the Instructional Core | Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator | **Observe** | District Forms for Teacher Evaluation Goal Setting  Notes & Reflection from Curriculum Connector  PLC Agendas/Minutes  Instructional Rounds Documentation |
| **Participate** |
| **Create/Lead** |
| **4.7.**  **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.** | * Work with a Special Educator and/or school support personnel to develop student growth goals aligned to District Student Learning Objectives (SLO) * Review Systems for Academic and/or Social Emotional Intervention Groups * Utilize Curriculum Connector to plan for Differentiated Academic and Social Emotional Instruction and/or Interventions | Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator | **Observe** | District Forms for Teacher Evaluation Goal Setting |
| **Participate** |
| **Create/Lead** |
| **Indicator 4 Reflection:** | | | | |

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

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| **Activity** | **QPS Previously**  **Identified Priority** | **Supervisor** | **Process & Documentation** | **Artifacts** |
| **5.1.**  **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.** | * Study the current building and classroom schedule(s) * Discuss with teachers and administrators about scheduling challenges and rationales * Look at research about current recommendations about scheduling * Looks at ways to minimize interruptions (i.e. intercom, lining up, calling people to office) | Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator | **Observe** | Written review of Master Schedule with recommendations and rationales  Document Current Best Practices in Scheduling |
| **Participate** |
| **Create/Lead** |
| **5.2.**  **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.** | * Review the student and staff handbooks and compare to School Board & PRESS Policies * Compare building handbook to Board policies * Survey Staff Using the School Culture Survey * Survey Parents Using a Variety of Tools (Parent-Teacher Conference Surveys, ACASI, 5Essentials) * Survey Students Using the 5Essentials Survey (6-12) * Attend & Participate in District Committee Meeting(s) | Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator | **Observe** | Analysis of Handbooks and comparison to the School Board and PRESS Policies  Compile Data from Student, Staff, and Parent Surveys, Analyze Results and Prepare a Report for Principal Mentor & Faculty  Reflection of Committee Meeting(s) |
| **Participate** |
| **Create/Lead** |
| **5.3.**  **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.** | * Work with Principal to Choose an Academic and Social-Emotional Curriculum to Evaluate * Analyze Student Growth Data in Chosen Academic and/or Social Emotional Curriculum * Work closely with the building leadership team on school improvement process * Shadow a Support Staff Member(s) (i.e. School Social Worker, School Psychologist, Counselor, STAR Guide, Nurse, Interventionist, etc.) | Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator | **Observe** | Analysis of Curriculum Evaluation  Report on Analysis of Student Growth Data  Reflection of Support Staff Shadowing |
| **Participate** |
| **Create/Lead** |
| **5.4.**  **Complete a technology audit of the school and present the findings and recommendations for improvement to the mentor.** | * Review District Technology Audit/Technology Plan and/or Digital Conversion Project * Assess Levels of Instructional Technology Implementation * Develop a Survey on what Training Related to Technology is Needed (and provide expertise) * Make recommendations based on the audit/assessment of implementation | Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator | **Observe** | Review of Technology Information  Report on Levels of Technology Implementation & Needs for PD  Survey Results & Plans for Next Steps |
| **Participate** |
| **Create/Lead** |
| **5.5.**  **Working with a committee of teachers, parents, and students, review and make recommendations for improvement to the school’s policy and rules regarding “bullying”.** | * Review School Discipline/Bullying Policies and Handbook * Engage in Building PBIS Team Meetings, Review PBIS SWIS Data * Participate in a Discipline Problem Solving Conference Regarding “bullying” * Make recommendations for Bully Prevention Education | Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator | **Observe** | Reflection on Discipline & Bullying Policies  PBIS Agendas/Minutes  Data Analysis Report from SWIS Data  Bully Prevention Education Plan |
| **Participate** |
| **Create/Lead** |
| **5.6.**  **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.** | * Analyze the 5Essentials Survey Data * Reflect of Parent Participation & Develop a Plan to Increase Parent Participation * Evaluate Communication Tools in Which Data is Shared with the Community * Administer and Review the Safety Survey * Develop a Recognition and Celebration Plan Focused on Student Growth in Academic & Social Emotional Areas | Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator | **Observe** | Analysis of 5Essentials Survey Data  Parent Participation Data and Plan  Reflection on How Data is Communicated & Ideas on How to Enhance Effective Communication  Safety Survey  Recognition & Celebration Plan |
| **Participate** |
| **Create/Lead** |
| **5.7**  **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.** | * Examine the School/Community Demographics * Create a School & Community Relations Plan to Present to a School and/or Community Group | Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator | **Observe** | Demographics Data  School & Community Relations Plan  Notes/Reflection from Presentation |
| **Participate** |
| **Create/Lead** |
| **5.8**  **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).** | * Create a List/Pamphlet of Community Resources for Faculty, Support Staff, Administrative Use * Share Resource Tool with Educators and Make a Plan of How to Share with Parents/Community Members | Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator | **Observe** | Reflection on Process of Gathering Resources  Pamphlet & Method Used to Share |
| **Participate** |
| **Create/Lead** |
| **5.9.**  **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.** | * Review Current Partnership(s) and Purpose of Partnership(s) * Assess if Partnership(s) are Aligned with Mission & Vision * Review Financial Dynamics of Partnership(s) * Make Plans to Strengthen Partnership(s) and/or Form New Partnership(s) with Identifiable Purpose(s) | Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator | **Observe** | Partnership Report & Plans for Strengthening and/or Increasing Partnership(s) |
| **Participate** |
| **Create/Lead** |
| **5.10**  **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.** | * Log & Reflect on Experiences * Share & Present Log, ePortfolio, and Artifacts | Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator | **Observe** | Log & ePortfolio  Presentation |
| **Participate** |
| **Create/Lead** |
| **5.11.**  **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.** | * Evidence of Completing Requirements & Meeting All Standards | Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator | **Observe** | Log & ePortfolio  Monthly Reflections |
| **Participate** |
| **Create/Lead** |
| **5.12.**  **Document the candidate’s work during the course of the internship to influence local, state, and/or national educational policy/policies that affect students.** | * Evidence of Experiences Aligned to Local, State, and/or National Educational Policies | Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator | **Observe** | Log & ePortfolio with Alignment to Educational Policy |
| **Participate** |
| **Create/Lead** |
| **5.13.**  **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.** | * Utilize Regional Office of Education to Shadow an Administrator(s) Outside of District | Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator | **Observe** | Document of Experiences & Written Reflection |
| **Participate** |
| **Create/Lead** |
| **5.14.**  **Through professional readings and meeting with appropriate individuals, the intern will design activities to increase parental involvement.** | * 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 | Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator | **Observe** | Professional Article and Reflection  PTA Meeting Agenda & Notes  Plan of School Activities and Reflection on Implementation |
| **Participate** |
| **Create/Lead** |
| **5.15.**  **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.** | * Interview Principals and/or teachers from two transitional grade levels * Reflect and Analyze the Transition Plan and its impact on attendance, academic achievement, student growth, social adjustments, and behavior | Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator | **Observe** | Interview Questions & Reflection on Transition Plan  Suggestions and/or observations on the Transition Plan and data |
| **Participate** |
| **Create/Lead** |
| **5.16.**  **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.** | * Engage in Scenarios/Events Where Confidentiality is Required, * Reflect on the Importance of Confidentiality and Legalities | Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator | **Observe** | Log of Confidential Events  Reflection on Confidential Events |
| **Participate** |
| **Create/Lead** |
| **5.17.**  **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.** | * Attendance at District Board Meeting, Reflect on Observations, Presentation(s) Given, etc. * Utilize Regional Office of Education to Attend Out of District Board Meetings | Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator | **Observe** | BOE Meeting Agenda(s)  Reflection on Meeting |
| **Participate** |
| **Create/Lead** |
| **5.18.**  **Attend at least 3 administrative team meetings. Document attendance and write reflections regarding key areas of learning.** | * Attend at Least 3 Administrative Team Meetings * Document Attendance and Write Reflections Regarding Key Areas of Learning | Principal Mentor,  QPS Intern Supervisor,  WIU Intern Supervisor,  IL-PART Coordinator | **Observe** | Administrative Team Meeting Agendas/Notes  Reflection of Meetings |
| **Participate** |
| **Create/Lead** |
| **Indicator 5 Reflection:** | | | | |