

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

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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 27th.**
 - 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.



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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: _____

Reflective Responses

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.