



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 |
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| 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 |
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| 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 |
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| 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 |
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| 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 |
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| 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 |
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| 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 |
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| 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 |
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| 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 |
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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 |
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| 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 |
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| 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 |
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| 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. |
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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 |
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| 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 |
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| 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%)