**Principal Preparation Program Internship Task Matrix**

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| **INTERNSHIP REQUIREMENT:** | **PROGRAM TASK:** | **PERSON RESPONSIBLE:** | **TIMELINE:** |
| **Partnership: Formal written agreement** establishing a partnership between the principal preparation program and one or more public school districts or non-public schools involved in the design, delivery and continuous improvement of the program (Section 30.30):   * Mentor responsibilities * District responsibilities * College/university responsibilities | 1. Write the district/school formal written agreement [the requirement is that each party must be involved in the **design, delivery and continuous improvement process** and that the roles for that be explicit in the agreement]. 2. Work with district Supt or assigned administrator to agree upon responsibilities. 3. Have agreement signed and documented. | Program administrator / person assigned the task | At least 3 months prior to the start of the internship |
| **General Program Requirements Involving the Internship** (Section 30.30 & 30.40):  Programs must align internship to the ISLLC Standards, and consist of the following 3 components: 1) engagement in instructional activities; 2) observations of the hiring, supervision and evaluation of teachers, other licensed staff, and non-licensed staff; and the development of a professional development plan for teachers, and 3) participation in leadership opportunities to demonstrate the required competencies. The internship will require the candidate to work directly with the mentor principal observing, participating in, and taking the lead in specific tasks.  **Internship Timeline:**  a candidate's placement in public or nonpublic schools for a sustained, continuous, structured and supervised experience lasting no more than 24 months, during which the candidate engages in experiences and leadership opportunities to demonstrate proficiencies in required competencies expected of a principal.  **Internship Staffing Requirements:**  Faculty supervisors shall have no more than 36 candidates assigned to him or her during any one 12 month period of the internship;  No mentor principal shall have more than five candidates assigned to him or her at any period during the internship. | 1. Align the internship to the ISLLC Standards; 2. Communication to candidates and mentor principals that the internship requires “the candidate to work directly with the mentor principal observing, participating in, and taking the lead in specific tasks”; 3. Notice to candidates that the internship is to be completed in less than 24 months. 4. Assure staffing requirements are maintained. | Program administrator / person assigned the task | Prior to candidates placement in internship sites |
| **Identification of Internship Placement Site** (Section 30.40(a)) Internships shall be conducted in one or more qualifying public or non-public schools that are led by qualified mentor principals and enable the candidate to be exposed to a variety of settings that represent diverse economic and cultural conditions providing candidates with experience working in all grade levels; with subgroups including students with disabilities, English language learners, gifted students and students in early childhood programs; and with a wide variety of stakeholders. Interns are required to work directly with mentor principals observing, participating and leading specific tasks that demonstrate candidate competencies. | 1. Identify internship placement site(s). 2. Document that the principal at each site is qualified to be mentor principal; 3. Document that the site will provide candidates with exposure to “a variety of settings that represent diverse economic and cultural conditions providing candidates with experience working in all grade levels; with subgroups including students with disabilities, English language learners, gifted students and students in early childhood programs; and with a wide variety of stakeholders”. | Program administrator / person assigned the task | At least 2 to 3 months prior to the start of the internship |
| **Training of candidates**: (Section 30.40 (d)) Complete training and pass assessments involving the evaluation of teacher performance (required under Section 24A-3 of the Illinois School Code) and pass the state Principal Endorsement Exam. | 1. Notify candidates of the requirement of the teacher evaluation training. 2. Document the training for candidates for their internship portfolio. | Program administrator / person assigned the task | At least 1 month prior to the start of the internship |
| **Identifying Qualified Faculty Supervisors:** (Section 30.40(c)) faculty supervisors must hold a valid and current professional educator license endorsed for general administrative or principal (or comparable out of state license) and provide evidence of two years of successful experience as a building principal, and formal evaluations or letters of recommendation. | 1. Identify faculty supervisors; 2. Document that each faculty supervisor holds qualifications to be an internship faculty supervisor. |  |  |
| **Training of** **faculty** **supervisors (Section 30.30 (b)(3))** training faculty supervisors that supports candidates’ progress during their internships in observing, participating, and demonstrating leadership to align with the 13 critical success factors and 36 associated competencies outlined in “The Principal Internship: How Can We Get It Right?”, published by the Southern Regional Education Board, 592 10th St. NW, Atlanta, Georgia 30318 and posted at  http://publications.sreb.org/2005/05V02\_Principal\_Internship.pdf.  No later amendments to or edition of this document are incorporated by this Part;  (Section 30.60 (f)) Faculty supervisors must successfully complete the training and pass the assessments required for evaluation of licensed personnel under Section 24-A-3 of the Illinois School Code. | 1. Create faculty assessment training program. 2. Conduct the training. 3. Document the training and give a copy to candidates for their internship portfolio. 4. Evaluate the effectiveness of the training and improve it with data from the evaluation. | Program administrator / person assigned the task | At least 1 month prior to the start of the internship |
| **Identifying Qualified Mentor Principals** (Section 30.40(b)): mentor principals must hold a valid and current professional educator license endorsed for general administrative or principal (or superintendent if the individual is serving as both the district superintendent and principal); holds a valid and current licenses from out of state that is comparable to the IL general administrative or principal; provides evidence of two years of successful experience as a building principal as demonstrated by relevant data, including increasing student growth in two of the principal's previous 5 years; and formal evaluations or letters of recommendation. | 1. Identify mentor principal(s); 2. Document eligibility to be a mentor principal. | Program administrator / person assigned the task | At least 2 to 3 months prior to the start of the internship |
| **Training of** **mentor** **principals** **(Section 30.30 (b)(3))** training mentor principals to use and reliably rate candidates’ performance during their internships in observing, participating, and demonstrating leadership to align with the 13 critical success factors and 36 associated competencies outlined in “The Principal Internship: How Can We Get It Right?”, published by the Southern Regional Education Board, 592 10th St. NW, Atlanta, Georgia 30318 and posted at  http://publications.sreb.org/2005/05V02\_Principal\_Internship.pdf.  No later amendments to or edition of this document are incorporated by this Part; | 1. Create internship assessment training program. 2. Conduct the training. 3. Document the training and give a copy to candidates for their internship portfolio. 4. Evaluate the effectiveness of the training and improve it with data from the evaluation. | Program administrator / person assigned the task | At least 1 month prior to the start of the internship |
| **Requirements of mentor principals** working directly with candidates (Section 30.40 (a)(3):   * The internship shall require the candidate to work directly with the mentor observing, participating in, and taking the lead in specific tasks related to meeting the critical success factors and essential competencies referenced in Section 30.30(b)(3). | 1. Document that this requirement has been communicated to the candidate and mentor principal. | Program administrator / person assigned the task | At least 1 month prior to the start of the internship |
| **Requirements of faculty supervisors**:   * conduct at least four face-to-face meetings with the internship mentor at the internship site of each candidate; * observe, evaluate and provide feedback at least four times a year to each candidate about the candidate’s performance on those measures which align to the final assessments; * host three seminars each year for candidates to discuss issues related to student learning and school improvement arising from the internship; * work in collaboration with internship mentors to complete the assessment of the candidate’s performance during the internship. | 1. Document that these requirements have been communicated to the candidate, faculty supervisor, and mentor principal. | Program administrator / person assigned the task | At least 1 month prior to the start of the internship |
| **Other assurances / communications (Section 30.40 (c-d) – the program assures:**   * each candidate successfully completes the training and passes the assessment required under Section 24A-3 of the School Code [105 ILCS 5/24A-3] before receipt of endorsement; * each candidate passes the applicable content-area test (see 23. IL. Adm. Code 25.710 (Definitions) prior to receipt of endorsement; * the process for efficient and effective communication between the program, the faculty supervisor, and the candidate. | 1. Design a process that assures candidates are informed and understand the requirements to successfully pass the Section 24A-3 of the School Code [105 ILCS 5/24A-3] training and to pass the content-area test in order to receive their endorsement. 2. Follow-up to be sure that candidates meet the requirements to successfully pass the Section 24A-3 of the School Code [105 ILCS 5/24A-3] training and to pass the content-area test. 3. Design an efficient and effective communication process to be followed by the program, faculty supervisor, and the candidate during the internship. 4. Implement with training the designed communication process 5. Evaluate the effectiveness of the communication process. 6. Improve the effectiveness of the communication process using data from the evaluation. | Program administrator / person assigned the task | At the program’s inception and updated with data from process improvement on a regular cycle |
| **Notification** to internship candidates of the program’s policy for extending the internship beyond 24 months for any candidate who has to discontinue the internship portion of the program due to unforeseen circumstances, such as a medical or family emergency (Section 30.40 (g)). | 1. Write the policy and notification; 2. Design the process to notify candidates; 3. Assign personnel for implementing and overseeing the policy. | Program administrator / person assigned the task | At least 1 month prior to the start of the internship |
| **Internship Assessments:**   * **Required assessment system** (Section 30.45) used to ensure that each candidate will be assessed on the Illinois Principal Preparation Program Internship Assessment Rubrics including how the program shall rate a candidate’s demonstration of having achieved the competencies listed in Section 30.45 (a)(1) through (3) as “meets the standards” or “does not meet the standards” in accordance with the required rubric found in Section 30.Appendix A of the rules:  1. A candidate must achieve a “meets the standards” on each c of the three competencies outlined in Section 30.45 in order to successfully complete the internship. 2. A candidate who fails to achieve a “meets the standards” on any of the three competency areas may repeat the tasks associated with the failed competency at the discretion of the principal preparation program.   Assessment of each candidate’s role in the internship on the following **competencies:**   * Engagement of the candidate in instructional activities that involve teachers at all grade levels (i.e., early childhood through grade 12), **including teachers in general education settings** * Engagement of the candidate in instructional activities that involve teachers at all grade levels (i.e., early childhood through grade 12), **including teachers in special education settings**; * Engagement of the candidate in instructional activities that involve teachers at all grade levels (i.e., early childhood through grade 12), **including teachers in bilingual education settings**; * Engagement of the candidate in instructional activities that involve teachers at all grade levels (i.e., early childhood through grade 12), **including teachers in gifted education settings**; * Engagement of the candidate in the observation of the hiring of teachers, other certified staff, and noncertified staff; * Engagement of the candidate in the observation of supervision and evaluation of teachers, other certified staff, noncertified staff and demonstrate understanding of the IL Professional Teacher Standards; * Engagement of the candidate in the development of a professional development plan for teachers; * Engagement of the candidate in leadership opportunities to demonstrate that the candidate meets the required competencies described in the Principal Preparation Program Internship Assessment Rubric found in Section 30.Appendix A;   Internship experiences must be exclusively focused on instruction.   * **Assessment of the additional competency area not addressed in the rubric found in Appendix A:**   1. uses disaggregated student data and other methods 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;   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;   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;   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;   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;   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; and   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. | 1. Document all assessments for the internship including the rubrics that communicate to candidates how to successfully meet each assessments standard. 2. Schedule and conduct a meeting with the district(s) to be involved with the internship to find suitable sites for the engagement of the candidates in all competencies and assessments. 3. Make clear distinctions to all candidates, mentors, and faculty supervisors:    * who will be assessing what    * who will be assigning whether or not a candidate meets or does not meet each of the competencies    * Determine who’s responsible and what amount of feedback will be given to each candidate on the competencies 4. Design and implement a communication process that will ensure each candidate will be know and understand all the internship assessments along with the rubrics that will demonstrate how the candidate can successfully meet the standard of each assessment. 5. Implement with training the designed communication process. 6. Evaluate the effectiveness of the communication process. 7. Improve the communication process using data from the evaluation. 8. Evaluate the effectiveness of the assessments in determining candidate preparation for work in the field. 9. Improve the assessments and internship tasks using data from the evaluation processes. | Program administrator / person assigned the task | At the program’s inception and updated with data from process improvement on a regular cycle |
| **Final Assessment of candidate’s total performance and assignment of grade and/or successful completion of the internship** | 1. Determine who will be involved in the evaluation of each candidate’s assessments and the responsibility each evaluator will have. 2. Train all who will be involved in the evaluation of each candidate’s assessments. 3. Evaluate the effectiveness of the training. 4. Improve the training with data from the evaluation. | Program administrator / person assigned the task | 3 Months before the internship begins |