

Principal Preparation Program Internship Task Matrix

Internship Requirement:	Program Task:	Person Responsible:	Timeline:
Written MOU with partner district for internship site: <ul style="list-style-type: none"> • Mentor responsibilities • District responsibilities • College/university responsibilities 	<ol style="list-style-type: none"> 1. Write the district/school MOU. 2. Work with district Supt or assigned administrator to agree upon responsibilities. 3. Have MOU signed and documented. 	Program administrator / person assigned the task	At least 3 months prior to the start of the internship
Training of candidates to use the performance ratings on the 13 Critical Success Factors for Effective Principals and the 36 corresponding activities required during the internship.	<ol style="list-style-type: none"> 1. Create candidates SREB 13/36 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
Training of faculty to use and reliably rate each candidate's performance on the 13 Critical Success Factors for Effective Principals and the 36 corresponding activities required during the internship	<ol style="list-style-type: none"> 1. Create faculty SREB 13/36 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
Training of internship mentors to use and reliably rate each candidate's performance on the 13 Critical Success Factors for Effective Principals and the 36 corresponding activities required during the internship	<ol style="list-style-type: none"> 1. Create internship SREB 13/36 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

<p>Copies of the instruments and training used to assess each candidate's role in the internship on the following competencies:</p> <ul style="list-style-type: none"> Engagement of the candidate in instructional activities that involve teachers at all grade levels (i.e., preschool 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., preschool 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., preschool 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., preschool 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; 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 Illinois Internship Assessment Rubric. Evidence that the internship does not include activities that are not directly related to the provision of instruction at the school. 	<ol style="list-style-type: none"> Creation of instruments to assess the competencies. Create training for candidates, mentors, and faculty supervisors on these areas. Conduct training for candidates, mentors, and faculty supervisors. 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 these competencies. Train faculty supervisors and mentors on proper use of assessments for these competencies. Evaluate the training process and improve it with the evaluation data. Make clear distinctions: <ol style="list-style-type: none"> 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 and what amount of feedback will be given to each candidate on the competencies 	<p>Program administrator / person assigned the task</p>	<p>At the program's inception and updated with data from process improvement on a regular cycle</p>
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<p>Training of internship mentors working directly with candidates:</p> <ul style="list-style-type: none"> • to observe specific tasks related to meeting the critical success factors and essential competencies referenced in Section 30.30(b)(3) of the rules; • to participate in specific tasks related to meeting the critical success factors and essential competencies referenced in Section 30.30(b)(3) of the rules; • to take the lead in specific tasks related to meeting the critical success factors and essential competencies referenced in Section 30.30(b)(3) of the rules. 	<ol style="list-style-type: none"> 1. Create the training for the internship mentors on the 13/36 SREB Competencies. 2. Conduct the training of the internship mentors. 3. Evaluate the effectiveness of the training. 4. Improve the training with data from the evaluation. 	<p>Program administrator / person assigned the task</p>	<p>At least 1 month prior to the start of the internship</p>
<p>Training of internship faculty supervisors who must:</p> <ul style="list-style-type: none"> • 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. 	<ol style="list-style-type: none"> 1. Create the training for the internship mentors 2. Conduct the training of the internship mentors 3. Evaluate the effectiveness of the training. 4. Improve the training with data from the evaluation. 	<p>Program administrator / person assigned the task</p>	<p>At least 1 month prior to the start of the internship</p>

<p>Other assurances / communications:</p> <ul style="list-style-type: none"> • 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. 	<ol style="list-style-type: none"> 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 	<p>Program administrator / person assigned the task</p>	<p>At the program's inception and updated with data from process improvement on a regular cycle</p>
<p>Notification to internship candidates of the 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.</p>	<ol style="list-style-type: none"> 1. Write the policy and notification 2. Design the process to notify candidates 3. Assign personnel for implementing and overseeing the policy 	<p>Program administrator / person assigned the task</p>	<p>At least 1 month prior to the start of the internship</p>

<p>Internship Assessments:</p> <ul style="list-style-type: none"> Communication of the assessment system used to ensure that each candidate will be assessed on the Illinois Principal Preparation Program Internship Assessment Rubrics during each candidate's internship including how the program shall rate a candidate's demonstration of having achieved the competencies listed in this subsection (a)(1) through (3) as "meets the standards" or "does not meet the standards" in accordance with Section 30. Appendix A of the rules: <ol style="list-style-type: none"> A candidate must achieve a "meets the standards" on each competency in order to successfully complete the internship. A candidate who fails to achieve a "meets the standards" on any of the three areas of competency may repeat the tasks associated with the failed competency at the discretion of the principal preparation program. Assessment of the following competencies: <ol style="list-style-type: none"> uses student data 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; 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; 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; works with teachers to develop a plan focusing 	<ol style="list-style-type: none"> Document all assessments for the internship including the rubrics that communicate to candidates how to successfully meet each assessments standard. 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. Implement with training the designed communication process. Evaluate the effectiveness of the communication process. Improve the communication process using data from the evaluation. Evaluate the effectiveness of the assessments in determining candidate preparation for work in the field. Improve the assessments and internship tasks using data from the evaluation processes. 	<p>Program administrator / person assigned the task</p>	<p>At the program's inception and updated with data from process improvement on a regular cycle</p>
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Final Assessment of candidate's total performance and assignment of grade and/or successful completion of the internship	<ol style="list-style-type: none"> 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
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