

Illinois Principal Preparation Program Application for Approval

Section 1: General Principal Preparation Program Requirements

The general principal preparation program requirements include developing partnerships and Memorandums of Understanding (MOU's) with school districts, meeting the 2008 ISLLC standards, and designing curricula that addresses student learning and school improvement. Please provide **written evidence** of the following components in your application.

Developing Partnerships

Describe the partnership/s between the principal preparation program and one or more public school districts or nonpublic schools. Include descriptions of:

- how the partners share responsibility in the development, design, implementation and administration of the program;
- the roles each partner;
- the process used document and monitor outcomes, i.e., participation list, minutes, impact statements or outcomes
- how the partnership will continue to operate; and
- how the partnership will be evaluated;

Memorandum of Understanding (MOU)

Submit a copy of your MOU (See Appendix 1 Memorandum of Understanding.) which needs to be signed by each partner and addresses the following:

- the process and responsibilities of each partner for the selection and assessment of candidates;
- the establishment of the internship and any field experiences, and the specific roles of each partner in providing those experiences, as applicable;
- the development and implementation of a training program for mentors and faculty supervisors that supports candidates' progress during their internships in observing, participating, and demonstrating leadership to meet the 13 critical success factors and 36 activities outlined in "The Principal Internship: How Can We Get It Right?" (SREB Board, 2005 http://publications.sreb.org/2005/05V02_Principal_Internship.pdf).

(See Appendix 2 SREB Critical Success Factors for Principals.)

- names and locations of non-partnering school districts and nonpublic schools where the internship and any field experiences may occur; and
- the process to evaluate the program, including the partnership, and the role of each partner in making improvements based on the results of the evaluation.

Submit a copy of any agreements with school districts or nonpublic schools (other than those participating in the partnership) that will serve as sites for the internship or field experiences.

Describe and provide evidence of how the data on the principal preparation program will be collected, analyzed, and used for program improvement. Include how the data will be shared with the educational unit or not-for-profit entity and the involvement of the partnering school district or nonpublic school.

Meeting the 2008 Interstate School Leader Licensure Consortium Standards (ISLLC)

Each program shall meet the Educational Leadership Policy Standards: ISLLC 2008 adopted by the National Policy Board for Educational Administration and posted at <http://www.npbea.org/projects.php>. **(See Appendix 3 Crosswalk of the 2008 ISLLC Standards and the Southern Region Education Board's Critical Success Factors.)**

Designing Curricula that Addresses Student Learning and School Improvement

Develop a program map that includes a description of the courses, the course numbers, the alignment of the courses to the ISLLC standards, a description of the field experiences embedded in identified courses, and the time allotted to the field experience. Include a description of how progress will be measured and successful completion will be determined for

the coursework and field experiences. In addition, **indicate which courses** address student learning, school improvement and focus on:

- instruction at the Pre-K through grade 12 levels;
- all students with specific attention given to students with special needs (e.g., students with disabilities, English language learners, gifted students, and students in early childhood programs);
- the role of instruction (with an emphasis on literacy and numeracy), curriculum, assessment and needs of the school/district in improving student learning;
- the Illinois Professional Teaching Standards (23 Ill. Adm. Code 24 Standards for All Illinois Teachers); and
- collaborative relationships with all members of the school community (e.g., parents, school board members, local school councils or other governing councils, and community partners).

Section 2: Internship Requirements

The internship portion of the program is required to be conducted at one or more public or nonpublic schools. It enables the candidate to be exposed to and participate in a variety of school leadership situations in school settings that represent diverse economic and cultural conditions. It also promotes candidate interaction with various members of the school community (e.g., parents, school board members, local school councils or other governing councils, community partners). Please provide **written evidence** of the following components in your application.

Components of Internship Program

Provide written evidence that the proposed internship consists following components:

- engagement of the candidate in instructional activities that involve teachers at all grade levels (i.e., preschool through grade 12), including teachers in both general education, special education, bilingual education and gifted education settings;
- engagement of the candidate in the observation of the hiring, supervision and evaluation of teachers, other certified staff, noncertified staff, and the development of a professional development plan for teachers; and
- engagement of the candidate in leadership opportunities to demonstrate that the candidate meets the required competencies described in Section 30.45 of the Rules.

Principal Mentor

Provide written evidence that the internship requires the candidate to work directly with the mentor observing, participating in, and taking the lead in specific tasks related to meeting the Southern Regional Education Board's 13 critical success factors and 36 activities outlined in "The Principal Internship: How Can We Get It Right?" (SREB, 2005; http://publications.sreb.org/2005/05V02_Principal_Internship.pdf).

Internship Site Principals

A public or nonpublic school may serve as an internship site. **Describe the system** you have in place to assure that the principal of the school:

- holds a valid and current administrative certificate endorsed for general administrative or principal pursuant either to 23 Ill. Adm. Code 25.335 or 23 Ill. Adm. Code 25.337; or
- if the internship site is located in another state, 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 holds a valid and current administrative certificate endorsed for general administrative or principal pursuant either to 23 Ill. Adm. Code 25.335 or 23 Ill. Adm. Code 25.337.
- In all cases, the principal shall have three 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.

Faculty Supervisors

Each program shall assign a faculty member to serve as faculty supervisor for the internship portion of the program. The faculty supervisor must meet the same requirements as the internship site principal

Provide documentation that the faculty supervisor:

- holds a valid and current administrative certificate endorsed for general administrative or principal pursuant either to 23 Ill. Adm. Code 25.335 or 23 Ill. Adm. Code 25.337; or
- if the internship site is located in another state, 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 holds a valid and current administrative certificate endorsed for general administrative or principal pursuant either to 23 Ill. Adm. Code 25.335 or 23 Ill. Adm. Code 25.337.
- In all cases, the faculty supervisor shall have three 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.

Describe the process the principal preparation program uses to monitor evidence collected by the faculty supervisors when they:

- conduct at least four face-to-face meetings with the 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;
- host three seminars each year for candidates to discuss issues related to student learning and school improvement arising from the internship; and
- work in collaboration with site mentors to complete the assessment of the candidate's performance during the internship.

Internship Assurances

Describe the process the principal preparation program uses to monitor and ensure that each candidate:

- successfully completes the training required under Section 24A-3 of the School Code [105 ILCS 5/24A-3] before beginning his or her internship; and
- passes the applicable content-area test (see 23. Ill. Adm. Code 25.710 (Definitions)) before completion of the internship.

Optional Internship Components

Programs may charge fees of candidates, in addition to tuition, to be used to reimburse schools for the costs of employing substitute teachers for candidates who are full-time teachers and must be absent from their classrooms in order to complete internship activities. ***If this option is utilized, please provide documentation in the program application.***

Programs may provide monetary stipends for candidates while they are participating in their internship. ***If this option is utilized, please provide documentation in the program application.***

A program may extend the length of an 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, provided that the program adopts procedures for requesting the exemption, the specific reasons under which the exemption would be granted, and the length of time within which a candidate must resume the internship. A copy of the policy shall be provided to each candidate who enrolls in the program. ***If this option is utilized, please provide documentation in the program application.***

Section 3 Assessment of the Internship Requirements

The principal preparation program shall rate each candidate's level of knowledge and abilities gained and dispositions demonstrated as a result of the candidate's participation in the internship requirements under Section 30.40 of the Rules. Please provide **written evidence** of the following 3 assessment components in your application.

Component 1: Illinois Principal Preparation Program Internship Assessment Rubric

All Principal Preparation Programs in Illinois are required to use the **Illinois Principal Preparation Program Internship Assessment Rubric (See Appendix 4 Illinois Principal Preparation Program Internship Assessment Rubric)**. The rubric specifies how programs evaluate the acquired knowledge and skills of their candidates as evidenced by clearly defined leadership experiences during the internship phase of the program. The rubric ensures a level of standardization among programs and allows for the customization of programs to meet the specific needs of the program, their district partner/s, and candidates.

All principal preparation programs shall rate a candidate's demonstration of having achieved the competencies listed in the **Illinois Principal Preparation Program Internship Assessment Rubric** as "meets the standards" or "does not meet the standards"

- 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.

Requirements listed in Section 30.45(a)(1)(A-C),(2)(A-C),(3)(A-C) of the Rules for Programs for the Preparation of Principals in Illinois are included in the use of the **Illinois Principal Preparation Program Internship Assessment Rubric**. **Provide a written description** of how the principal preparation program will use the **Illinois Principal Preparation Program Internship Assessment Rubric**. Include factors such as the dissemination of and training on the rubric to partners, faculty members, and faculty supervisors. Explain who will be responsible for administering the rubric and the approximate timeline or intervals for use.

Include a written description of how the principal preparation program will communicate to newly admitted candidates the expectations of mastering the leadership experiences in the internship by program completion.

Component 2: Assessment of the IEP, IFSP, Section 504 Plan and English Language Learner Competencies

Each candidate shall demonstrate a thorough understanding of the requirements for and development of individualized education programs pursuant to 23 Ill. Adm. Code 226.Subpart C (The Individualized Education Program (IEP)), individual family service plans (IFSP) pursuant to 23 Ill. Adm. Code 226 and 34 CFR 300.24 (2006), and plans under Section 504 of the Rehabilitation Act of 1973 (29 USC 794), including the ability to disaggregate student data, as well as employ other methods for assisting teachers in addressing the curricular needs of students with disabilities. The candidate works with school personnel to identify English language learners and administer the appropriate program and services, as specified under Article 14C of the School Code [105 ILCS 5/Art. 14C] and 23 Ill. Adm. Code 228 (Transitional Bilingual Education) to address the curricular and academic needs of English language learners (ELLs).

Describe the system used to ensure that each candidate will be assessed on the following competencies:

- uses 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;
- 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 and advanced readers);
- in conjunction with special education and bilingual education teachers, identifies and selects assessment strategies and devices used by the school are nondiscriminatory 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;
- work with teachers to develop a plan which 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);

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- proactively 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;
- 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
- recognizes the individual needs of students and works 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.

Provide a copy of the rubric that will be used in the assessment of the above competencies. **Describe** the dissemination of and training on the rubric to partners, faculty members, and faculty supervisors. Explain who will be responsible for administering the rubric and the approximate timeline or intervals for use.

Include a written description of how the principal preparation program will communicate to newly admitted candidates the expectations of mastering the above competencies by program completion

Component 3: Assessment of the SREB Critical Success Factors

Each candidate shall participate in, and demonstrate mastery of, the 36 activities outlined in “The Principal Internship: How Can We Get It Right?” (SREB, 2005; http://publications.sreb.org/2005/05V02_Principal_Internship.pdf).
(See **Appendix 2 SREB Critical Success Factors for Principals.**)

Include a written description of how the principal preparation program will implement a process to assess both the candidate’s understanding of school practices that foster student achievement and his or her ability to provide effective leadership. The assessment process and any rubrics used need to be submitted as part of the program’s application for approval.

- Programs shall ensure that each candidate demonstrates the **participation level** in 100 percent of the 36 activities associated with the critical success factors.
 - **Participation level** refers to the candidate’s opportunity to join/share in the activity and the decision making that may result from the activity.
- The assessment shall at least determine at what point a candidate demonstrates the **leadership level** in conducting the activities. Each candidate must demonstrate the **leadership level** in at least 80 percent of the 36 activities associated with the critical success factors described and defined to successfully complete the internship.
 - **Leadership level** refers to the candidate’s opportunity to plan, direct, and develop activities and oversees decision-making that may be required by or result from the activity.

Include a written description of how the principal preparation program will implement a process to assess both the candidate’s understanding of school practices that foster student achievement and his or her ability to provide effective leadership. The assessment process and any rubrics used need to be submitted as part of the program’s application for approval. (See **Appendix 5 Sample Worksheet for Candidate Mastery of the SREB Critical Success Factors and Activities.**)

Communication with Candidates

Include a written description of how the principal preparation program will communicate to newly admitted candidates the expectations of mastering the 13 Critical Success Factors for Effective Principles and the 36 corresponding activities by program completion.

Additional Assessments

Submit copies of assessments and rubrics used in the program, including but not limited to samples of scenarios to which a candidate must provide a written response and interview questions for selection in the program and any additional assessments to be used for the internship beyond what is required under the **above Section 3 Assessment of the Internship Requirements.**

Section 4 Coursework Requirements

The principal preparation program includes the following components: coursework, field experiences and internship experiences. Additional requirements are listed on the following pages for programs with 50 percent or more of coursework delivered to candidates via distance learning.

Coursework Requirements

Please **provide a description** of each course proposed and the internship, to include:

1. a course syllabus;

Components of Coursework Requirements

Please provide **written evidence** that the principal preparation program covers the following 8 requirements in the candidate coursework:

1. State and federal laws, regulations and case law affecting Illinois public schools;
2. State and federal laws, regulations and case law regarding programs for students with disabilities and English language learners;
3. use of technology for effective teaching and learning and administrative needs;
4. use of a process that determines how a student responds to scientific, research-based interventions that are designed to screen students who may be at risk of academic failure; monitor the effectiveness of instruction proposed for students identified as at risk; and modify instruction as needed to meet the needs of each student;
5. understanding literacy skills required for student learning that are developmentally appropriate (early literacy through adolescent literacy), including assessment for literacy, developing strategies to address reading problems, understanding reading in the content areas, and scientific literacy;
6. understanding numeracy skills and working collaboratively across content areas to improve problem-solving and number sense at all grade levels;
7. identification of bullying; understanding the different types of bullying behavior and its harm to individual students and the school; and the importance of teaching, promoting and rewarding a peaceful and productive school climate; and
8. the process to be used to evaluate certified staff in accordance with the provisions of Section 24A-3 of the School Code [105 ILCS 5/24A-3].

Complete the following Worksheet A to document how the principal preparation program will cover the 8 requirements in the candidate coursework.


Worksheet A: Components of Coursework Requirements

The principal preparation program will cover the following 8 requirements in the candidate coursework:

1. State and federal laws, regulations and case law affecting Illinois public schools;
2. State and federal laws, regulations and case law regarding programs for students with disabilities and English language learners;
3. use of technology for effective teaching and learning and administrative needs;
4. use of a process that determines how a student responds to scientific, research-based interventions that are designed to screen students who may be at risk of academic failure; monitor the effectiveness of instruction proposed for students identified as at risk; and modify instruction as needed to meet the needs of each student;
5. understanding literacy skills required for student learning that are developmentally appropriate (early literacy through adolescent literacy), including assessment for literacy, developing strategies to address reading problems, understanding reading in the content areas, and scientific literacy;
6. understanding numeracy skills and working collaboratively across content areas to improve problem-solving and number sense at all grade levels;
7. identification of bullying; understanding the different types of bullying behavior and its harm to individual students and the school; and the importance of teaching, promoting and rewarding a peaceful and productive school climate; and
8. the process to be used to evaluate certified staff in accordance with the provisions of Section 24A-3 of the School Code [105 ILCS 5/24A-3].

[illegible]

Coursework Requirements

Please list the principal preparation program course name and number in Column 1. Place a checkmark  to indicate whether a field experience is embedded in the course and to indicate which requirement is covered in the course.

[illegible]

Components of Fieldwork Requirements

A portion of the required coursework shall include “field experiences”, i.e., multiple experiences that are embedded in a school setting and relate directly to the core subject matter of the course. The principal preparation program shall determine the courses for which completion of field experiences will be required and the time allotted to field experiences across all courses in the curriculum. **Include these components** of fieldwork requirements in your **Program Map** as described in Section 1 of the application.

Components of Internship Requirements

An internship refers to a candidate’s placement in public or nonpublic school 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.

Additional Components for Programs with 50 Percent or More of Coursework Via Distance Learning

In addition to the descriptions above, programs providing 50 percent or more of their coursework via distance learning or video-conferencing technology shall **submit documentation** that meets the following conditions:

- **Describe how** candidates will be observed by a full-time tenure track faculty member who provides instruction in the principal preparation program. The observations, which must take place in person, shall be for a minimum of two full days each semester, and for a minimum of 20 days throughout the length of the program. The observations must include time spent interacting and working with the candidate in a variety of settings (i.e., observing the candidate’s teaching, attending meetings with the candidate, and observing the candidate during the internship portion of the program).
- **Describe how** each candidate shall be required to spend a minimum of one day per semester, exclusive of internship periods, at the program’s Illinois facility in order to meet with the program’s full-time faculty, to present and reflect on projects and research for coursework recently completed, and to discuss the candidate’s progress in the program.
- **Describe how** each candidate shall be required to attend in person meetings with supervisors at least four times a year to discuss the supervisors observations, evaluations and to receive feedback about the candidate’s performance; and
- **Describe how** each candidate shall be required to attend in person three seminars each year hosted by their supervisors for candidates to discuss issues related to student learning and school improvement arising from the internship.

Section 5 Staffing Requirements

At a minimum, each program shall allocate two faculty members on a full-time basis to the program if 100 candidates or fewer are enrolled on a part-time or a full-time basis, and one additional faculty member shall be allocated on a full-time basis for each increment of 50 or fewer candidates enrolled on a part-time or a full-time basis. “Enrolled” means enrollment in one or more courses required for completion of the program. A faculty member may include time spent teaching in other educational leadership programs (e.g., superintendent, chief school business official) offered by the institution when determining “full-time basis”. Please provide **written evidence** of the following components in your application.

Describe the system or procedures used in the program to ensure that the following are met:

- A candidate shall receive no more than one-third of his or her coursework from the same instructor.
- Adjunct faculty shall teach no more than 80% of the coursework in the principal preparation program. For each adjunct faculty member employed, the program shall maintain evidence that the individual has demonstrated expertise in the area of his area of assignment.
- Provide the employment criteria used in selecting and evaluating adjunct faculty.
- A faculty supervisor shall have no more than 36 candidates assigned to him or her during any one 12-month period of an internship. However, when a university requires faculty to supervise at least 48 candidates in order to have a full course load, these faculty shall have no more than 48 candidates assigned to them.
- The guidance developed to ensure that faculty supervisors effectively assist candidates to optimize their experiences during the internship.
- Address the roles and responsibilities of candidates and faculty supervisors.

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- The process the institution or not-for-profit entity will use to communicate with the faculty supervisor and candidate.
- A principal mentor shall have no more than two candidates assigned to him or her at any period during the internship. However, the State Teacher Certification Board (STCB) may make an exception for a third candidate if the STCB finds the explanation and accompanying documentation submitted by the program supports granting of the exception (i.e., there is only one qualified mentor available in sparsely populated areas of the State).
- Each full-time faculty member in the program and each faculty supervisor shall participate in the training required for evaluation of certified personnel under Section 24A-3 of the School Code.

Provide a description of the coursework for candidates and training to be provided for faculty members and faculty supervisors relative to the evaluation of certified staff under Article 24A of the School Code [105 ILCS 5/Art.24A].

Provide a letter signed by the chief administrator of the institution and/or the not-for-profit entity, stating its commitment to hiring additional full-time faculty if enrollment in the program increases.

Section 6 Candidate Selection

Minimum Candidate Requirements

Candidates admitted to a program for principal preparation shall be selected through an in-person interview process. Each applicant shall interview with no fewer than two of the program's full-time faculty members. Please provide **written evidence** of the following components in your application.

Describe the system used to ensure that each candidate will meet the following minimum requirements:

- A valid and current Illinois teaching certificate (i.e., early childhood, elementary, secondary, special K-12, or special preschool-age 21 certificate).
- Passage of the test of basic skills if the candidate had not been required to take the test for receipt of his or her Illinois teaching certificate (see 23 Ill. Adm. Code 25.720(b)).
- Successful on site completion of a written response to a scenario presented by the interviewers.
- Submission and discussion of a portfolio that presents **evidence** of a candidate's proficiency as a teacher in each of the following categories:
 - support for all students achieving high standards of learning;
 - accomplished classroom instruction, which shall include data providing evidence of two years of student growth and learning within the last five years;
 - significant leadership roles in past positions;
 - strong oral and written communication skills;
 - analytic abilities needed to collect and analyze data for student improvement;
 - demonstrated respect for family and community;
 - strong interpersonal skills; and
 - knowledge of curriculum and instructional practices.

"Evidence of a candidate's proficiency" includes, but is not limited to:

- evaluations of the candidate's teaching abilities from supervisors that attest to students' academic growth;
- evidence of leadership roles held and descriptions of the impact the candidate has had on the classroom, school or district, or the constituents served;
- an analysis of classroom data (student scores) that describes how the data were used to inform instructional planning and implementation, including an explanation of what standards were addressed, the instructional outcomes, and steps taken when expected outcomes did not occur;
- information on the candidate's work with families and/or community groups and a description of how this work affected instruction or class activities;
- examples of the candidate's analytical abilities as evidenced by a description of how he or she used the results from student assessments to improve student learning; and
- evidence of curriculum development, student assessments, or other initiatives that resulted from the candidate's involvement on school committees.

Submit a copy of the rubric the program will use to assess and evaluate the quality of a candidate's portfolio.

Describe any additional requirements for admission to the program that the institution or not-for-profit entity imposes.

Appendix 1
Illinois Principal Preparation Program
Memorandum of Understanding

Creating a School/University Partnership

Kathleen Sullivan Brown, Ph.D., Illinois Education Research Council

Alicia Haller, Illinois State Board of Education

Introduction to the Sample MOU

Each school/university partnership is unique. Partners seldom have a blueprint or roadmap to guide their efforts. Learning to work in new ways means that the member organizations of the partnership cannot simply continue to do business as usual. Partnership work, therefore, is labor-intensive, creative, and messy. It takes time to iron out the bugs. Often the urgent daily work of creating excellent schools demands that school districts and universities rely on the tried-and-true methods because these methods are well-known and it is tempting to fall back on what is familiar. The important thing is to *get the job done*.

However, evidence is mounting that “getting the job done” with these methods is not accomplishing what we want (SREB, 2009). Thus, there must be a strategic investment of time and resources to craft a new process. This is exactly what the new guidelines for preparation of Illinois school leaders are designed to do: create a new environment of partnership so that universities, school districts, and other stakeholders may learn to work in new ways to prepare transformative school leaders of the future.

“Joint productive work” (Murrell, 1998) means working out the details of partnership without a blueprint or template to guide these deliberations. However, partnerships can learn from the work of others who have been doing this type of work in their communities in recent years. Lessons learned in their beginning efforts can inform the work in other places while each partnership faces their own unique local challenges.

The following document “Sample Memorandum of Understanding” is intended to offer guidelines for thinking, talking about and establishing local partnerships. The sample MOU is derived from the past experiences and hard-won lessons of other school districts and universities. It tries to give a nuts-and-bolts introduction to the types of conversations that should begin to take place as school district and university leaders come together to learn new ways to work together to improve the leadership of Illinois schools.

Listed below are some **discussion points** that will assist in developing a detailed MOU, designed to address the specific needs of your partnership and reflect the unique relationship between the parties. A MOU should clearly delineate the specific roles and responsibilities of each of the parties involved and identify those areas of shared responsibility. MOUs are most effective when they are treated as living documents. Regular review and revision is necessary, as this will provide the foundation for an effective and sustainable partnership.

1. Work collaboratively to **identify, recruit, develop and support** school leaders;
 - a. The partnership must confer on the current process of identifying potential school leaders and create/articulate a new process. How will decisions be made and what role does each party play in this process?
 - b. What skills, attributes and knowledge will candidates be expected to possess and which will be learned and cultivated during the principal prep program?
 - c. In these discussions, what will be the school district's role in communicating with its faculty and staff about the new process and its timeframe?
 - d. What standards and criteria will the district use to select prospective new leaders to apply for the program? And, will the new programs prompt changes at the district level in selection of new principals?
 - e. Under the new process, what will be the university's admission criteria?
 - f. How will the school district support aspiring principals while they are enrolled in their university preparation program?

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2. Develop principals and assistant principals capable of **transforming our schools** into true learning communities;
 - a. This conversation requires an examination of the current status of local schools in light of state and national standards; what does the district expect and what can the university provide?
 - b. The partnership must look closely at the needs of the local community and its current and emerging student populations; how will this be translated into the curriculum?
 - c. What changes need to be made at the district or university level to support these students?
 - d. How are the university's graduates contributing to the transformation now? How do we capture and retain what works and how do we identify and change that which doesn't work?
 - e. What district owned data and data systems will be shared with the university, for use in its programs?
 - f. What data analysis or research will be shared by the university to inform district policies and procedures?
3. Provide **appropriate course work** leading the aspiring principal candidates to successful and timely program completion;
 - a. The school district and the university will design a program of courses that will enable prospective principals to complete courses within a reasonable time period.
 - b. Courses need to be tied directly to national standards and also reflect the unique needs of the community;
 - c. How will the partnership work to ensure that the 5 strands required by the state are infused throughout the curriculum?
 - d. How will the program be structured to ensure a focus in all courses on: the PK-12 continuum; include all students (Special Education, English Language Learners, Early Childhood & Gifted); and working collaboratively through building teams to focus on instruction, curriculum, assessments and district needs for school improvement?
4. **Continuously assess** the effectiveness and relevance of course work and internship experience in a way that improves outcomes;
 - a. The university will use the resources of the partnership to assess the program, including courses, texts, instructors and assessments and make program improvements according to the changing needs of the both partners; what is the district's role in this and how will the assessment outcomes be communicated?
 - b. How will the program assessment process be created to provide on-going involvement with the school district in the assessment of outcomes;
 - c. An agreement of what data will be collected and how it will be analyzed to determine outcomes; including specifics on which party is responsible for collection and analysis.
5. Prepare students for **internships** and support them during their internships;
 - a. The courses will prepare students for starting the critical internship phase;
 - b. The school district will support the University in placing and supervising interns, including ensuring that mentor principals meet the state qualification requirements;
 - c. The school district will assist the University in evaluating interns' performance;
 - d. The university and the district will work in collaboration to determine potential policy and procedural barriers to the internship experience and create solutions that improve outcomes.
6. Provide **comprehensive mentoring, coaching and support** during the internship;
 - a. The partnership will provide mentoring and supervision for interns throughout their internship experience; including both a qualified host principal and a university supervisor;
 - b. The university and the district will discuss appropriate levels of involvement, including expectations on participation by university of district personnel in seminars, school-based events, etc.
 - c. The partnership may draw upon external resources (such as the Illinois Principals' Association) to assist with mentorship of interns;

7. **Convene on a regular basis** a design team made up of university personnel and district personnel for the purpose of reflecting on the design of the leadership program, admissions criteria, curriculum, student assessment, outcomes evaluation, district needs, and other areas of mutual interest;
 - a. The partnership must institute a regular communications process (including face-to-face meetings) to discuss the workings of the program;
 - b. The meetings should include joint or rotating leadership, agenda-setting and monitoring;
 - c. Will this group be the group that provide mentoring and supervision for interns throughout their internship experience? If not, how will that group be determined and when will they meet?
8. **Evaluate district and university policies and practices** in the recruitment and retention of high-quality school leaders;
 - a. The school district will use the expertise of the university in evaluating its operations with regard to the corps of school administrators;
 - b. The university will use the expertise of the school district in evaluating its operation with regard to the preparation of school administrators;
 - c. The partnership may choose to use the expertise of outside evaluators to examine their joint efforts to prepare transformative school leaders;
 - d. The partnership will agree to comply with any reporting requirements made by the state and to share information prior to submission.
9. Bring to the table the **critical human and material resources**, as needed, to support the partnership's efforts;
 - a. Leadership should come from the highest levels of both organizations;
 - b. Partnership work is labor-intensive which requires that both organizations make a commitment to allow and promote participation of faculty, teachers and administrators within the bounds of current work descriptions and responsibilities;
 - c. The partnership may create new roles and responsibilities to support the partnership efforts, integrating them into the institutional structure;
 - d. The partnership must articulate the evolving roles and responsibilities clearly and communicate these changes to important stakeholders within and outside the partnership;
10. Provide **funding, time, space and other resources** to support the work of the partnership;
 - a. Partnership efforts will require dedicated resources;
 - b. Each organizational member of the partnership will articulate the human and material resources that are available for purposes of maintaining the partnership;
 - c. The organizational members will contribute a fair share of resources and will monitor time, people and materials involved in the partnership efforts;
 - d. The partnership may seek external resources such as grants to support this work; Joint or individual proposals will require collaboration between partners and will not create a competitive situation on the part of the partners.
11. Collaborate in an **annual planning, evaluation and goal-setting** process;
 - a. At least annually, the partnership will come together to evaluate past efforts, plan the next year's activities, and set performance targets and goals;
 - b. The partnership will communicate the plan, the evaluation and the goals to stakeholder groups;
12. Critically review and **assess evidence** of the partnership's work, including reporting to ISBE.
 - a. Both separately and jointly, the partners will review the year's efforts. The partnership will communicate to ISBE and other stakeholders on the progress made and goals for the future.

Recognizing that each MOU is unique and will reflect the specific needs and assets inherent in each university/district partnership, included is a **Sample MOU** as an illustration of what can result from the discussion prompts listed above. Please note this is just an example, and your MOU may be more or less detailed when it is completed.

Sample Memorandum of Understanding

Between the University of _____ and _____ District
Regarding a Partnership to support Principal Preparation

In support of creating a pool of highly-qualified candidates to fill principal and assistant principal vacancies, the University of _____ and the _____ District make the following agreements:

That the University of _____ will:

1. In collaboration with the District, identify, recruit and select school leadership students that both parties agree have the potential to be effective principals or assistant principals;
2. In collaboration with the District, design a principal preparation program that is both rigorous and relevant, and will produce high-quality, transformative school leaders;
3. Provide the appropriate coursework, and collaborate with the District in providing appropriate internship and residency experiences, which will lead to candidates successfully securing an Illinois Principal Endorsement;
4. Prepare students for the rigorous year-long principal internship, and support them in their placements;
5. Provide guidance to the District on effective training and support for Mentor Principals;
6. Collaborate with the District in defining the roles and responsibilities of for the principal interns, Mentor Principals, and University Supervisor;
7. Define how candidate will be assessed and how District input will be utilized, and define expected competencies possessed by program completers;
8. University Supervisors will meet on site with the Mentor Principals at least four times throughout the year-long internship;
9. University Supervisors will maintain regular communication with Mentor Principals and provide frequent feedback to principal interns;
10. Ensure that the internship experience provides the state required exposure to diverse populations (cultural and economic diversity, ELL/ESL, special education, gifted, and PK-12.
11. Work cooperatively with a variety of District departments and initiatives, as is necessary to support students in their principal internship. Including, specifically providing principal interns with experience in IEP and 504 meetings; the hiring, supervision and evaluation of teachers; and working with parents, the community, the School Board (or LSC);
12. Collaborate with the District to ensure that principal interns will be prepared to succeed in the state mandated summative assessments.
13. Host a minimum of 3 seminars during the internship year which bring the principal preparation students together to create a network of support and an opportunity to share information about their experiences. Will collaborate with the District in the design and delivery of the seminars;
14. Share "lessons-learned" through formative or summative assessment processes, which include the following areas: conduct data analysis; lead a school improvement plan (SIP) process; participate in teacher hiring, evaluation, induction, mentoring new teachers, create a professional development plan; and show evidence of school-wide management of personnel and resources;
15. Manage the mandated reporting requirements, participation in District evaluation processes, and provide information necessary for periodic progress reports and site visits, as needed;
16. Collaborate with the District in the creation of a continuous quality improvement process that is informed by data collected with each cohort.

That the _____ District will:

1. Agree to work in the spirit of cooperation in establishing an environment within the District that supports the successful transition of University of _____ students into their internship, and then into new roles as principals or assistant principals;
2. Participate in the identification and selection process for principal preparation students at the University of _____. The program will admit students that both parties agree have the potential to be effective principals or assistant principals.
3. Collaborate with the University of _____ in providing appropriate internship and residency experiences, which will lead to candidates successfully securing an Illinois Principal Endorsement;
4. Support the rigorous year-long principal internship by providing guidance to the University of _____, including identifying resident placement sites;

Handout Presented at the Illinois Principal Preparation Summit 6-17-11

5. Ensure that all District principals that host a principal intern meet the minimum qualification requirements set forth by the state;
6. Collaborate with the university in creating professional development and training for mentor principals that support both the needs of the school and the learning needs of the principal intern;
7. To support and/or facilitate meetings between the University Supervisor and the Mentor Principal at least four times throughout the year-long internship and maintain regular communication with University;
8. Ensure that the internship experience provides the state required exposure to diverse populations (cultural and economic diversity, ELL/ESL, special education, gifted, and PK-12.
9. To provide the principal interns with experience in participating in IEP and 504 meetings; the hiring, supervision and evaluation of teachers; and working with parents, the community, the School Board (or LSC);
10. Support the students' successful completion of the state's principal performance assessments;
11. Communicate with the University of _____ regarding changes to District policies that might impact principals, assistant principals and/or principal interns;
12. Host meetings designed to introduce principal interns to District departments and other school leaders;
13. Provide a comprehensive professional development program and mentoring services for all first year principals, aligned and funded with the state's New Principal Mentor Act;
14. Participate in regular principal prep program partnership meetings to ensure smooth operation of this agreement;
15. Agree to publicly support the partnership and to establish resolutions and policies are aligned with that support,
16. Work cooperatively to assist any program evaluation by sharing school profiles and relevant data available in the public domain. Additionally, test scores, grades, and attendance will be provided with full protection of the rights of the students and within the regulations of the school/district.

Date

Signed by Partnership Members and their Titles

References and Resources

Holmes Partnership, <http://www.holmespartnership.org/>

Murrell, P. (1998). *Like stone soup: The role of professional development schools in the renewal of urban schools*. Washington, D.C.: AACTE.

Southern Regional Education Board (SREB) (2009). *The District Leadership Challenge: Empowering Principals to improve teaching and learning*. www.sreb.org

University of Illinois-Chicago, Urban Education Leadership Program, <http://education.uic.edu/programs/>

Appendix 2
Illinois Principal Preparation Program
SREB Critical Success Factors for Principals*

**A curriculum framework for leadership preparation and development that is
based on the practices of principals who raise student achievement**

Through literature reviews and research data from its own school reform initiatives, SREB identified 13 Critical Success Factors (CSFs) associated with principals who have succeeded in raising student achievement in schools with traditionally “high risk” demographics. These factors, along with their subset of activities, are the driving force for the work of SREB’s Learning-Centered Leadership Program.

Critical Success Factor 1	
The school leader is 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.	
Internships require...	
Activity 1a.	...working with teachers to implement curriculum that produces gains in student achievement as defined by the mission of the school.
Activity 1b.	...working with the administration to develop, define and/or adapt best practices based on current research that supports the school's vision.
Activity 1c.	...working with the faculty to develop, define and/or adapt best practices based on current research that support the school's vision.
Activity 1d.	...assisting with transitional activities for students as they progress to higher levels of placement (i.e. elementary to middle, middle to high school, high school to higher education).

Critical Success Factor 2	
The school leader is able to set high expectations for all students to learn high-level content.	
Internships require...	
Activity 2a.	...developing/overseeing academic recognition programs that acknowledge and celebrate student's success at all levels of ability.
Activity 2b.	...activities resulting in raising standards and academic achievement for all students and teachers.
Activity 2c.	...authentic assessments of student work through the use and/or evaluation of rubrics, end of course tests, projects.

Critical Success Factor 3

The school leader is able to recognize and encourage implementation of good instructional practices that motivate and increase student achievement.

Internships require...

Activity 3a.	...using a variety of strategies to analyze and evaluate the quality of instructional practices being implemented in a school.
Activity 3b.	...working with teachers to select and implement appropriate instructional strategies that address identified achievement gaps.
Activity 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.
Activity 3d.	...working with a group of teachers to unwrap adopted standards and develop assignments and assessments aligned with the standards.
Activity 3e.	...working with a school team to monitor implementation of an adopted curriculum.
Activity 3f.	...involvement in the work of literacy and numeracy task forces.
Activity 3g.	...working with curriculum that is interdisciplinary and provides opportunities for students to apply knowledge in various modalities across the curriculum.

Critical Success Factor 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.

Internships require...

Activity 4a.	...working with staff to identify needs of all students.
Activity 4b.	...collaborating with adults from within the school and community to provide mentors for all students.
Activity 4c.	...engaging in activities designed to increase parental involvement.
Activity 4d.	...engaging in parent/student/school collaborations that develop long term educational plans for students.

Critical Success Factor 5

The school leader is able to use data to initiate and continue improvement in school and classroom practices and student achievement.

Internships require...

Activity 5a.	...analyzing data (including standardized test scores, teacher assessments, psychological data, etc.) to develop/refine instructional activities and set instructional goals.
Activity 5b.	...facilitating data disaggregation for use by faculty and other stakeholders.

Critical Success Factor 6

The school leader is able to keep everyone informed and focused on student achievement.

Internships require...

Activity 6a.	...analyzing and communicating school progress and school achievement to teachers, parents and staff.
Activity 6b.	...gathering feedback regarding the effectiveness of personal communication skills.

Critical Success Factor 7

The school leader is able to make parents partners in their student's education and create a structure for parent and educator collaboration.

Internships require...

Activity 7a.	...working in meaningful relationships with faculty and parents to develop action plans for student achievement.
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Critical Success Factor 8

The school leader is able to understand the change process and has the leadership and facilitations skills to manage it effectively.

Internships require...

Activity 8a.	...working with faculty and staff in professional development activities.
Activity 8b.	...inducting and/or mentoring new teaching staff.
Activity 8c.	...building a "learning community" that includes all stakeholders.

Critical Success Factor 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.

Internships require...

Activity 9a.	...study groups, problem solving sessions and/or ongoing meetings to promote student achievement.
Activity 9b.	...scheduling, developing and/or presenting professional development activities to faculty that positively impact student achievement.

Critical Success Factor 10

The school leader is able to organize and use time in innovative ways to meet the goals and objectives of school improvement.

Internships require...

Activity 10a.	...scheduling of classroom and/or professional development activities in a way that provides meaningful time for school improvement activities.
Activity 10b.	... scheduling time to provide struggling students with the opportunity for extra support (i.e. individual tutoring, small group instruction, and extended block time) so that they may have the opportunity to learn mastery.

Critical Success Factor 11

The school leader is able to acquire and use resources wisely.

Internships require...

Activity 11a.	...writing grants or developing partnerships that provide needed resources for school improvement.
Activity 11b.	...developing schedules that maximize student learning in meaningful ways with measurable success.

Critical Success Factor 12

The school leader is able to obtain support from the central office and from community and parent leaders for their school improvement agenda.

Internships require...

Activity 12a.	...working with faculty to communicate with school board and community stakeholders in a way that supports school improvement.
Activity 12b.	...working with faculty, parents and community to build collaboration and support for the school's agenda.

Critical Success Factor 13

The school leader is able to continuously learn and seek out colleagues who keep them abreast of new research and proven practices.

Internships require...

Activity 13a.	...working with faculty to implement research-based instructional practices.
Activity 13b.	...working with professional groups and organizations.

Appendix 3
Illinois Principal Preparation Program
Crosswalk of the 2008 ISLLC Standards and
the Southern Region Education Board's Critical Success Factors

ISLLC Standards	SREB Critical Success Factors
<p>Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.</p> <p>Functions:</p> <ul style="list-style-type: none"> A. Collaboratively develop and implement a shared vision and mission B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning C. Create and implement plans to achieve goals D. Promote continuous and sustainable improvement E. Monitor and evaluate progress and revise plans 	<p>CFS 1: The school leader is 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.</p> <p>Internship Activities:</p> <ul style="list-style-type: none"> 1a. working with teachers to implement curriculum that produces gains in student achievement as defined by the mission of the school 1b. Working with the administration to develop, define and/or adapt best practices based on current research that supports the school's vision 1c. working with the faculty to develop, define and/or adapt best practices based on current research that support the school's vision 1d. assisting with transitional activities for students as they progress to higher levels of placement (i.e. elementary to middle, middle to high school, high school to higher education).

ISLLC Standards	SREB Critical Success Factors
<p>Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> <p>Functions:</p> <ul style="list-style-type: none"> • Nurture and sustain a culture of collaboration, trust, learning, and high expectations • Create a comprehensive, rigorous, and coherent curricular program • Create a personalized and motivating learning environment for students • Supervise instruction • Develop assessment and accountability systems to monitor student progress • Develop the instructional and leadership capacity of staff • Maximize time spent on quality instruction • Promote the use of the most effective and appropriate technologies to support teaching and learning • Monitor and evaluate the impact of the instructional program 	<p>CFS 2: The school leader is able to set high expectations for all students to learn high-level content.</p> <p>Internship Activities:</p> <ul style="list-style-type: none"> 2a. developing/overseeing academic recognition programs that acknowledge and celebrate student's success at all levels of ability 2b. activities resulting in raising standards and academic achievement for all students and teachers 2c. authentic assessments of student work through the use and/or evaluation of rubrics, end of course tests, projects
	<p>CFS 3: The school leader is able to recognize and encourage implementation of good instructional practices that motivate and increase student achievement.</p> <p>Internship Activities:</p> <ul style="list-style-type: none"> 3a. using a variety of strategies to analyze and evaluate the quality of instructional practices being implemented in a school 3b. working with teachers to select and implement appropriate instructional strategies that address identified achievement gaps 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 3d. working with a group of teachers to unwrap adopted standards and develop assignments and assessments aligned with the standards 3e. working with a school team to monitor implementation of an adopted curriculum 3f. involvement in the work of literacy and numeracy task forces 3g. working with curriculum that is interdisciplinary and provides opportunities for students to apply knowledge in various modalities across the curriculum
	<p>CFS 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.</p> <p>Internship Activities:</p> <ul style="list-style-type: none"> 9a. study groups, problem solving sessions and/or ongoing meetings to promote student achievement 9b. scheduling, developing and/or presenting professional development activities to faculty that positively impact student achievement

ISLLC Standards	SREB Critical Success Factors
<p>Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</p> <p>Functions:</p> <ul style="list-style-type: none"> A. Monitor and evaluate the management and operational systems B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources C. Promote and protect the welfare and safety of students and staff D. Develop the capacity for distributed leadership E. Ensure teacher and organizational time is focused to support quality instruction and student learning F. Monitor and evaluate the management and operational systems G. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources H. Promote and protect the welfare and safety of students and staff I. Develop the capacity for distributed leadership J. Ensure teacher and organizational time is focused to support quality instruction and student learning 	<p>CFS 8: The school leader is able to understand the change process and has the leadership and facilitations skills to manage it effectively.</p> <p>Internship Activities:</p> <ul style="list-style-type: none"> 8a. working with faculty and staff in professional development activities 8b. inducting and/or mentoring new teaching staff 8c. building a “learning community” that includes all stakeholders
	<p>CFS 10: The school leader is able to organize and use time in innovative ways to meet the goals and objectives of school improvement.</p> <p>Internship Activities:</p> <ul style="list-style-type: none"> 10a. scheduling of classroom and/or professional development activities in a way that provides meaningful time for school improvement activities 10b. scheduling time to provide struggling students with the opportunity for extra support (i.e. individual tutoring, small group instruction, extended block time) so that they may have the opportunity to learn mastery
	<p>CFS 11: The school leader is able to acquire and use resources wisely.</p> <p>Internship Activities:</p> <ul style="list-style-type: none"> 11a. writing grants or developing partnerships that provide needed resources for school improvement 11b. developing schedules that maximize student learning in meaningful ways with measurable success

ISLLC Standards	SREB Critical Success Factors
<p>Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.</p> <p>Functions:</p> <ul style="list-style-type: none"> A. Collect and analyze data and information pertinent to the educational environment B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources C. Build and sustain positive relationships with families and caregivers D. Build and sustain productive relationships with community partners 	<p>CFS 5: The school leader is able to use data to initiate and continue improvement in school and classroom practices and student achievement.</p> <p>Internship Activities:</p> <ul style="list-style-type: none"> 5a. analyzing data (including standardized test scores, teacher assessments, psychological data, etc.) to develop/refine instructional activities and set instructional goals 5b. facilitating data disaggregation for use by faculty and other stakeholders
	<p>CFS 6: The school leader is able to keep everyone informed and focused on student achievement.</p> <p>Internship Activities:</p> <ul style="list-style-type: none"> 6a. analyzing and communicating school progress and school achievement to teachers, parents and staff 6b. gathering feedback regarding the effectiveness of personal communication skills
	<p>CFS 7: The school leader is able to understand the change process and has the leadership and facilitations skills to manage it effectively.</p> <p>Internship Activities:</p> <ul style="list-style-type: none"> 7a. working in meaningful relationships with faculty and parents to develop action plans for student achievement
	<p>CFS 13: The school leader is able to recognize and encourage implementation of good instructional practices that motivate and increase student achievement.</p> <p>Internship Activities:</p> <ul style="list-style-type: none"> 13a. working with faculty to implement research-based instructional practices 13b. working with professional groups and organizations

ISLLC Standards	SREB Critical Success Factors
<p>Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</p> <p>Functions:</p> <ul style="list-style-type: none"> A. Ensure a system of accountability for every student's academic and social success B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior C. Safeguard the values of democracy, equity, and diversity D. Consider and evaluate the potential moral and legal consequences of decision-making E. Promote social justice and ensure that individual student needs inform all aspects of schooling 	<p>CFS 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.</p> <p>Internship Activities:</p> <ul style="list-style-type: none"> 4a. working with staff to identify needs of all students 4b. collaborating with adults from within the school and community to provide mentors for all students 4c. engaging in activities designed to increase parental involvement 4d. engaging in parent/student/school collaborations that develop long term educational plans for students

ISLLC Standards	SREB Critical Success Factors
<p>Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal and cultural context.</p> <p>Functions:</p> <ul style="list-style-type: none"> A. Advocate for children, families, and caregivers B. Act to influence local, district, state, and national decisions affecting student learning C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies 	<p>CFS 12: The school leader is able to obtain support from the central office and from community and parent leaders for their school improvement agenda.</p> <p>Internship Activities:</p> <ul style="list-style-type: none"> 12a. working with faculty to communicate with school board and community stakeholders in a way that supports school improvement 12b. working with faculty, parents and community to build collaboration and support for the school's agenda

Appendix 4 Illinois Principal Preparation Program Internship Assessment Rubric*

Introduction

Purpose

All Principal Preparation Programs in Illinois are required to use the Principal Preparation Program Internship Assessment Rubric. The rubric specifies how programs evaluate the acquired knowledge and skills of their candidates, as evidenced by clearly defined leadership experiences during the internship phase of the program. The rubric ensures a level of standardization among programs and allows for the customization of programs to meet the specific needs of the program, their district partner/s, and individual candidates.

Basic Structure of the Rubric

Assessments

As defined by Public Law 096-0903, students enrolled in approved Principal Preparation Programs must be evaluated in 3 assessment areas. Each assessment has 3 or 4 focus areas that define the candidate's required experiences in the internship program. These include:

Assessment # 1 – Demonstrate a comprehensive understanding and performance in data analysis, school improvement, and conducting the School Improvement Plan (SIP) process (to the extent possible).

- **Focus Area: 1.1** – Explain the purpose of the SIP 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.)
- **Focus Area: 1.2** – Analyze and review data, including but not limited to, state test results, and work with a faculty group/team to identify areas for improvement and interventions, with particular attention given to NCLB student subgroups and low performing students.
- **Focus Area: 1.3** – Work with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan.
- **Focus Area: 1.4** – Work with faculty or faculty teams to gather and examine data to assess progress on the SIP and make recommendations for improvements or modifications to the SIP for the following year.

Assessment #2 – Demonstrate comprehensive understanding and performance in conducting teacher hiring, faculty evaluation, and professional development.

- **Focus Area: 2.1** – Participate in the hiring process including, at a minimum: creation of a 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.
- **Focus Area: 2.2** – Conduct a full cycle of clinical supervision, including a pre-observation conference, a classroom observation, and a post-observation 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.
- **Focus Area: 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 evaluating the professional development plan and the extent to which it will lead to school improvement.

Assessment # 3 – Demonstrate comprehensive understanding and performance in conducting school-wide management of personnel, resources, and systems for adequacy and equity.

- **Focus Area: 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.

- **Focus Area: 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 development process.
- **Focus Area: 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.

Measures and Scoring

Each focus area has a consistent measure to evaluate the candidate's proficiency in meeting or not meeting the content standard. The measures include:

- **Content:** the level at which the product is standards-based, competent, and appropriate. **Standards** include the 2008 ISLLC Standards and Functions that align to the Focus Area.*
- **Process:** the level at which the process follows theory to practice, is logical and sequential, understandable, and achieves its purpose.
- **Outcomes:** the level at which the outcomes are clearly stated, clearly demonstrated, and demonstrate the extent to which the candidate uses data to support the results.
- **Products:** the level at which the products are aligned to the standards, articulated and well organized, and fully complete.
- **Quality:** the overall level of the candidate's proficiency at the beginning principal level or better.

The candidate is scored on their performance in each of the measures receiving either a "1" for meeting the standard measure, or a "0" for not meeting the standard measure. The candidate must attain a total score of 5 out of 5 in each assessment focus area to demonstrate competency.

Intended Use

While the Internship Assessment Rubric defines a certain measure of specificity, it is intended to provide a level of flexibility based on the unique characteristics of the individual internship school site. Program faculty and candidates should use this rubric to develop authentic leadership experiences during the internship that will meet the leadership development needs of candidates, as well as, meet the needs and context of the setting in which the internship takes place.

The following examples illustrate flexible use of this rubric to assess principal candidates during their internship experience.

- Candidates may enter a site when a school is already in the process of carrying out improvement plans based on an earlier review of its School Improvement Plan (SIP). The candidate, program faculty member/s, and faculty supervisor will need to consult with the school site to plan a leadership experience that promotes the candidate's knowledge and skills related to Assessment #1 and fits within and promotes the school improvement work of the internship site.
- If a student completes an internship in a school or district that does not allow for the customization of job descriptions, the activity may entail completing an analysis of an existing job description and drafting a memo to the human resources director outlining recommendations for changes.

For questions or clarifications on the rubric or the assessments, please contact the Division Administrator in the Educator and School Development Division at the Illinois State Board of Education.

*The Illinois Distinguished Principal Leadership Institute (IDPLI) competencies have been removed from initial DRAFT of the Illinois Principal Preparation Program Internship Assessment Rubric as the IDPLI competencies are no longer being used in Illinois.

Illinois Principal Preparation Program Internship Assessment Rubric

Assessment # 1 – Demonstrate a comprehensive understanding and performance in data analysis, school improvement, and conducting the School Improvement Plan (SIP) process (to the extent possible). Focus Area: 1.1 – Explain the purpose of the SIP 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.)			
	Meets the Standard:	Does Not Meet the Standard:	SCORE:
Content: <ul style="list-style-type: none"> Standards = 1.A-1.E, 4.A, 5.A Appropriateness of the content 	The candidate uses media in a compelling presentation format that focuses on the school's vision and mission and its connection to the work of the staff and principal to attain greater student achievement. The presentation also connects the vision to the work of the school's improvement plan and is tailored to the audience.	The presentation does not bring the vision and mission of the school into focus for the attainment of greater student achievement. The school improvement plan is mentioned but is not a central part of the work to accomplish greater student achievement. The presentation is too generic to specifically connect the audience to the material.	1 / 0
Process: <ul style="list-style-type: none"> Follows theory to practice Logical & Sequential Understandable Achieves the purpose 	The candidate 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.	The candidate's outline is brief or incomplete for the presentation. Few artifacts support the presentation. It lacks organizational logic and reflects poor planning. The purpose is vague, clear communication to the audience is lacking, and the presentation does not achieve its purpose.	1 / 0
Outcomes: <ul style="list-style-type: none"> Clearly stated Clearly demonstrated Data supports the results 	The candidate clearly states the outcomes and expectations of the presentation. The candidate has additional data and documents to support the outcomes and expectations. The candidate provides artifacts to support the presentation.	The outcomes of the candidate's presentation are vague and unclear (few or no artifacts support the presentation). There are few supporting documents or data to back up the presentation.	1 / 0
Products: <ul style="list-style-type: none"> Align to standards Articulate and well organized Demonstrates full completion 	The candidate produces the following presentation items: an outline, a multi-media presentation (power point or other), handouts, and meeting minutes; as well as documentation of the input from the audience as a result of the presentation. (More artifacts are encouraged to demonstrate greater competency.)	The candidate produces few of the following suggested items: (artifacts did not demonstrate competency): an outline, a multi-media presentation (power point or other), handouts, meeting minutes; as well as documentation of the input from the audience as a result of the presentation.	1 / 0
Quality: <ul style="list-style-type: none"> Beginning principal like or better Complete Accurate 	The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate meets or exceeds the standards measured on this assessment.	The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate does not meet or exceed the standards measured on this assessment.	1 / 0
Candidates must MEET 5 of 5 to demonstrate competency		TOTAL SCORE	

Assessment # 1 – Demonstrate a comprehensive understanding and performance in data analysis, school improvement, and conducting the School Improvement Plan (SIP) process (to the extent possible).

Focus Area: 1.2 – Analyze and review data, including but not limited to, state test results, and work with a faculty group/team to identify areas for improvement and interventions, with particular attention given to NCLB student subgroups and low performing students.

	Meets the Standard:	Does Not Meet the Standard:	SCORE:
Content: <ul style="list-style-type: none"> Standards = 2.A-2.I, 5.A, 5.C, 5.D, 5.E Appropriateness of the content 	The candidate works with faculty to review and analyze national, state, district, school and classroom data to identify academic achievement interventions for each of the schools NCLB subgroups or low performing students. Candidate's work reflects new interventions that align to the School Improvement Plan and the school's student achievement goals.	The candidate's work with faculty to analyze and review data will not likely result in improved student learning for each of the schools NCLB subgroups or low achieving students. The candidate's work with faculty is sporadic, disconnected, and/or does not connect the intervention to the SIP and the school's student achievement goals.	1 / 0
Process: <ul style="list-style-type: none"> Follows theory to practice Logical & Sequential Understandable Achieves the purpose 	The candidate 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.	The candidate is not able to produce a useable process for the review and analysis of data (an artifact) and/or other artifacts that demonstrate a reliable process for preparing, working with, and following up on the work with the faculty. The candidate identifies inadequate improvement interventions. There is an illogical sequence to all activities. Planning and execution is poor and the purpose is not achieved.	1 / 0
Outcomes: <ul style="list-style-type: none"> Clearly stated Clearly demonstrated Data supports the results 	The candidate produces clearly stated outcomes and expectations, performs data analysis, reviews the process used with the faculty (artifacts to demonstrate accomplishment) and has additional data and documents to support the outcomes of specific new improvement interventions for all NCLB subgroups.	The candidate produces unclear outcomes and expectations for the data analysis and review process with the faculty (and has poorly constructed artifacts). Further, additional data and documents to support the outcomes of specific new improvement interventions for all NCLB subgroups are lacking or absent.	1 / 0
Products: <ul style="list-style-type: none"> Align to standards Articulate and well organized Demonstrates full completion 	The candidate produces the following suggested items: a document detailing the data analysis and review process and products; all materials created and used in leading the faculty through the analysis and identification of specific interventions, and the meeting minutes verifying the input of, and work done by the faculty on the interventions (more artifacts are encouraged to demonstrate greater competency.)	The candidate produces few of the suggested items. Those produced do not demonstrate competency in the documentation of the following processes: conducting a review of the analysis of data; leading the faculty through the analysis and identification of specific instructional interventions; detailing meeting minutes indicating faculty worked on the interventions discussed; and/or soliciting input from faculty in the school improvement process.	1 / 0
Quality: <ul style="list-style-type: none"> Beginning principal like or better Complete Accurate 	The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate meets or exceeds the standards measured on this assessment.	The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate does not meet or exceed the standards measured on this assessment.	1 / 0
Candidates must MEET 5 of 5 to demonstrate competency		TOTAL SCORE	

Assessment # 1 – Demonstrate a comprehensive understanding and performance in data analysis, school improvement, and conducting the School Improvement Plan (SIP) process (to the extent possible).

Focus Area: 1.3 – Work with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan.

	Meets the Standard:	Does Not Meet the Standard:	SCORE:
Content: <ul style="list-style-type: none"> Standards =1.B-1.E, 2.A, 2.D, 2.E, 2.I, 4.A-4.D, 5.A Appropriateness of the content 	The candidate demonstrates their work with the faculty to create, implement and evaluate an SIP action plan. The action plan is based on current data, reflects current research and best practices, and is connected to the work outlined in the school's SIP.	The candidate's action plan does not clearly focus on the work of the faculty to attain greater student achievement. The plan is not based on data, does not reflect current research, and is not clearly connected to the work outlined in the school's SIP.	1 / 0
Process: <ul style="list-style-type: none"> Follows theory to practice Logical & Sequential Understandable Achieves the purpose 	The candidate 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.	The candidate's action plan is not clear or is missing (an artifact) and other artifacts that demonstrate the processes used in preparing for, implementing, and evaluating the action plan are inadequate to create success. The candidate does not engage faculty in the creation of the action plan. The sequence of events is illogical, often unplanned and executed, and they do not achieve the purpose of improving student achievement.	1 / 0
Outcomes: <ul style="list-style-type: none"> Clearly stated Clearly demonstrated Data supports the results 	The candidate clearly states the outcomes and expectations of the action plan. The candidate and the faculty demonstrate a clear understanding of the roles and responsibilities required for the implementation of the action plan and the continuous quality improvement process.	The candidate states the outcomes and expectations of the initiatives but the focus is unclear. The candidate's action plan is unclear or lacks faculty input. The additional data and documents to support the outcomes of the initiative are lacking or absent. The process for the formative evaluation of the action plan is lacking or absent.	1 / 0
Products: <ul style="list-style-type: none"> Align to standards Articulate and well organized Demonstrates full completion 	The candidate produces the following artifacts: a copy of the action plan; data and other information used with staff who work on the creation and implementation of the action plan; documentation of meetings and processes used to monitor the progress of the implementation; evidence of a formative evaluation process and impacts on student learning attained as a result of the initiative; etc. (more artifacts are encouraged to demonstrate greater competency.)	The candidate produces few of the suggested items: a copy of the action plan; data and other information used with staff who work on the creation and implementation of the action plan; documentation of meetings and processes used to monitor the progress of the implementation; evidence of a formative evaluation process and measurement of impact on student learning attained as a result of the action plan, etc.	1 / 0
Quality: <ul style="list-style-type: none"> Beginning principal like or better Complete Accurate 	The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate meets or exceeds the standards measured on this assessment.	The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate does not meet or exceed the standards measured on this assessment.	1 / 0
Candidates must MEET 5 of 5 to demonstrate competency		TOTAL SCORE	

Assessment # 1 – Demonstrate a comprehensive understanding and performance in data analysis, school improvement, and conducting the School Improvement Plan (SIP) process (to the extent possible).

Focus Area: 1.4 –Work with faculty or faculty teams to gather and examine data to assess progress on the SIP and make recommendations for improvements or modifications to the SIP for the following year.

	Meets the Standard:	Does Not Meet the Standard:	SCORE:
Content: <ul style="list-style-type: none"> Standards =1.B-1.E, 2.A, 2.D, 2.E, 2.I, 4.A-4.D, 5.A Appropriateness of the content 	<p>The candidate presents to the school's leadership team a comprehensive examination of the progress made by the staff and principal toward the identified goals of the SIP. The presentation clearly explains the data used to analyze the impact of various interventions toward the goals identified in the SIP. The candidate's recommendations are based on an analysis of interventions implemented in support of the SIP, faculty input, and are aligned with the mission and vision of the school. . The presentation focuses on the work of the staff and principal to attain improved and increased student achievement and demonstrates significant logical and practical improvements for future planning by the school's Leadership Team.</p>	<p>The candidate's presentation to the school's Leadership Team is an incomplete examination of the school's SIP; the analysis of action plans is lacking and recommendations are not logical and/or practical for future improvement planning. The recommendations are not based on an analysis of interventions implemented in support of the SIP or are lacking in detail. The presentation is unclear in its focus on the work of the staff and principal to increase student achievement. The recommendations are not aligned with the mission and vision of the school, or are not clearly articulated as such.</p>	1 / 0
Process: <ul style="list-style-type: none"> Follows theory to practice Logical & Sequential Understandable Achieves the purpose 	<p>The candidate demonstrates 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.</p>	<p>The candidate has an incomplete analysis and presentation as an artifact and does not provide other artifacts that demonstrate the processes used in preparing for, presenting, and following up on the meeting after the presentation. The sequence of events is illogical, often unplanned and executed, and they do not achieve the purpose of improving student achievement.</p>	1 / 0
Outcomes: <ul style="list-style-type: none"> Clearly stated Clearly demonstrated Data supports the results 	<p>The candidate clearly states the outcomes and expectations of the presentation (and possesses artifacts to demonstrate accomplishment). The candidate produces additional data and documents to support the outcomes and/or expectations from the presentation.</p>	<p>The outcomes of the candidate's presentation are vague and unclear (few or no artifacts support the presentation). There are few supporting documents or data to back up the presentation.</p>	1 / 0
Products: <ul style="list-style-type: none"> Align to standards Articulate and well organized Demonstrates full completion 	<p>The candidate produces the following presentation items: an outline, a multi-media presentation (power point or other), handouts, explanation of the analysis of interventions implemented in support of the SIP and how the recommendations incorporate that analysis, list of recommendations, and meeting minutes, as well as input received as a result of the presentation. (More are most certainly welcome to demonstrate greater competency):</p>	<p>The candidate produces few of the following items; (those presented do not demonstrate competency): handouts, explanation of the analysis of interventions implemented in support of the SIP and how the recommendations incorporate that analysis, list of recommendations, and meeting minutes, as well as input received as a result of the presentation</p>	1 / 0

Assessment #1 Focus Area 1.4 Continued

Assessment # 1 – Demonstrate a comprehensive understanding and performance in data analysis, school improvement, and conducting the School Improvement Plan (SIP) process (to the extent possible).

Focus Area: 1.4 – Work with faculty or faculty teams to gather and examine data to assess progress on the SIP and make recommendations for improvements or modifications to the SIP for the following year.

	Meets the Standard:	Does Not Meet the Standard:	SCORE:
Quality: <ul style="list-style-type: none"> • Beginning principal like or better • Complete • Accurate 	The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate meets or exceeds the standards measured on this assessment.	The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate does not meet or exceed the standards measured on this assessment.	1 / 0
Candidates must MEET 5 of 5 to demonstrate competency		TOTAL SCORE	

Assessment #2 – Demonstrate comprehensive understanding and performance in conducting teacher hiring, faculty evaluation, and professional development.
Focus Area: 2.1 – Participate in the hiring process including, at a minimum: creation of a 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.

	Meets the Standard:	Does Not Meet the Standard:	SCORE:
Content: <ul style="list-style-type: none"> Standards = 3.A, 3.B, 4.B, 5.B, 6.A Appropriateness of the content 	<p>The candidate collaborates with staff to align the teacher job description to student learning needs. The candidate creates a job description. Alternatively, if the school district uses a standard job description, the candidate analyzes an existing job description and composes a memo to the human resource director or Superintendent with recommendations for improvements to the job description. The candidate creates interview questions and a rubric for assessment of the applicants' competence. The interview questions are aligned with student learning needs. The assessment rubric is based on the job description and provides clear criteria for evaluating the applicants for the position. The interview questions are relevant to making judgments about the competency of applicants and do not request information that violates anti-discrimination laws.</p>	<p>The candidate does not collaborate with staff on the alignment of the teacher job description to student learning needs. The candidate neither creates nor analyzes the standard job description provided by the school district and does not write a critique of it or the analysis is lacking in substance. The candidate does not create interview questions and a rubric for assessment of the applicants or the interview questions are not aligned with student learning needs. The candidate does not create an assessment rubric, the assessment rubric is not based on the job description, or the rubric does not provide clear criteria for evaluating applicants for the position. One or more of the interview questions are not relevant to making judgments about the competence of applicants or requests information that violates anti-discrimination laws.</p>	1 / 0
Process: <ul style="list-style-type: none"> Follows theory to practice Logical & Sequential Understandable Achieves the purpose 	<p>The candidate participates in the interviews of applicants for the position. The candidate greets applicants, states the purpose of the interview, asks relevant questions, takes accurate notes, and provides information to applicants about the school and district. The candidate completes the assessment rubrics. The candidate prepares rejection letters for candidates who were not selected.</p>	<p>The candidate does not complete one or more important aspects of the process. The candidate does not participate in the interviews of applicants for the position; does not perform one or more of the following: greets applicants, states the purpose of the interview, asks relevant questions, takes accurate notes, or provides information to applicants about the school and district; does not complete the assessment rubrics; or does not prepare rejection letters for candidates who were not selected.</p>	1 / 0
Outcomes/Reflection: <ul style="list-style-type: none"> Clearly stated Clearly demonstrated Data supports the results Reflection 	<p>The candidate recommends an applicant for employment as a teacher, and the recommendation is supported with a sound rationale and data from the assessment rubrics. (In the event an applicant was not acceptable, the candidate explained why.) The candidate reflects on the knowledge and skill required to effectively perform his or her role and explains how the outcome of the hiring process contributes to student learning.</p>	<p>The candidate recommends an applicant for the position, but the rationale is weak or is not supported with data from the assessment rubrics. The candidate does not reflect on the knowledge and skills required to effectively perform his or her role or the reflection is superficial. The candidate does not explain how the outcome of the hiring process contributes to student learning or the explanation is facile.</p>	1 / 0

Assessment #2 Focus Area 2.1 Continued

Assessment #2 – Demonstrate comprehensive understanding and performance in conducting teacher hiring, evaluation, and professional development.
Focus Area: 2.1 – Participate in the hiring process including, at a minimum: creation of a 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.

	Meets the Standard:	Does Not Meet the Standard:	SCORE:
Products: <ul style="list-style-type: none"> • Align to standards • Articulate and well organized • Demonstrates full completion • Reflection 	The candidate produces (1) a description of collaboration with staff on alignment of the job description with student learning needs; (2) the job description the candidate creates or, if a standard job description is used by the district, a recommendation memo to HR or the Supt.; (3) interview questions; (4) a rubric for assessment of the applicants; and (5) rejection letters for candidates who were not selected.	The candidate is missing one or more of the following: (1) description of collaboration with staff on alignment of the job description with student learning needs; (2) job description the candidate creates or, if a standard job description is used by the district, a critique of the job description; (3) interview questions; (4) a rubric for assessment of the applicants; and (5) rejection letters for candidates who were not selected.	1 / 0
Quality: <ul style="list-style-type: none"> • Beginning principal like or better • Complete • Accurate 	The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate meets or exceeds the standards measured on this assessment.	The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate does not meet or exceed the standards measured on this assessment.	1 / 0
Candidates must MEET 5 of 5 to demonstrate competency		TOTAL SCORE	

Assessment #2 – Demonstrate comprehensive understanding and performance in conducting teacher hiring, evaluation, and professional development.
Focus Area: 2.2 – Conduct a full cycle of clinical supervision, including a pre-observation conference, a classroom observation, and a post-observation 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.

	Meets the Standard:	Does Not Meet the Standard:	SCORE:
Content: <ul style="list-style-type: none"> Standards = 1.B-1.E, 2.A, 2.D, 2.F, 2.G, 2.H, 2.I, 3.C, 3.D, 3.E, 5.B, 5.C, 5.E Appropriateness of the content 	<p>The candidate clearly demonstrates knowledge and skills of clinical supervision and formative and summative evaluation (through a summary based upon notes, observations, meeting with a teacher, forms and student achievement data). The candidate demonstrates knowledge of methods that school leaders employs to strengthen the vision and mission of the school through alignment of clinical supervision with the school improvement process. The candidate demonstrates the communication, interpersonal, and ethical skills and understandings necessary for effective school leadership through clinical supervision.</p>	<p>The candidate does not demonstrate knowledge and skills of clinical supervision and formative and summative evaluation (through a summary based upon notes, observations, meeting with a teacher, forms and student achievement data). The candidate does not demonstrate knowledge of methods that school leaders employ to strengthen the vision and mission of the school through alignment of clinical supervision with the school improvement process. The candidate does not demonstrate the communication, interpersonal, and ethical skills and understandings necessary for effective school leadership through clinical supervision.</p>	1 / 0
Process: <ul style="list-style-type: none"> Follows theory to practice Logical & Sequential Understandable Achieves the purpose 	<p>Based upon best practices in clinical supervision, the candidate clearly connects the three stages of clinical supervision: the pre-observation conference, classroom observation, and post-observation conference. The candidate's process is coherent and purpose-driven. The pre-observation conference establishes the purpose of the observation and the tool(s) used to gather data on the classroom instructional process. The observation is focused and aligned to its purpose. During the post-observation conference, results are shared, recommendations for improvement provided, and professional development activities identified.</p>	<p>The candidate does not follow the three step clinical supervision process. The candidate's process is disjointed, not purpose-driven, and unfocused. The process does not result in useful and data-based recommendations for improvement that could guide ongoing professional development.</p>	1 / 0
Outcomes/Reflection: <ul style="list-style-type: none"> Clearly stated Clearly demonstrated Data supports the results Reflection 	<p>The candidate clearly states the outcomes of the clinical supervision process and formative and summative evaluation. The candidate demonstrates accomplishment of the purpose of the process using appropriate data and other information to assess teacher performance from the observation. The candidate provides examples of professional development connected to the school's improvement process for the majority of teachers or necessary interventions and support for non-tenured or struggling teachers. The candidate reflects individually and seeks feedback on performance as an evaluator from the evaluated teacher or principal mentor to assess personal effectiveness.</p>	<p>The outcomes for the clinical supervision and formative and summative evaluation process are not clearly identified during the pre-observation conference. As a result, data and information collected during the observation are disjointed and unfocused. The lack of identification of outcomes negatively impacts the post-conference. The candidate's personal reflection lacks depth or does not address the individual teacher who was observed. Candidate does not solicit feedback on their performance as an evaluator from the teacher being evaluated or the internship principal.</p>	1 / 0

Assessment #2 Focus Area 2.2 Continued

Assessment #2 – Demonstrate comprehensive understanding and performance in conducting teacher hiring, evaluation, and professional development. Focus Area: 2.2 – Conduct a full cycle of clinical supervision, including a pre-observation conference, a classroom observation, and a post-observation conference. Write a summary 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.			
	Meets the Standard:	Does Not Meet the Standard:	SCORE:
Products: <ul style="list-style-type: none"> • Align to standards • Articulate and well organized • Demonstrates full completion • Reflection 	The candidate produces an articulate and well-organized summary of the formative clinical supervision process that includes documentation from the formative pre-observation conference, classroom observation, the post-observation conference and the summative evaluation of the teacher's performance. In a reflection, the candidate articulates the effects of supervision on student learning and the school improvement process. Artifacts include: notes and forms used in the pre-observation conference, classroom observation, post-observation conference, post-observation conference write-up or formative evaluation form; summative evaluation; professional development recommendations.	The candidate is missing one or more of the artifacts that summarizes the candidate's work in the clinical supervision process including documentation from the formative pre-observation conference, classroom observation, the post-observation conference or the summative evaluation of the teacher's performance. Artifacts missing include: notes and forms used in the pre-observation conference, classroom observation, post-observation conference; post-observation conference write-up or formative evaluation form; summative evaluation; professional development recommendations.	1 / 0
Quality: <ul style="list-style-type: none"> • Beginning principal like or better • Complete • Accurate 	The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate meets or exceeds the standards measured on this assessment.	The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate does not meet or exceed the standards measured on this assessment.	1 / 0
Candidates must MEET 5 of 5 to demonstrate competency		TOTAL SCORE	

Assessment #2 – Demonstrate comprehensive understanding and performance in conducting teacher hiring, evaluation, and professional development. Focus Area: 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 evaluating the professional development plan and the extent to which it will lead to school improvement.			
	Meets the Standard:	Does Not Meet the Standard:	SCORE:
Content: <ul style="list-style-type: none"> Standards = 1B-1.E, 2A, 2D, 2F, 2G, 3D, 4A-4D, 5A Appropriateness of the content 	The candidate clearly demonstrates knowledge and understanding of the 12 components of the National Staff Development Council (NSDC) professional development standards.	The candidate does not or inadequately demonstrate knowledge of the National Staff Development Council (NSDC) professional development standards.	1 / 0
Process: <ul style="list-style-type: none"> Follows theory to practice Logical & Sequential Understandable Achieves the purpose 	The candidate clearly 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.	The candidate does not or inadequately 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.	1 / 0
Outcomes/Reflection: <ul style="list-style-type: none"> Clearly stated Clearly demonstrated Data supports the results 	The candidate clearly states the outcomes of the school's professional development plan in relationship to school improvement.	The candidate does not or inadequately states the outcomes of the school's professional development plan in relationship to school improvement.	1 / 0
Products: <ul style="list-style-type: none"> Align to standards Articulate and well organized Demonstrates full completion Reflection 	The candidate's internship time-log and reflections clearly indicate knowledge of NSDC standards, application of the standards to the professional development plan embedded in the school SIP, and a mechanism for evaluating the effectiveness of the plan to improve student learning.	The candidate's internship time-log and reflections do not indicate or inadequately indicates knowledge of NSDC standards, application of the standards to the professional development plan embedded in the school SIP, and a mechanism for evaluating the effectiveness of the plan to improve student learning.	1 / 0
Quality: <ul style="list-style-type: none"> Beginning principal like or better Complete Accurate 	The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate meets or exceeds the standards measured on this assessment.	The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate does not meet or exceed the standards measured on this assessment.	1 / 0
Candidates must MEET 5 of 5 to demonstrate competency		TOTAL SCORE	

Assessment # 3 – Demonstrate comprehensive understanding and performance in conducting school-wide management of personnel, resources, and systems for adequacy and equity.

Focus Area: 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.

	Meets the Standard:	Does Not Meet the Standard:	SCORE:
Content: <ul style="list-style-type: none"> Standards = 1D, 2A-2I, 4A-4D, 5B, 5C, 5E, 6A-6C Appropriateness of the content 	<p>The candidate demonstrates knowledge and skills in an understanding of systems and factors within the internship school that advocate, nurture, and sustain a culture of collaboration, trust, learning, high expectations and a personalized and motivating learning environment for students. Content knowledge is demonstrated in the following areas: professional learning community (PLC), school improvement process (SIP), professional development, teacher leadership, building leadership teams, cultural proficiency, guaranteed and viable curriculum and climate.</p>	<p>The candidate does not demonstrate knowledge and skills in an understanding of systems and factors within the internship school that advocate, nurture, and sustain a culture of collaboration, trust, learning, high expectations and a personalized and motivating learning environment for students. Content knowledge is not demonstrated in the following areas: professional learning community (PLC); school improvement process (SIP); professional development; teacher leadership; building leadership teams; cultural proficiency; guaranteed and viable curriculum; and climate.</p>	1 / 0
Process: <ul style="list-style-type: none"> Follows theory to practice Logical & Sequential Understandable Achieves the purpose 	<p>The candidate clearly 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>	<p>The candidate does not demonstrate 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 inaccurate, incomplete, illogical, and not able to be implemented in a school setting.</p>	1 / 0
Outcomes/Reflection: <ul style="list-style-type: none"> Clearly stated and demonstrated Data supports the results Candidate reflects on her/his role in the process 	<p>The candidate clearly states the outcomes and expectations for student learning improvement through the analysis of two areas of the school's learning environment as evidenced by: conducting a review of data, identifying supporting factors and impeding factors, creating a graphic map of the system, evaluating effectiveness, and making recommendations for improvement. The candidate reflects on her/his involvement and the potential impact these systems may have on school personnel and student achievement and learning.</p>	<p>The candidate does not clearly state the outcomes and expectations for student learning improvement through the analysis of two areas of the school's learning environment as evidenced by: a poor review of data; lack of identification of supporting factors and impeding factors; poorly graphic mapped the system; incomplete evaluation of effectiveness; and poor recommendations for improvement. The candidate is not able to adequately reflect on her/his involvement and the potential impact the work may have on school personnel and student achievement and learning.</p>	1 / 0
Products: <ul style="list-style-type: none"> Align to standards Articulate and well organized Demonstrates full completion Reflection 	<p>The candidate produces the following: a review and map of the learning environment, an analysis of supporting and impeding factors, an evaluation of the systems' effectiveness and recommendations for improvement. Potential learning environment system areas include: professional learning communities (PLC), the school improvement process, professional development, teacher leadership, school leadership teams, cultural proficiency, guaranteed and viable curriculum and climate etc.).</p>	<p>The candidate does not or poorly produces the following items: a review and map of the learning environment, an analysis of supporting and impeding factors, an evaluation of the systems' effectiveness and recommendations for improvement. Potential learning environment system areas include: professional learning communities (PLC), the school improvement process; professional development; teacher leadership, building leadership teams are minimally or not included.</p>	1 / 0

Assessment #3 Focus Area 3.1 Continued

Assessment # 3 – Demonstrate comprehensive understanding and performance in conducting school-wide management of personnel, resources, and systems for adequacy and equity.

Focus Area: 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, and high expectations and a personalized and motivating learning environment for students.

	Meets the Standard:	Does Not Meet the Standard:	SCORE:
Quality: <ul style="list-style-type: none"> • Beginning principal like or better • Complete • Accurate 	The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate meets or exceeds the standards measured on this assessment.	The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate does not meet or exceed the standards measured on this assessment.	1 / 0
Candidates must MEET 5 of 5 to demonstrate competency		TOTAL SCORE	

Assessment # 3 – Demonstrate comprehensive understanding and performance in conducting school-wide management of personnel, resources, and systems for adequacy and equity.
Focus Area: 3.2 – Review the school's budget and other resources with the internship principal. Detail how the resources are typically used, evaluated for adequacy, assess for effectiveness and efficiency. Provide recommendations for improvement. Address the impact of the budget on the following NCLB student subgroup: Limited English Proficiency, special education and economically disadvantaged. Present recommendations for improvement to a faculty group and solicit input in the budget development process.

	Meets the Standard:	Does Not Meet the Standard:	SCORE:
Content: <ul style="list-style-type: none"> Standards = 1D, 2E, 3A-E, 4A, 51-5E Appropriateness of the content 	<p>The candidate's presentation and artifacts support a clear understanding of the school's budget and delineates the use of available resources, evaluates adequacy and assesses for effectiveness and efficiency. The candidate's presentation provides recommendations for improvement to a specific audience and solicits input. The candidate's presentation and final report addresses the impact of the budget on NCLB student subgroups such as Limited English Proficiency, special education and economically disadvantaged.</p>	<p>The candidate does not present or poorly presents his/her understanding of the school budget, available resources, and specific impact of the budget NCLB student subgroups such as limited English proficiency, special education and economically disadvantaged. The candidate's final budget report does not provide or minimally provides appropriate recommendations for improvement.</p>	1 / 0
Process: <ul style="list-style-type: none"> Follows theory to practice Logical & Sequential Understandable Achieves the purpose 	<p>The candidate 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.</p>	<p>The candidate fails to demonstrate an understanding of the school budget and resources. The candidate's report does not show an understanding of how resources are used or provide an assessment of adequacy, effectiveness and efficiency. The candidate does not present the budget to a faculty group for input. No meeting or a limited meeting is held between the candidate and internship principal to discuss the school budget, resources, impact on student subgroups, the candidate's recommendations and/or the candidate's reflections on the school budget and other resources.</p>	1 / 0
Outcomes/Reflection: <ul style="list-style-type: none"> Clearly stated and demonstrated Data supports the results Candidate reflects on her/his role in the process 	<p>The candidate clearly understands the school budget and resources as evidenced by a formal report detailing how the resources are used; including an assessment of adequacy, effectiveness and efficiency. Appropriate recommendations are made for improvement. The report specifically addresses the impact of the budget on NCLB student subgroups such as Limited English Proficiency, special education and economically disadvantaged. The report findings are presented to the principal. The candidate is able to reflect on her/his involvement in the budget review process, resources available, and the impact the recommendations will have on the school.</p>	<p>The candidate reviews the budget. Knowledge of other resources is minimal. The details on how the resources are used; including an assessment of adequacy, effectiveness and efficiency are incomplete. School budget recommendations are poor and/or inappropriate. Little or no specificity is given to the impact of the budget on NCLB student subgroups such as Limited English Proficiency, special education and economically disadvantaged. The candidate is unable to accurately reflect on her/his involvement in reviewing the school budget, resources and impact on subgroups.</p>	1 / 0

Assessment #3 Focus Area 3.2 Continued

Assessment # 3 – Demonstrate comprehensive understanding and performance in conducting school-wide management of personnel, resources, and systems for adequacy and equity.

Focus Area: 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 development process.

	Meets the Standard:	Does Not Meet the Standard:	SCORE:
Products: <ul style="list-style-type: none"> • Align to standards • Articulate and well organized • Demonstrates full completion • Reflection 	<p>The candidate produces the following: a copy of the reviewed school budget initialed by the internship principal, a report that contained the following: details of how the budget resources are used; how the resources are evaluated for adequacy, assessed for effectiveness and efficiency; and recommendations for improvement. The final report addresses the impact of the budget on NCLB student subgroups such as Limited English Proficiency, special education and economically disadvantaged.</p>	<p>The candidate does not produce a copy of the reviewed school budget initialed by the internship principal. The report does not contain the following: details of how resources are used; how the resources are evaluated for adequacy and/or assessed for effectiveness and efficiency. The candidate makes inadequate or inappropriate recommendations for budget improvements and/or, the final report does not specifically address the impact of the budget on NCLB student subgroups such as Limited English Proficiency, special education and economically disadvantaged.</p>	1 / 0
Quality: <ul style="list-style-type: none"> • Beginning principal like or better • Complete • Accurate 	<p>The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate meets or exceeds the standards measured on this assessment.</p>	<p>The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate does not meet or exceed the standards measured on this assessment.</p>	1 / 0
Candidates must MEET 5 of 5 to demonstrate competency		TOTAL SCORE	

Assessment # 3 – Demonstrate comprehensive understanding and performance in conducting school-wide management of personnel, resources, and systems for adequacy and equity.

Focus Area: 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.

	Meets the Standard:	Does Not Meet the Standard:	SCORE:
Content: <ul style="list-style-type: none"> Standards = 1A, 1B, 1D, 2E, 2G, 2H, 3A, 3B, 4A, 5A Appropriateness of the content 	The candidate clearly incorporates the mission of the school in determining and analyzing the two different systems (one instructional and one management). The candidate creates an assessment tool for analysis to utilize in developing recommendations for improvement in the final report.	The candidate does not clearly incorporate the mission of the school in determining and analyzing the two different systems (one instructional and one management). The candidate's assessment tool for analysis lacks development for accurate and worthwhile recommendations for improvement in the final report.	1 / 0
Process: <ul style="list-style-type: none"> Follows theory to practice Logical & Sequential Understandable Achieves the purpose 	The candidate 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.	The candidate is unable to demonstrate an understanding of two school systems (instructional and management). The assessment is not accurate for use in analysis of the two systems. The analysis is unconnected to practical recommendations for improvement.	1 / 0
Outcomes/Reflection: <ul style="list-style-type: none"> Clearly stated and demonstrated Data supports the results Candidate reflects on her/his role in the process 	The candidate clearly states the outcomes and expectations of analyzing two systems (one instructional and one management) through reviewing data, systems, creating an assessment tool, evaluating effectiveness, recommendations, and reporting findings to the principal. The candidate is able to reflect on her/his involvement in the project and the impact the recommendations will have on the school.	The candidate does not clearly state the outcomes and expectations of analyzing two systems (one instructional and one management). The reviewed data is lacking, the assessment is ineffective and lacks connection to the recommendations, and the reported findings are not appropriate. The candidate is lacking in the reflection on her/his involvement in the project and the impact the recommendations will have on the school.	1 / 0
Products: <ul style="list-style-type: none"> Align to standards Articulate and well organized Demonstrates full completion Reflection 	The candidate produces a report that contains the following: a clear connection of recommended changes to the mission of the school; a mapping of two systems (one instructional and one management); an assessment tool used for the systems' evaluation; an analysis of the data; and recommendations for improvement.	The candidate is unable to produce a report that contained clear connections of recommended changes to the mission of the school; an analysis of two systems in the school (one instructional and one management); an assessment tool used for analysis; and recommendations for improvement.	1 / 0
Quality: <ul style="list-style-type: none"> Beginning principal like or better Complete Accurate 	The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate meets or exceeds the standards measured on this assessment.	The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate does not meet or exceed the standards measured on this assessment.	1 / 0
Candidates must MEET 5 of 5 to demonstrate competency		TOTAL SCORE	

Appendix 5
Illinois Principal Preparation Program
Sample Worksheet for Candidate Mastery of the SREB Critical Success Factors and Activities

Principal Preparation Programs ensure that each candidate demonstrates the **participation** level in 100% of the activities associated with the SREB Critical Success Factors and Activities. **Participation level refers to the candidate's opportunity to join/share in the activity and the decision making that may result from the activity.**

Principal Preparation Programs ensure that each candidate demonstrates the **leadership** level in 80% of the activities associated with the SREB Critical Success Factors and Activities. **Leadership level refers to the candidate's opportunity to plan, direct, and develop activities and oversee decision-making that may be required by or result from the activity.**

Please describe the internship experience that includes the SREB activities.

Please describe the assessment used to determine the candidate's proficiency.

Mark a P or L if the internship experience represents the participation level (P) and/or the leadership level (L).

SREB Critical Success Factor 1		Internship Experiences	Describe Assessment Used to Determine Proficiency	Levels	
The school leader is 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. Aligns with 2008 ISLLC Standard 1 Functions A-E				Participation (P)	Leadership (L)
Internship requires...				P	L
Activity 1a.	...working with teachers to implement curriculum that produces gains in student achievement as defined by the mission of the school.				
Activity 1b.	...working with the administration to develop, define and/or adapt best practices based on current research that supports the school's vision.				
Activity 1c.	...working with the faculty to develop, define and/or adapt best practices based on current research that support the school's vision.				
Activity 1d.	...assisting with transitional activities for students as they progress to higher levels of placement (i.e. elementary to middle, middle to high school, high school to higher education).				

SREB Critical Success Factor 2		Internship Experiences	Describe Assessment Used to Determine Proficiency	Levels	
The school leader is able to set high expectations for all students to learn high-level content.				Participation (P)	Leadership (L)
Aligns with 2008 ISLLC Standard 2 Functions A-I					
Internship requires...				P	L
Activity 2a.	...developing/overseeing academic recognition programs that acknowledge and celebrate student’s success at all levels of ability.				
Activity 2b.	...activities resulting in raising standards and academic achievement for all students and teachers.				
Activity 2c.	...authentic assessments of student work through the use and/or evaluation of rubrics, end of course tests, projects.				

SREB Critical Success Factor 3		Internship Experiences	Describe Assessment Used to Determine Proficiency	Levels Participation (P) Leadership (L)	
The school leader is able to recognize and encourage implementation of good instructional practices that motivate and increase student achievement. Aligns with 2008 ISLLC Standard 2 Functions A-I					
Internship requires...				P	L
Activity 3a.	...using a variety of strategies to analyze and evaluate the quality of instructional practices being implemented in a school.				
Activity 3b.	...working with teachers to select and implement appropriate instructional strategies that address identified achievement gaps.				
Activity 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.				
Activity 3d.	...working with a group of teachers to unwrap adopted standards and develop assignments and assessments aligned with the standards.				
Activity 3e.	...working with a school team to monitor implementation of an adopted curriculum.				
Activity 3f.	...involvement in the work of literacy and numeracy task forces.				
Activity 3g.	...working with curriculum that is interdisciplinary and provides opportunities for students to apply knowledge in various modalities across the curriculum.				

SREB Critical Success Factor 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. Aligns with 2008 ISLLC Standard 5 Functions A - E		Internship Experiences	Describe Assessment Used to Determine Proficiency	Levels	
				Participation (P)	Leadership (L)
Internship requires...				P	L
Activity 4a.	...working with staff to identify needs of all students.				
Activity 4b.	...collaborating with adults from within the school and community to provide mentors for all students.				
Activity 4c.	...engaging in activities designed to increase parental involvement.				
Activity 4d.	...engaging in parent/student/school collaborations that develop long term educational plans for students.				

SREB Critical Success Factor 5 The school leader is able to use data to initiate and continue improvement in school and classroom practices and student achievement. Aligns with 2008 ISLLC Standard 4 Functions A-D		Internship Experiences	Describe Assessment Used to Determine Proficiency	Levels	
				Participation (P)	Leadership (L)
Internship requires...				P	L
Activity 5a.	...analyzing data (including standardized test scores, teacher assessments, psychological data, etc.) to develop/refine instructional activities and set instructional goals.				
Activity 5b.	...facilitating data disaggregation for use by faculty and other stakeholders.				

SREB Critical Success Factor 6 The school leader is able to keep everyone informed and focused on student achievement. Aligns with 2008 ISLLC Standard 4 Functions A-D		Internship Experiences	Describe Assessment Used to Determine Proficiency	Levels Participation (P) Leadership (L)	
Internship requires...				P	L
Activity 6a.	...analyzing and communicating school progress and school achievement to teachers, parents and staff.				
Activity 6b.	...gathering feedback regarding the effectiveness of personal communication skills.				

SREB Critical Success Factor 7 The school leader is able to make parents partners in their student's education and create a structure for parent and educator collaboration. Aligns with 2008 ISLLC Standard 4 A-D		Internship Experiences	Describe Assessment Used to Determine Proficiency	Levels Participation (P) Leadership (L)	
Internship requires...				P	L
Activity 7a.	...working in meaningful relationships with faculty and parents to develop action plans for student achievement.				

SREB Critical Success Factor 8 The school leader is able to understand the change process and has the leadership and facilitations skills to manage it effectively. Aligns with 2008 ISLLC Standard 3 Functions A-E		Internship Experiences	Describe Assessment Used to Determine Proficiency	Levels Participation (P) Leadership (L)	
Internship requires...				P	L
Activity 8a.	...working with faculty and staff in professional development activities.				
Activity 8b.	...inducting and/or mentoring new teaching staff.				
Activity 8c.	...building a “learning community” that includes all stakeholders.				

SREB Critical Success Factor 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. Aligns with 2008 ISLLC Standard 3 Functions A-E		Internship Experiences	Describe Assessment Used to Determine Proficiency	Levels	
Participation (P) Leadership (L)					
Internship requires...				P	L
Activity 9a.	...study groups, problem solving sessions and/or ongoing meetings to promote student achievement.				
Activity 9b.	...scheduling, developing and/or presenting professional development activities to faculty that positively impact student achievement.				

SREB Critical Success Factor 10 The school leader is able to organize and use time in innovative ways to meet the goals and objectives of school improvement. Aligns with 2008 ISLLC Standard 3 Functions A-E		Internship Experiences	Describe Assessment Used to Determine Proficiency	Levels Participation (P) Leadership (L)	
Internship requires...				P	L
Activity 10a.	...scheduling of classroom and/or professional development activities in a way that provides meaningful time for school improvement activities.				
Activity 10b.	... scheduling time to provide struggling students with the opportunity for extra support (i.e. individual tutoring, small group instruction, and extended block time) so that they may have the opportunity to learn mastery.				

SREB Critical Success Factor 11 The school leader is able to acquire and use resources wisely. Aligns with 2008 ISLLC Standard 3 Functions A-E		Internship Experiences	Describe Assessment Used to Determine Proficiency	Levels Participation (P) Leadership (L)	
Internship requires...				P	L
Activity 11a.	...writing grants or developing partnerships that provide needed resources for school improvement.				
Activity 11b.	...developing schedules that maximize student learning in meaningful ways with measurable success.				

SREB Critical Success Factor 12 The school leader is able to obtain support from the central office and from community and parent leaders for their school improvement agenda. Aligns with 2008 ISLLC Standard 6 Functions A-C		Internship Experiences	Describe Assessment Used to Determine Proficiency	Levels Participation (P) Leadership (L)	
Internship requires...				P	L
Activity 12a.	...working with faculty to communicate with school board and community stakeholders in a way that supports school improvement.				
Activity 12b.	...working with faculty, parents and community to build collaboration and support for the school's agenda.				

SREB Critical Success Factor 13 The school leader is able to continuously learn and seek out colleagues who keep them abreast of new research and proven practices. Aligns with 2008 ISLLC Standard 4 Functions A-D		Internship Experiences	Describe Assessment Used to Determine Proficiency	Levels Participation (P) Leadership (L)	
Internship requires...				P	L
Activity 13a.	...working with faculty to implement research-based instructional practices.				
Activity 13b.	...working with professional groups and organizations.				