The <u>L</u>eadership to <u>I</u>ntegrate the Learning <u>C</u>ontinuum (LINC) Tool Kit:

Redesigning principal preparation programs across four Illinois institutions

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The <u>L</u>eadership to <u>I</u>ntegrate the Learning <u>C</u>ontinuum (LINC) Tool Kit:

Redesigning Principal Preparation Programs Across Four Illinois Institutions

Robin Miller Young, Erika Hunt, and Lisa Hood

Background

In spring 2011, legislation was passed by the state of Illinois legislature that changed the principal certification from a K-12 certificate to a P-12 certificate, making Illinois one of the first in the nation to certify principals across the entire grade span from Preschool through Grade 12. As a result of this legislation, all principal preparation programs in Illinois are required to incorporate new content and field experiences so principals are capable and effective leaders of school communities and programs that address student learning and school improvement for young children (i.e., students in early childhood programs), English Language Learners (ELLs), and students with disabilities (i.e., have an Individualized Education Program – IEP). By 2014, all preparation programs must be approved by the Illinois Teacher Certification Board under the new program criteria or face being shut down.

The LINC Project staff has provided technical assistance to principal preparation stakeholders in Illinois in three ways. First, the support includes the provision of technical assistance and resources to build statewide capacity to develop a comprehensive system of P-12 leadership development programs across the state. This involved working with representatives from state agencies who oversaw the program approval process. The second type of support was to conduct awareness and outreach efforts to scale-up and sustain leadership development across the state. The third level of support was with providing technical assistance to a consortium of four (4) Illinois principal preparation programs throughout their redesign process. These four programs include, in alphabetical order: Illinois State University (ISU – Normal, IL), Loyola

University (Chicago, IL), North Central College (NCC – Naperville, IL) and Western Illinois University (WIU – Macomb, IL). The results of the third strategy are the focus of this "Toolkit".

Tool Kit Development

Throughout the second year of the two-year pilot, representatives of each institution's program were interviewed by a LINC project staff member. An interview protocol had been developed and each program contact (and/or contact "team") answered the questions in an in-person (Loyola), phone call (ISU and NCC) or a Skype (WIU) format. The interview notes were typed and then sent back out to the program contacts for clarification. Narrative drafts were then developed of each program's section and these were sent back out to the program staff. Content and format of the narrative sections were finalized and program artifacts were submitted by each program's redesign contact and/or team. A proposed citation format for each section is provided so that the reader can properly note those individuals from the four programs who contributed to writing this document; other redesign contributors to each program's redesign efforts are listed within each program's narrative. The *Leadership to Integrate the Learning Continuum (LINC) Tool Kit* is available in a print format as a bound document and an electronic format as a PDF.

Artifacts and Copyright

The LINC Project staff members gratefully acknowledge the generous offer of the four participating institutions [Illinois State University, Loyola University (Chicago), North Central College, and Western Illinois University] to share artifacts from their redesign efforts. These artifacts have been included in an Artifact Appendix, aligned with each program's narrative of their redesign experience. All artifacts are the intellectual property of the employing institutions and/or authors who are listed on the document. Please note the copyright statement below that is also listed immediately prior to each section's Artifact Appendix:

The Illinois State University (ISU) Redesign of the Principal Preparation Program

Linda L. Lyman, Kristina Astrid Hesbol, Robin Miller Young

Context of the Program

Illinois State University (ISU) was established as a teacher education institution and has evolved into a university serving multiple purposes with degree programs at the bachelor's, master's and doctoral levels. Located in Normal, IL near the geographic center of the state, it had an on-campus total enrollment of more than 20,000 students in fall 2012; undergraduate students accounted for more than 18,200 of the enrollees, and graduate students numbered more than 2,200 according to the ISU Office of Planning, Research and Policy Analysis in March 2012. The twin-city communities of Bloomington-Normal are an easily accessed transportation hub. The ease with which graduate students can access the campus contributes to the enrollment of candidates in the master's and doctoral programs in the Educational Administration and Foundations Department (EAF). The population of Bloomington in 2013 was 76,600. The population of Normal was close to 53,000.

In terms of the faculty demographics, the EAF Department consists of a total of 22 faculty divided among four areas, with the current P12 area faculty including three women and two men. The EAF Department anticipates hiring a new faculty member in 2013. That position will be filled by a candidate who is qualified to contribute to the implementation of the new Principal Preparation Program. Graduates of ISU's Principal Preparation Program have historically included approximately an equal number of men and women. Applications for the new 15-member cohort to start in Fall Semester 2013 will be due May 15. ISU plans to begin a 15-member cohort annually.

In addition to the demographics of the community, faculty and students, another contextual variable of the redesign effort is the overall focus of the College of Education (COE) and the EAF Department in which the redesign effort was developed and where it will be housed/delivered. *Realizing the Democratic Ideal* is the COE's conceptual framework. The ISU program was designed in that context to meet the needs of the likely candidates who are currently employed in the surrounding school districts, within driving distance of the ISU campus. The successful candidates will likely accept leadership opportunities in this same geographic area, so ISU is preparing them to lead school communities where they are already working as aspiring leaders. Viewed from another perspective, at the same time the faculty is preparing them to lead in the changing communities and schools of the future, which may be quite different from today's realities, wherever the candidates end up geographically. The conceptual framework developed by the EAF faculty is: ***Practical Wisdom for Leaders: Connecting Theory to Practice***. It encompasses the following beliefs about leadership preparation:

> ➢ Leadership preparation features a dynamic relationship between practice and scholarship.
> ➢ Courses blend themes of Leadership, Learning, and Social Justice in the context of Practical Wisdom.
> ➢ Faculty honor diverse voices and multiple perspectives.
> ➢ Graduates are our partners in the field, building inclusive learner-centered communities.

Illinois State University (ISU) Redesign Process Description

The process to redesign the Principal Preparation Program at ISU took place in two

phases due to a transition in departmental leadership that occurred after the start-up work had begun. Specifically, work to revise the program was underway by Spring Semester 2011. Leading the process was Joe Pacha, at the time the Assistant Chair and member of the P12 area of the EAF Department. The Redesign Team members included the other P12 area faculty in the EAF Department: Joe Pacha, Linda Lyman, Kristina Hesbol, Neil Sappington, Betsy Lugg, Guy Banicki, and also Norm Durflinger who sat in on P12 meetings as director of the Center for the Study of Education Policy (CSEP). Two other members of the EAF faculty (former EAF Chair Patricia Klass and Interim EAF Chair Wendy Troxel) provided input into the design of the program assessment system.

When Joe Pacha retired in December 2011, a new point person was needed to maintain project momentum and to bring the work to completion. In February 2012, Linda Lyman was appointed Assistant to the Chair for Program Development and she took up the leadership mantle to complete the redesign with the faculty and its partners. Having been on sabbatical during the 2011 Fall Semester, she took stock of the work that had been completed and determined the team's next steps to complete the process. The state checklist for items required in a Principal Preparation Program application had changed some and so adjustments and rethinking were required. Documents in the Partnership, Internship, and Candidate Selection sections of the program application were complete and in good order.

An early decision had been made to involve the local Regional Office of Education (ROE # 17) as a partner in the redesign efforts with ROE leadership provided by Assistant Regional Superintendent Diane Wolf. In the state of Illinois, a ROE serves as an intermediate-level service provider of the Illinois State Board of Education (ISBE). Located in Normal, ROE # 17 was ideally positioned to serve in a brokering role with its districts. The partnership documents

(MOUs) were created in collaboration with ROE # 17 superintendents, who comprised a temporary advisory committee. Linda Lyman's leadership expanded the partnership with faculty deciding to involve ROEs #43, #53, and #48. Simultaneously school district partnership MOUs were signed with 28 districts. (See ISU Artifact Appendix for Items 1 and 2, the sample *MOU ROE and Sample MOU School District Partnership Agreements*). The ROE partnership expansion was cultivated to support internships for the candidates from the larger geographical area served by ISU. Some schools and districts will not be able to provide all the internship experiences required of candidates, but these opportunities will be available through the ROE partnerships.

Two other developments in the redesign process occurred in February 2012. First, P12 area faculty met and revisited a previous statement on the department's philosophy of leadership preparation from an earlier NCATE review; consequently, they developed a conceptual framework for the new Principal Preparation Program grounded in Practical Wisdom. The previously quoted guiding conceptual framework and four associated beliefs contributed to program coherence. Monitoring the coherence of the program application happened throughout the redesign process through construction of a variety of curriculum alignment documents. (See ISU Artifact Appendix for Item 3, the *ISLLC* Standards *Alignment with the Program Course Field Experiences*.) This document demonstrates the principle of redundancy in the design of the program assessments, with each standard addressed multiple times.

Also in February 2012, the LINC Staff (Leadership to Integrate the Learning Continuum) of the Center for the Study of Education Policy (CSEP) were invited to the P12 area meeting to restate and clarify the intentions of the Principal Preparation Program redesign efforts as developed in meetings of the Redesign Consortium (ISU, Loyola, NCC and WIU).

Subsequently, a brainstorming process resulted in a new 10-course plus internship program that included five completely new courses. Syllabi writing was divided among the faculty and completed with all required content and standards distributed among the courses. A final challenging step was for the P12 area faculty to meet as a group and review all the syllabi content before sending out a Curriculum Survey for input. When all the syllabi were completed in mid-April 2012, a Survey Monkey was sent out for feedback to all member districts of the four ROEs as well as selected current students and alumni. A total of 112 surveys were sent, with 36 replies received. The Curriculum Survey requested open-ended comments on the program, the conceptual framework, course titles, course descriptions, major topics, and field experiences for each of the courses. (See ISU Artifact Appendix for Items 4 and 5 from the Curriculum Survey, the *Sample of Curriculum Survey Items* and *Sample of Curriculum Survey Responses*.) As a result of this feedback, curriculum changes were made. The program redesign application was completed and submitted to SEPLB (State Educator Preparation and Licensure Board) on July 20, 2012. It was 484 pages long and approved by the state on September 7, 2012.

Participants in the redesign efforts. Initially, the only recruitment for redesign assistance from outside the university was to invite ROE #17 participants. Through the leadership of the Assistant Regional Superintendent Diane Wolf, superintendents of the member districts joined the project. Later in the process when the ROE partners expanded to four, ISU involved superintendents of all four partner ROEs in the curriculum development process plus the 28 district partners through a Survey Monkey Curriculum Survey questionnaire, described previously. As of March 2013, each ROE has selected superintendents to serve on the School Districts' Advisory Committee (10 total) and this representative ongoing group will hold its first meeting April 8, 2013. Membership will rotate among the partner districts.

Length of time to complete process. As noted earlier, the P12 faculty redesign effort commenced in January 2011 and was complete in July 2012. The ISU redesigned Principal Preparation Program has been approved by ISBE (9/7/12), the department faculty, the COE curriculum committee, the Council for Teacher Education, and approval from the Graduate School is expected in March 2013. From beginning of redesign to the final approval at the university level the redesign process has taken approximately two and a half years.

Setting the ISU redesign experience apart from that of the other LINC Consortium partners has been the order of the approval processes, with ISU choosing to seek state approval first before seeking university levels of approval. This decision led to the need for thoughtful planning and leadership to navigate the university approval process. Generally the critical decisions in the redesign process were made collaboratively by the P12 area faculty. However, new leadership instituted mid-process resulted in the critical decision to revisit the courses that had been previously planned. Re-examining the then existing line-up of courses was undertaken in spite of some resistance. The P12 group is just one subgroup of the department and approval from the entire department met some resistance. The lengthy approval process has caused the faculty to delay the original Summer 2013 start date until August when Fall semester classes begin. After final approval by the Graduate College, application materials are expected to be available April 1 on the EAF website and due by May 15. Candidates will be selected by June 15 and the initial cohort of 15 will begin classes Fall Semester 2013.

Challenges faced by the redesign team. Information on changes that needed to be made in the Principal Preparation Programs was readily available in the literature; however, most EAF P12 faculty began the redesign process thinking they had a good program already and some members were not eager to make any major changes. Challenges of change, including this basic

resistance to redesign, were met and resolved throughout the redesign process. Time constraints and meeting deadlines were constant challenges. Getting all the required levels of approval within the university system – even though the program had official ISBE approval – as has been previously described was a more lengthy challenge than had been anticipated.

Revised ISU Principal Preparation Program Description

The 36-hour cohort model new Principal Preparation Program, with a target of 15 students, is expected to begin Fall Semester 2013. The 10 courses and the internship are scheduled to be completed from August 2013 to May 2016. (See ISU Artifact Appendix for Item 6, the *Concise Overview of the Program*.) The Principal Preparation Program at ISU has always been coherent and cohesive. Now the structure of that coherence has changed to correspond to what the state has required and to put more emphasis on leadership practices that enhance and promote student learning. The relationships among course content, course field experiences assessments, and internships experiences are coherent and tightly linked. The 25 field experience assessments in the courses were created to prepare students for the internship experiences and will be scored using the state rubric model for the internship experiences.

Candidate recruitment and selection processes. Recruitment information about the program and how to apply is posted on the EAF Department website. As of March 11, inquiries had been received from 19 prospective students. Application information will be distributed by email to all superintendents from the member ROEs. Additionally, a flyer will be widely distributed throughout the state by email.

The candidate selection process is specified in the Candidate Selection Manual. It is a tight and rigorous application process. The candidates have to reach a high bar, which is what the literature on leadership preparation says needs to take place. Two full-time faculty members,

two of the ROE superintendents from the School Districts' Advisory Committee and possibly one ROE Regional or Assistant Superintendent will participate in the selection process. The process is described in the language below taken from the ISU Candidate Selection Manual:

Candidate selection from the pool of applications for the Principal Preparation Program at Illinois State University shall be made utilizing the following selection process:

2.1 – <u>Applications</u> - The ISU EAF Department's Admissions' Director will review all applicant files for completeness and determine when a file is complete – only completed files will be forwarded to the Admissions Committee for review.

2.2 – <u>Admissions Committee</u> - The Admissions Committee will be comprised of the following: 2 ISU Faculty members appointed by the EAF Department Chair; 2 PK-12 School District Partner Superintendents/Designees selected by the School Districts Advisory Committee or partners; and/or an ROE Representative.

2.3 – <u>Applications Review</u> - The Admissions committee will meet at times as necessary to review candidate applications and to select potential candidates to interview in person. The Admissions Committee will review and evaluate all submitted complete admissions files using the Applicant Scoring Sheet and submitted portfolios using the Portfolio Guide and Scoring Guide.

2.4 – <u>Determination of Interviewees</u> - The Admissions Committee will use the Applicant Scoring Sheet to make a determination as to whether to invite the applicant for a face-to-face interview with the Committee and to complete a writing exercise. [The Committee will use the Applicant Scoring Sheet to guide its selection procedures after reviewing all applicant materials and the portfolio.]

2.5 – <u>Applicant Interviews Face-to-Face</u> - An applicant selected for a face-to-face interview will be interviewed by the Admissions Committee utilizing the Interview Questions and Scoring Guide developed for that purpose. The committee will randomly select at least one and no more than two questions from each "theme" to establish the questions for the face-to-face interview.

2.6 – <u>Applicant Written Scenarios</u> - After the face-to-face interview, the applicant will write a response to two selected scenarios from the Written Scenarios and Scoring Guide to demonstrate the candidate's potential leadership abilities as another means for determination of inclusion into the program.

2.7 – <u>Determination of Candidates</u> - Utilizing the Applicant Scoring Sheet scores and other data gathered in the face-to-face interview and writing scenario, the

Admissions Committee will determine whether or not an applicant has successfully met the requirements to be admitted to the EAF Principal Preparation Program as a candidate.

2.8 – <u>Notification of Candidate Selection</u> - The ISU EAF Department's Admissions' Director will notify applicants of the Admissions Committee's decision regarding admissions to the program. Successful program candidates will be given necessary materials for beginning the program along with the notice of the first face-to-face program introduction meeting.

Course content descriptions. Development and strategic integration of the new required content was part of the redesign challenge. The result is a stronger program that will enable principals to be effective school leaders of communities inclusive of young learners, children who are ELLs (English Language Learners), and children with disabilities. Faculty previously 'in practice' in effect owned courses. As a group the P12 faculty took a hard look at the state requirements in order to decide how to include new content into the curriculum, and create and recreate courses as needed. The goal was to have required content in more than one course, demonstrating the principle of redundancy. The same faculty who developed the program will be teaching the program with two exceptions. They anticipate having one new faculty member, and an EAF faculty member from the Foundations area will teach EAF 433 Leading Learning for Equity and Social Justice.

According to one of the ISU Redesign Team members, "We are walking on the line of teaching things that will need to be internalized on the fly; it will be an interesting experience for everyone. The initiative of the faculty member really will make the difference in how each of the courses works. We have explicitly written that we will learn from the reciprocity with our students and partners."

Internships. ISU has developed an extensive Internship Manual to serve as a guide for candidates, mentor principals, and the university supervisor. All required experiences and

rubrics are included. The high quality field experiences in every course offer preparation for the Internship experiences. Using the internship style rubric to assess course field experiences will enable students to become familiar with that process before the actual internship. ISU will be able to offer these high quality and diverse learning experiences at all levels as a result of their coordinated partnerships with four ROEs and the 28 school districts. The onsite principal mentors will be of the student's choice and must meet the state qualification requirements. Again, ROEs will provide back-up resources if needed and coordinate with the University Supervisor when a candidate needs to go off-site for a mentor for a particular experience or level of experience. Faculty studied the requirements for the internship and then built similar activities into the courses. Resources employed include those available on the NAEYC website (National Association for the Education of Young Children: http://www.naeyc.org/), various ELL resources, and the LINC Curriculum Module (http://leadershiplinc.illinoisstate.edu/LINC-Training/).

Assessments. As previously described, course assessments will be field experiences. The candidates' progress throughout the preparation program will be assessed and monitored, formally and informally, through an extensive and intensive data gathering system. The candidates are assessed every semester through course field experience performance and through review of the journals documenting speaking skill development and perceived leadership skill development. Data from all sources will be reviewed as indicated in the system developed. (See ISU Artifact Appendix for Item 7, the *Data Gathering System for Program Improvement*.) Finally, evaluation of the ISU program graduates will be conducted once they have been hired and are serving their school communities. The exact means to accomplish this important objective has yet to be determined.

Program evaluation/continuous improvement. To know that the desired outcomes are being produced, during the program ISU will rely on the *Data Gathering System for Program Improvement* they have created. Their partners will be contributing to this process through surveys sent to each partner district and to the members of the School Districts' Advisory Committee. (See ISU Artifact Appendix for Item 8 for description of the *Partnership Agreement Program Improvement Process and Tools*). Once candidates have graduated and are in principal positions, they will rely on outreach and information gathering from the field through the ROEs regarding their graduates' performance. The exact processes for doing that have not yet been determined. They believe that their extensive partnership system will provide them with information from the field about the success of their program in developing outstanding principals. Artifacts to be used in the program evaluation/continuous improvement system have already been described.

Innovative and Best Practices

The ISU Redesign Team has identified six "Innovative and "Best Practices" that are noteworthy aspects of their program.

1. <u>Multi-Partnership design</u> with 4 ROE and 28 District partners.

2. <u>Use of field experiences for required course assessments.</u>

3. <u>Field experiences assessed by rubrics patterned after the required internship assessment rubrics.</u> (See ISU Artifact Appendix for Item 9, sample new course *EAF 435 Leading Learning for Stages of Mind.*)

4. <u>Data-Gathering for Program Assessment System</u>. The extensive system has summative and formative layers, and includes data gathering for quantitative and qualitative items. Four different surveys that will be routinely completed by partners. There is a schedule

of semester-by-semester monitoring of student progress and program quality as a basis for making changes. We also will interview the candidates and the mentor principals to ensure quality.

5. *EAF 435 Leading Learning for Stages of Mind* is a new course featuring leadership applications of educational neuroscience to enhance learning capacities from early childhood through adulthood. (See ISU Artifact Appendix for Item 9 for this course syllabus.)

6. Candidate Journaling – Candidates will keep journals in each course tracking their progress toward leadership skills, and also progress in developing public speaking skills. A public speaking strand will be based on Invitational Rhetoric, an approach to speaking with multi-cultural and diverse audiences in a way that invites transformation. Candidates' on-going reflective journal entries will be reviewed every semester by faculty to monitor student progress. (See ISU Artifact Appendix for Item 9, the EAF 435 course syllabus that contains directions to students about keeping these journals).

Recommended citation for this section of Tool Kit:

Lyman, L.L., Hesbol, K.A., & Young, R.M. (2013). The Illinois State University (ISU) redesign of the principal preparation program. In R.M. Young, E.L. Hunt, and L. Hood (Eds.), *The Leadership to Integrate the Learning Continuum (LINC) Tool Kit: Redesigning principal preparation programs across four Illinois institutions* (pp. 1-13). Normal, IL: Center for the Study of Education Policy, Illinois State University.

Illinois State University (ISU) Artifact Appendix Index

Item 1 = Sample MOU ROE Partnership Agreement

Item 2 = Sample MOU School District Partnership Agreement

Item 3 = ISLLC Standards Alignment with Program Course Field Experiences

Item 4 = Sample of Curriculum Survey Items

Item 5 = Sample of Curriculum Survey Responses

Item 6 = Concise Overview of the Program

Item 7 = Data Gathering System for Program Improvement

Item 8 = Partnership Agreement Program Improvement Process and Tools

Item 9 = EAF 435 Leading Learning for Stages of Mind course syllabus

Memorandum of Understanding
Between Illinois State University and _____Regional Office of Education
Regarding a Partnership to Support Principal Preparation

In support of creating a pool of highly-qualified candidates to fill principal and assistant principal vacancies, Illinois State University (ISU) and the Regional Office of Education #__ (ROE #__) make the following agreements:

That ISU will:
1. Work in collaboration with ROE #__ as a "broker" for area PK-12 School Districts, to help in the identification, recruitment, and selection of school leadership students that all parties agree have the potential to be effective principals or assistant principals;
2. Work in collaboration with ROE #__ and area PK-12 School Districts, to design a principal preparation program that is both rigorous and relevant, and will produce high-quality, transformative school leaders;
3. Working in collaboration with ROE #__, provide guidance to the area PK-12 School Districts on effective training and support for Mentor Principals;
4. Working in collaboration with ROE #__, help the PK-12 School Districts in defining the roles and responsibilities for the principal interns, Mentor Principals, and the University Supervisor;
5. Work collaboratively with ROE #__ to help ensure that PK-12 School Districts provide internship experiences in the required exposure of diverse populations (cultural and economic diversity, ELL/ESL, special education, gifted, and PK-12); (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);
6. Work cooperatively with ROE #__ to help ensure that PK-12 School Districts ensure that principal interns will be prepared to succeed in the state mandated summative assessments;
7. 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, supervision, evaluation, induction, mentoring new teachers; create a professional development plan; and show evidence of school-wide management of personnel and resources;
8. Work collaboratively with ROE #__ and the PK-12 School Districts in the creation of a continuous improvement process for this agreement that is informed by data collection.

The ROE will:
1. Agree to work in the spirit of cooperation as a "broker" for the PK-12 School Districts in establishing an environment within ROE #__ and the PK-12 School Districts that supports the successful transition of ISU students into their internship, and then into new roles as principals or assistant principals;
2. Collaborate with ISU and the PK-12 School Districts in the identification and selection process for principal preparation students at ISU. The program will admit students that

program partners agree have the potential to be effective principals or assistant principals and who meet the admissions requirements;

3. Collaborate with ISU where possible in providing appropriate internship and residency experiences, which will lead to candidates successfully securing an Illinois Principal Endorsement; including identifying resident placement sites;

4. Work collaboratively to ensure that all PK-12 School Districts' principals that host a principal intern meet the minimum qualification requirements set forth by the state;

5. Work collaboratively with ISU and the PK-12 School Districts to 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); (including participating in IEP and 504 meetings; the hiring, supervision and evaluation of teachers; and working with parents, the community, the School Board);

6. Participate as needed in regular principal prep program partnership meetings to ensure smooth operation of this agreement;

7. Agree to publically support the partnership and to establish resolutions and policies that are aligned with that support;

8. Work cooperatively to assist in any program evaluation by sharing relevant data available in the public domain.

Agreed on the date: _____by:

_____
Superintendent of the _____ Regional Office of Education #__

_____
Dean of the College of Education at Illinois State University

_____
Department Chairperson of the Educational Administration & Foundations Department at Illinois State University

Memorandum of Understanding for a Partnership
Between Illinois State University and the
PK-12_____ School District
Regarding an Agreement to Support Principal Preparation

In support of creating a pool of highly-qualified candidates to fill principal and assistant principal vacancies, Illinois State University (ISU) and the PK-12 _____
School District (PK-12 District) make the following partnership agreements:

That ISU will:

1. In collaboration with the PK-12 District, identify, recruit, and select school leadership students that both parties agree have the potential to be effective principals or assistant principals (see Partnership Description);
2. In collaboration with the ROE and the PK-12 District, design a principal preparation program that is both rigorous and relevant, and will produce high-quality, transformative school leaders;
3. Provide appropriate coursework and collaborate with the PK-12 District in providing appropriate internship experiences and assessments which will lead to candidates successfully securing an Illinois Principal Endorsement (see Internship Assessment section in the Principal Internship Manual);
4. Prepare students for the rigorous principal internship, and support them in their placements;
5. Provide guidance to the PK-12 District on effective training and support for Mentor Principals (see Mentor Training section in the Principal Internship Manual);
6. Collaborate with the ROE and the PK-12 District in defining the roles and responsibilities for the principal interns, Mentor Principals, and the University Supervisor;
7. Define how candidates will be assessed and how the PK-12 District's input will be utilized, and define expected competencies possessed by program completers;
8. Assure that University Supervisors will meet on site with the Mentor Principals at least four times throughout the year-long internship;
9. Assure that University Supervisors will maintain regular communication with Mentor Principals and provide frequent feedback to principal interns (see Communication section in the Principal Internship Manual);
10. Work with the PK-12 District to 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) (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;
11. Host a minimum of 4 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 and will cooperate with the PK-12 District in the design and delivery of the seminars;

Sample MOU School District Partnership Agreement

12. Lead regular principal preparation program partnership meetings in the development and implementation of a training program for internship mentors and faculty supervisors that support candidates' progress in observing, participating in, and demonstrating leadership during the internship to meet the SREB 13 Critical Success Factors and 36 associated competencies;
13. Lead regular principal preparation program partnership meetings to evaluate the program in making improvements based on the results of the evaluation;
14. Lead regular principal preparation program partnership meetings to evaluate the partnership in making improvements based on the results of the evaluation;
15. Lead regular principal preparation program partnership meetings to evaluate the role of each partner in making improvements based on the results of the evaluation;
16. Manage the mandated reporting requirements, participate in PK-12 District's evaluation processes, and provide information necessary for periodic progress reports and site visits, as needed;
17. Collaborate with the PK-12 District in the creation of a continuous improvement process that is informed by data collection (see Evaluation section in the Partnership Description and 12-15 above).

The PK-12 _____ School District will:

1. Agree to work in the spirit of cooperation in establishing an environment within the PK-12 District that supports the successful transition of ISU 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 ISU. The program will admit students that both parties agree have the potential to be effective principals or assistant principals;
3. Collaborate with ISU in providing appropriate internship experiences, which will lead to candidates successfully securing an Illinois Principal Endorsement (see Internship Experiences section in the Principal Internship Manual);
4. Support the rigorous principal internship by providing guidance to ISU including identifying resident placement sites;
5. Ensure that all the PK-12 District's principals that host a principal intern meet the minimum qualification requirements set forth by the state;
6. Collaborate with ISU 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. 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 ISU;
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) (including experiences in participating in IEP and 504 meetings; the hiring, supervision and evaluation of teachers; and working with parents, the community, the School Board;

Sample MOU School District Partnership Agreement

9. Support the students' successful completion of the state's principal performance assessments;
10. Communicate with ISU regarding changes to school district policies that might impact principals, assistant principals, and/or principal interns;
11. Host meetings designed to introduce principal interns to the district departments and other school leaders;
12. Participate in regular principal preparation program partnership meetings in the development and implementation of a training program for internship mentors and faculty supervisors that support candidates' progress in observing, participating in, and demonstrating leadership during the internship to meet the SREB 13 Critical Success Factors and 36 associated competencies;
13. Participate in regular principal preparation program partnership meetings to evaluate the program in making improvements based on the results of the evaluation;
14. Participate in regular principal preparation program partnership meetings to evaluate the partnership in making improvements based on the results of the evaluation;
15. Participate in regular principal preparation program partnership meetings to evaluate the role of each partner in making improvements based on the results of the evaluation;
16. Agree to publically support the partnership and to establish resolutions and policies that are aligned with that support;
17. Work cooperatively to assist in any program evaluation by sharing school profiles and relevant data available in the public domain.

Agreed on the date: _____ by:

_____
Superintendent of the PK-12 _____School District

_____
Dean of the College of Education, Illinois State University

_____
Department Chairperson of the Educational Administration & Foundations Department, College of Education, Illinois State University

Appendix Section 4.A.3-1 – ISLLC 2008 Standards Alignment with Program Course Field Experiences

EXPLANATORY NOTE: Reading the data table below, the number 1 in a course column represents that the row's standard/function is assessed in course Field Experience #1; the number 2 represents course Field Experience #2; and the number 3 represents course Field Experience #3. For example, reading across the first row in the table below, indicates that Standard 1.A is assessed a total of 11 times in 11 different field experiences, across 6 different courses. Reading down a column indicates which standards are addressed in a particular course, and in which field experiences.

ISLLC 2008 STANDARDS ALIGNMENT WITH COURSE FIELD EXPERIENCES
(Numbers in the Data Table in the course columns indicate particular Field Experiences in each course.)

STANDARDS AND FUNCTIONS	430	431	432	433	434	435	436	437	438	439
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										
A. Collaboratively develop and implement a shared vision and mission	1 3			1 2	1 2	1 2		1		1 2
B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning	2 3		2 3	2	1 2	2	1 2 3	1 2 3		
C. Create and implement plans to achieve goals	3		3		1 2	1 2			2	1 2
D. Promote continuous and sustainable improvement	1 2 3		3	1	1 2	2				2
E. Monitor and evaluate progress and revise plans	3		3		1	1 2				2
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										
A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations	3		2 3		1 2	1 2		1 2	1	
B. Create as comprehensive, rigorous, and coherent curricular program	1 3				1	1		1		1 2
C. Create a personalized and motivating learning environment for students						1 2		1 2		

ISLLC 2008 Standards Alignment with Program Course Field Experiences

STANDARDS AND FUNCTIONS	430	431	432	433	434	435	436	437	438	439
			3							
D. Supervise instruction					1 2			1		
E. Develop assessment and accountability systems to monitor student progress	3				1			2 3		
F. Develop the instructional and leadership capacity of staff	1 3			1	1 2	1		3		1 2
G. Maximize time spent on quality instruction					1	1		1		2
H. Promote the use of the most effective and appropriate technologies to support teaching and learning	1 3			1	1 2	1		1 2		
I. Monitor and evaluate the impact of the instructional program	3				1		1 2 3	1 3		2

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

A. Monitor and evaluate the management and operational systems	2 3					2	2 3			
B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources	2 3						1 2 3			
C. Promote and protect the welfare and safety of students and staff		1 2 3					2 3			
D. Develop the capacity for distributed leadership	1 3		1		1	1				
E. Ensure teacher and organizational time is focused to support quality instruction and student learning					2	1				2

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

A. Collect and analyze data and information pertinent to the educational environment	1 3		3	1	1 2				1	
B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources	2 3	3			1	2			2	
C. Build and sustain positive									1	

STANDARDS AND FUNCTIONS	430	431	432	433	434	435	436	437	438	439
relationships with families and caregivers	2 3		2			2			2	
D. Build and sustain productive relationships with community partners	3		2			2			2	
5. An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner										
A. Ensure a system of accountability for every student's academic and social success	3	1 3		2	1	2	1 2 3	3		
B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior	1 3		1 3	1 2	1					1 2
C. Safeguard the values of democracy, equity, and diversity	1 2	3	1	1 2	1					
D. Consider and evaluate the potential moral and legal consequences of decision-making	1 3	1 2 3	1	1	1					
6. And education leader promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context										
A. Advocate for children, families, and caregivers	3	1 2 3		1	1			1 2 3	1	2
B. Act to influence local, district, state, and national decisions affecting student learning	2 3	1 2				2				
C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies	2	1 2	2	1	1	1 2			1	

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New Principal Program Draft Curriculum Feedback

1. New Principal Program Draft Curriculum Feedback

We are requesting your review of 10 proposed courses for the new Principal Preparation Program being designed at Illinois State University. We invite you to offer perspectives from the field of practice to enhance these courses. On each course review page you will find COURSE TITLE, CATALOG DESCRIPTION, COURSE OVERVIEW, PRELIMINARY LIST OF TOPICS, and COURSE FIELD EXPERIENCES. There are several TEXT BOXES provided for your input and comments on each of these components. Three questions at the end of the survey ask for open ended comments about more general program components.

Please remember to SAVE your responses as you go in case you are not able to complete the survey in one sitting. You can revisit your saved work at any time. The courses are presented in no particular order.

EAF PK12 faculty plan to discuss the survey responses on April 24. We thank you in advance for your thoughtful responses and feedback on this draft curriculum. As a faculty we look forward to strengthening relationships with practitioners in an ongoing collaboration to prepare outstanding principals.

Linda L. Lyman, Ph.D.
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Department of Educational Administration and Foundations
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New Principal Program Draft Curriculum Feedback

2.

1. Conceptual Framework

EAF PK12 faculty have designed this new principal preparation program curriculum based upon our conceptual framework: Practical Wisdom for Principals. The following is our statement of that Conceptual Framework:

PRACTICAL WISDOM FOR PRINCIPALS
Leadership preparation features a dynamic relationship between practice and scholarship.
Courses blend themes of Leadership, Learning, and Social Justice in the context of Practical Wisdom.
Program design emphasizes an aligned systems research-based view of P20 education.
Faculty honor diverse voices and multiple perspectives.
Graduates are our partners in the field, building inclusive learner-centered communities.

How could the above Conceptual Framework statement be enhanced?
Please make suggestions in the response box below.

New Principal Program Draft Curriculum Feedback

3.

2. COURSE 1: Principal as Change Agent

CATALOG DESCRIPTION:
Course provides exploration of leadership practice/theory, change processes/models, communications skills, and frameworks for building learning cultures that support sustainable change

COURSE OVERVIEW:
Course readings, activities, and field experiences will develop skills of future principals to lead proactively and ethically in the direction of equitable change. Reframing is a key skill. The ability to bring about change depends on leadership beliefs and practices that build trust by honoring the role of faculty, families, and community partners in creating a school where all students experience high levels of success. A leader's ability to use invitational communication contributes to building a learning culture that supports success for all students. The course will feature in-depth exploration of emerging conceptions of leadership and multiple change processes/models for continuing improvement of learning and achievement. Through speaking and communication skills developed in the course a principal will be able to engage others in bringing about and sustaining the collaborative building-level vision of learning success for all students.

After reviewing the two items above, please add in the response box below any changes that you would suggest.

Sample of Draft Curriculum Survey Items and Responses

New Principal Program Draft Curriculum Feedback

3. PRELIMINARY LIST OF TOPICS

After reviewing the list, please add to the response box below any TOPICS and Subtopics that you think would enhance this course.

LEADERSHIP
Understands emerging conceptions of collective leadership
Practices collaborative visioning
Practices distributed leadership
Practices adaptive leadership
Distinguishes technical and adaptive challenges
Able to reframe issues and problems to facilitate progress in problematic circumstances
Demonstrates intellectual and ethical commitments that support realizing the democratic ideal

CHANGE PROCESSES/MODELS
Understands and can use appropriately several change processes and models
Familiar with principles and practices of turnaround school leadership
Develops a plan for building specific school change processes for continual and sustainable improvement
Social justice, equity, confidentiality, acceptance, and respect within the school community are values motivating change to support learning of all students
Develop resilience to uphold core values and persist in the face of resistance and adversity

EFFECTIVENESS AS A CULTURE BUILDER
Shows ability to "read" cultures
Demonstrates skill in building a positive school culture
Able to transform toxic school cultures through renewal strategies
Understands and practices principles of reculturing
Values cultural lore and traditions in schools
Recognizes that a school's highest calling is expressed as values, vision, and mission
Creates ceremonies and builds traditions that bring culture alive as a positive force that supports academic achievement and social and emotional learning
Builds trust by connecting to parents and communities
Implement policies and procedures that support democratic values, equity, and diversity

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New Principal Program Draft Curriculum Feedback

COMMUNICATION
Understands and uses principles of invitational rhetoric to plan for presentations

Communicates effectively and respectfully with diverse groups

Speaks with presence

Engages in relational dialogue

Communication skills improve school's educational environment

Displays effective oral and written communication with community partners

CHANGE FORCES AFFECTING SCHOOLS
State and Federal Policy

Technology

Diversity

Globalization

Increased Poverty

After reviewing the list, please add to the response box below any **TOPICS** and Subtopics that you think would enhance this course. Other comments are also invited.

Sample of Draft Curriculum Survey Items and Responses

New Principal Program Draft Curriculum Feedback

4. COURSE FIELD EXPERIENCE 1-A

A. After completing course readings on Distributed Leadership, observe for a six week period how your principal distributes leadership. Consider the practice of distributed leadership in a written report to the principal. Include a discussion of the different ways in which your principal distributes leadership to the faculty and staff. In analyzing what you see consider the following questions, making sure to refer to course readings and class discussions:

Is the distribution equitable?

Is the distribution according to skills, or known and defined criteria?

Is the principal's practice of distributed leadership effective?

How could it be improved?

Conclude the report by comparing and contrasting your principal's practice of distributed leadership with types of distributed leadership suggested in the readings.

Please write in the space provided below any changes you would suggest to enhance this experience.

New Principal Program Draft Curriculum Feedback

5. COURSE FIELD EXPERIENCE 1-B

B. Arrange to give and document feedback about a presentation to your school faculty regarding an emerging state and/or national trend and/or initiative that might affect the school's effectiveness positively or negatively by causing or requiring change. Use 11 basic components create an invitational speaking plan to focus on one or more interactional goals. Consider whether the trend/initiative presents a technical or adaptive challenge. Examine potential effects on faculty and staff, students and families, and/or the community as a whole. Gather feedback on your presentation from those attending by using the EAF Presentational Speaking feedback form.

Please write in the space provided below any changes you would suggest to enhance this experience.

New Principal Program Draft Curriculum Feedback

6. COURSE FIELD EXPERIENCE - 1-C

C. Using concepts/elements/frameworks from the readings and class discussions, experiment with changing some aspect/element of the culture in your classroom or school - something you perceive as troublesome, toxic, or potentially toxic. The cultural change project is to be approved by the instructor based on a written rationale and plan for the cultural change. The project is to continue over a 6 weeks period of time. Report the results of your cultural change 'experiment' in a report/memo format, addressed to the building principal, using these headings:

I. Rationale/Plan for the Experiment
Using the course readings, explain your choice of a cultural issue to address.
Lay out the steps of plan you propose to follow.

II. Description of Perceived Problem
Be as detailed as possible.

III. Cultural Change Attempted
Explain the hoped for outcome/s.

IV. Outcomes of the Experiment
Summarize what was accomplished. Categorize the outcomes as positive, negative, or neutral and explain why.

V. Recommendations
If you were to attempt to bring about a cultural change again, what changes would you make to enhance positive outcomes?

Please write in the space provided below any changes you would suggest to enhance this experience.

Sample of Draft Curriculum Survey Items and Responses

New Principal Program Draft Curriculum Feedback

13.

44. CONCLUDING QUESTIONS

1. As conveyed by the courses, what components of the program will particularly benefit new principals in enhancing teacher quality?

2. As conveyed by the courses, are there areas of study and experience important to leadership of school improvement that we have either omitted or not given enough emphasis to in the program?

3. As conveyed by the courses, how would you describe the strengths of the program?

Please use the space below to respond to these questions.
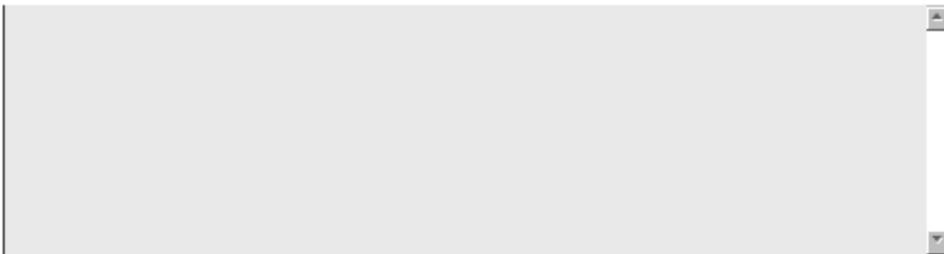
Question 1:

Conceptual Framework EAF PK12 faculty have designed this new principal preparation program curriculum based upon our conceptual framework: Practical Wisdom for Principals. The following is our statement of that Conceptual Framework: PRACTICAL WISDOM FOR PRINCIPALS Leadership preparation features a dynamic relationship between practice and scholarship. Courses blend themes of Leadership, Learning, and Social Justice in the context of Practical Wisdom. Program design emphasizes an aligned systems research-based view of P20 education. Faculty honor diverse voices and multiple perspectives. Graduates are our partners in the field, building inclusive learner-centered communities. How could the above Conceptual Framework statement be enhanced?   Please make suggestions in the response box below.

Responses:

More emphasis on district as partner in the selection, design, implementation, and assessment of program components

The title is slightly unclear. It seems that it could involve HR topics, or it might not. I think it is bold to call it "practical wisdom" unless the courses will primarily be taught by those who have served as principals for several years. (Sorry - not meant to be offensive.) The merger of theory and practice makes a great deal of sense, but I'm not sure that practical wisdom does the focus justice. Rather than practical wisdom, the conceptual framework really seems to describe action leadership or research-based educational leadership.

I think it sounds very concise.

I think it is important to link leadership theory to practice. Both are important.

Courses blend 21st century best practices to blend themes of leadership...

Add language of opportunity to network with graduates as partners?

Might consider different terminology for "scholarship". It is not as clear as it could be as that word is used many different ways in our business.

Wisdom is not a term I would use..... Knowledge/Techniques

Sounds good, but maybe something about community awareness.

Very nice.

I really love this. I cannot make additional suggestions here. The part that appeals to me is the link to the context of "Practical Wisdom". This is so important!

This portion sounds fine.

The general statement has a broad perspective for Practical Wisdom for Principals. Social Justice comes with values, core themes and understanding diversity. Practical wisdom means common sense to me.

Needs an emphasis on teaching and learning leadership-the Wisdom word is different and I think the word is an innate trait rather than a learned one.

Course sounds good. I like the "wisdom" approach and the practical context of the course. I hope though it will maintain much of the theoretical literature regarding leadership and leadership ethics.

It seems to be concise, not sure all will understand the term "Social Justice" in the manner in which it is covered in the graduate classes. Maybe a brief description. Just a thought.

Looks good to me.

Recognizes and identifies the changing role of the 21st century principal?

"Practical Wisdom" is a rather loaded phrase. Might a word such as "Application" or "Experience" replace "Wisdom" in the title? Maybe "Knowledge"? I understand using the word "Wisdom" in place of the others allows for a greater philosophical connotation to be embraced, which is good.

Practical application to the numerous education reforms: Senate Bill 7, Common Core Standards, Pension reform, and an overall lack of funding to move forward with reform.

This course has potential as long as the practical side is emphasized in the course. Universities need to have practioners assist is teaching because they bring relevancy to the course. Theory is fine but reality is where the rubber meets the road.

I believe the emphasis on practice blended with strong research is excellent.

It looks comprehensive to me. I assume ISLLIC standards will be addressed later?

Building capacity within a learning organization should include training on coherent leadership.

The second sentence is problematic for me. My reference what may constitute Social Justice will be different for each student, and then to develop it in a context of Practical Wisdom only further confuses the understanding of the sentence. Practical Wisdom and Common Sense seem to me to be the same thing and lord knows there is not enough Common Sense connections in our profession.

Question 2:

COURSE 1: Principal as Change Agent CATALOG DESCRIPTION: Course provides exploration of leadership practice/theory, change processes/models, communications skills, and frameworks for building learning cultures that support sustainable change.

Responses:

Course readings should be relevant to what principals need to know to change the culture of the school. By changing the culture to a positive learning environment, great things can happen for students. However, all too often principals are hesitant to work at changing the culture because of criticism that they may receive.

This sounds wonderful! The description is rich and interesting.

This overview is one of the many reasons I think it is extremely important that the principal candidates have a variety of successful teaching experiences. It could almost serve as the program description to some degree!

This needs to be project based...actually apply that to each class. Instructors need to have experiences they can draw from and share with aspiring principals that allows them to make connections in the classroom as well as to their work setting. This should include role playing difficult situations and using a mini change agent activity as a class assignment and then talk reflectively about what went well and what should have been done differently.

Honoring the role of the students -- (add)

The educational program needs to be relevant to the community. One program will not fill the needs of every student in a school district.

Looks like it is inclusive.

Looks good.

Will you also be discussing here the use of shared leadership in the process for managing change? Everything you have here is excellent, but feel this piece is really critical in the process.

The change process is the most important part of this course. Changing becomes a major issue for building principals. Changing themselves as well as changing their teachers can be a challenge.

I like the fact that field experiences have been put into this course. The speaking and communication aspect is critical also.

Sounds like a pretty comprehensive course.

Focus on communication skills among all members of the school community: students, staff, parents, non-certified employees, central administration, and the Board of Education

A leader's ability to use invitational communication contributes to building a learning culture that supports success for all students. By including this statement, are you promoting this as a strategy within your preparation?

This is a great concept. We have practicing principals in the field today who are fearful of addressing the faculty and community as a whole. This is the type of course that can weed them out. Opportunities to lead in front of faculties and the community are essential in this course.

None

See Note on Number 1. Thank you.

Very well written and easily understood. The issue will remain when "pushing" these new skills of leadership out to schools and districts which are not ready to make the necessary change is a viewpoint which each graduate will have to confront.

Here are my thoughts.

Question 3:

PRELIMINARY LIST OF TOPICS   After reviewing the list, please add to the response box below any TOPICS and Subtopics that you think would enhance this course.

- **LEADERSHIP**
- **CHANGE PROCESSES/MODELS**
- **EFFECTIVENESS AS A CULTURE BUILDER**
- **COMMUNICATION**
- **CHANGE FORCES AFFECTING**
- **TOPICS**

Responses:

Leadership needs to be sincere. Principals need to be honest in their assessment of their school. They need to be willing to discuss what is going right as well as what needs to be improved. No school is perfect!

Students need to practice, practice, practice making presentations in front of people. Secondly, they need to be able to think on their feet, providing "honest" answers.

There seems to be a lot of information in this course. I wonder if the scope of this course, based only on this list of topics, might be a better fit as a two-part course: part 1 might be at the

beginning of the student's program; part 2 might be near the end. Several of the topics could be addressed in both, but other topics might be saved for the later course when the student is better prepared to apply some of what is learned in other courses throughout the program.

WOW! Not sure what else you would add. This may be a bit overwhelming for some. Two courses??

No additional suggestions

Change needs to take place over time and in collaboration with the "stakeholders" of the school. Parents will support the principal and teachers when they feel valued. Start with the little things and build.

Importance of relationship and loyalty to the Superintendent. Value the culture of the community. Know the "key" people in the school community: union leaders, board members, political representative. Community leaders...small communities too (church pastor, village board, mayor...)

I would say that the Local Community could also be a change force that needs to be included in your list. While state and federal policy certainly has an impact, federal dollars are not a major part of the majority of school districts' budgets. State dollars comprise a larger revenue stream in most districts but the local community tax dollars are still a major source of revenue. Dealing with local concerns can be a significant challenge which administrators need to understand.

School Highest Calling suggestions: Reframe sequence: Mission (why you exist) Vision (what you hope to become) Core Values (Core Principles you can "hang your hat on" unflappable) Goals (Identified to fulfill Mission and Vision within the Core Values).

For the piece on distributed leadership, does this go into distributed leadership at all levels? Oftentimes we talk about sharing leadership with staff, but the idea of also including families, communities and student voice should also be an area of focus. I really like the change process course!

It may be included in the above topics, but I would also include development of skills and methodologies to deal with the minority of resistant staff members.

I am glad to see a subtopic titled "Values cultural lore and traditions in schools" as it appears to something that is lost in recent scholarship and the focus on standardized achievement. A good assessment for this might be some sort of presentation/paper highlighting some of the important traditions in a principal-candidate's district and their impact on school culture.

Change forces affecting schools: Local political landscape.

Not sure I would add anything, sounds very comprehensive and similar to many of the topics that were covered in the superintendent's cohort.

The list is great. The key to the list is the practical application needed once a new principal takes the position.

Solid list.

This course appears to me to get caught up in theory of leadership versus the practicality of leadership. This course can be enhanced by providing interactive scenarios for which students can discuss the best reaction and solution for a given problem. It needs to be a balanced approach of theory and practicality.

Under "Communication Skills" are listening skills implied?

Practices collaborative visioning: Building capacity through empowerment of others.

I see very little reference to the involvement of students and their needs and desires. As we move more into the new CCSS we must develop learning situations which the students are a part of the goal development and instructional processes.

Question 4:

COURSE FIELD EXPERIENCE 1-A A. After completing course readings on Distributed Leadership, observe for a six week period how your principal distributes leadership. Consider the practice of distributed leadership in a written report to the principal. Include a discussion of the different ways in which your principal distributes leadership to the faculty and staff.

Responses:

Looks Good!

Yikes! This sounds much more like an evaluation of the principal than a reflection and analysis for the budding leadership student. I love the idea that information would be shared back with the principal being observed, but I think the format needs to be much more clearly defined or structured to avoid someone who is not yet a principal reporting that his/her principal is exhibiting distributed leadership. Perhaps it would be more helpful to have the student identify the factors that appeared to influence the principal's decisions. At least then then it would be clear that while the principal may not be making textbook decisions the rationale for why he/she is making the decisions he/she is making would be clear. For example, a principal may not be fully implementing distributed leadership in a school where the leadership was previously inept and staff had been left to manage themselves - possibly not very well. In that type of

circumstance, there may be a period where the principal would scale back on distributed leadership until the staff had a greater capacity for this type of shared leadership.

It will be crucial that the student has a good understanding of Distributed Leadership as well as a variety of examples.

Whether here or in another area I hope projects will consist of alignment to the timing of the school year. Examples: budget- summer, grant applications-spring, incentive setting or community-student program planning.

The word distributive bothers me. Leadership should be shared and not distributed (given-up to others).

Ask for distributed leadership that principal is asked to do for his/her superior.

I'm assuming that this written report is not shared with the principal. While I understand that there will be a much more selective process used to gain admission to the program, the sharing of a document such as this with a principal unfamiliar with the underlying concepts could be problematic.

Well done.

Excellent field experience. Although distributing leadership to staff is the primary focus here, to also consider leadership at all levels, including student voice would take this to the next level.

Fine.

Distributed Leadership is about allowing principals to delegate. Building capacity within the building takes Distributive Leadership. Building capacity is about helping evolve leadership with the teacher ranks.

Why or why not to each above.

I like this but am concerned about the "written report to the principal" component. Will this cause candidates to be less objective than they would be if not to report back to their principal? If this is something they will submit to their principal, I doubt it will be the objective reflection on distributed leadership the course is aiming for.

Given that candidates will be placed at times in districts they are no employed in, are we confident they will be comfortable providing honest answers to these questions given they will be provided to the sitting principal?

Sounds interesting. It would be important that the student completes the readings and understands "Distributed Leadership". I would assume that class discussions and examples will assist with the student's understanding as well.

I'm concerned that the teacher will not be able to teach full time and observe the principal in this way.

No changes - same notion as previously stated - practical experience.

Great course! This is going to help a lot of new principals with understanding the role of a building leader. This could touch a nerve of a cooperating principal if the candidate is critical of the principals approach based on what is in the literature.

None.

Nice.

Question 5:

COURSE FIELD EXPERIENCE 1-B B. Arrange to give and document feedback about a presentation to your school faculty regarding an emerging state and/or national trend and/or initiative that might affect the school's effectiveness positively or negatively by causing or requiring change. Use 11 basic components create an invitational speaking plan to focus on one or more interactional goals. Consider whether the trend/initiative presents a technical or adaptive challenge. Examine potential effects on faculty and staff, students and families, and/or the community as a whole.

Responses:

This would be an excellent field experience. Make sure the topic/presentation is about a current or emerging educational issue and not one that the faculty has already discussed.

I love the ideas of students having a practical application of their speaking plans. I think this could be an opportunity for real growth for the student.

Very much needed...again....two courses? Seems like a great deal of information and pretty intense projects for one course. (Assuming that most will be working full-time.)

See above.

Make this presentation relevant to the school and faculty. Do not waste teacher time. Some things just "will not play" in some districts.

Hmmm sounds fine to me. I can see several topics here lately: Doing away with sports, transportation, PERA....

Please encourage the topic to be of local significances.

This is an excellent experience for principal to go through. I know that I never had anything like this in my preparation and the reality is, that most of a principal's success lies in the way they communicate and use their interpersonal leadership skills. The power of influence is one which should not be taken for granted. This will really be a helpful experience for aspiring leaders!

Good. I like the feedback form.

Good.

This should be done with the support of the building principal. It will be important to keep the principal informed throughout the creation of the presentation to make sure it is in line with the school mission, vision & goals.

Great experience that is needed, maybe not welcomed, but very much needed.

Great idea - the next step would be the follow-up coaching to application. A complete research of not only the current trends in education, but the time structure to implement change, as well as the financial needs and restraints of the respective plans

May consider using the format illustrated in #6 for this project as well????

This needs to be done in collaboration with not only the principal but also a building leadership team. If you do not involve the faculty this could prove to be ineffective especially if they see this as just another thing they have to get done without faculty having any input.

None.

"Invitational speaking plan" should include some form of multimedia component to share the information.

Question 6:

COURSE FIELD EXPERIENCE - 1-C C. Using concepts/elements/frameworks from the readings and class discussions, experiment with changing some aspect/element of the culture in your classroom or school - something you perceive as troublesome, toxic, or potentially toxic.

Responses:

As I noted earlier, working on improving the culture is very important in order implement changes in behavior.

I would strongly recommend changing this experience to have students identify an issue/topic, etc. that could be improved for students. It really needs to be an issue that has student and not just staff impact. Too often, it seems, we focus on the adults in the school environment, and I am eager to see leadership programs that keep a strong student focus. It also seems the topic should be identified through some sort of data analysis. Instinct or gut cannot be the rationale.

A good understanding of "cultural change" and/or just culture in the schools is needed. Pretty intense if this is expected along with the above.

See above.

Toxic --not a word I would use... Extremely challenging

Include faculty and staff input when choosing and planning the cultural change -- especially if the change agent is new to the building. The "principal candidate" will need the understanding and support of the faculty and staff to be successful.

Wow, these would be interesting to grade!

If the plan is to change some aspect/element of the school, I would think that building leadership should also sign off on this experiment, not just the course instructor.

"Within Roman Number One:

If possible, identify pro and con groups of people on the cultural issue. (The history behind the culture issue is usually interesting.)"

No recommendations here - another great activity that is very real and practical. I really like the focus on the practical aspects of the principalship. This was something that was drastically missing for me as a new principal. This would have prepared me so much more!

Change takes longer than six weeks to complete. A six week change is about how we line up for recess. Leading change in a classroom takes persistent follow through and support.

Good but I have the same concern if the intention is to report back to the candidate's building principal. If the report/memo is only for practice purposes than it will be fine. Both this comment and the above are based around the position that objectivity in these assignments is critical for any serious reflection to occur.

Not sure about this one. The premise is good, again, would assume that a good foundation and understanding of cultural issues will be in place prior to project implementation.

Six weeks is too fast for a change to occur. This should be a semester plan.

No additions - great project.

This is a great idea. The emphasis once again is to remind the candidate that leadership needs to be collaborative and not in a vacuum.

Looks really good.

I like the task of anticipating a problem..."potentially toxic."

Should this be based on data? Should the student conduct a survey of needs of the perceived issue prior to submission of the activity to the Principal and Instructor?

Question 44:

CONCLUDING QUESTIONS 1. As conveyed by the courses, what components of the program will particularly benefit new principals in enhancing teacher quality? 2. As conveyed by the courses, are there areas of study and experience important to leadership of school improvement that we have either omitted or not given enough emphasis to in the program? 3. As conveyed by the courses, how would you describe the strengths of the program?   Please use the space below to respond to these questions.

Responses:

"The program provides an excellent balance of theory and practical experience. Well done!"

"There needs to be a much greater focus on students and monitoring student learning. The program sounds interesting, which to me means it sounds practical. I like that."

"I think the courses reflect the importance of being a principal and that it is one of the toughest and important roles in our schools. I am not sure that has been reflected in some programs throughout the state. It is a work in progress...just like with teaching, you are NEVER done learning and improving! I would like to see future administrative academies tied into these courses on an on-going basis. It does sound a bit overwhelming initially...but I think the changes are long overdue. I hope that all programs will be similar in nature."

I especially liked that an assessment component will be added as a course. Student growth is very important and how to interpret test results.

All will benefit.

Well done. Thanks for allowing me to provide feedback. Brad K Hutchison brad.hutchison@olympia.org

"1. Principal as Change Agent Leading Learning for Equity and Social Justice Supervision of Learning Environments Leadership for Stages of Mind Leadership for Diverse Learning Needs

Assessment Data Systems 2. I personally believe culture lies at the heart of great leadership. I like how you have effectively layered in aspects of building that collaborative culture of achievement throughout a number of courses. This to me is essential to begin the change management process. I really like the focus on culture and managing change. I would also stress the critical importance of focusing in on effective distributed leadership at all levels. This could maybe be strengthened, as it is such a key piece to being able to implement change effectively. 3. The program looks absolutely dynamic. Had I had this for my preparation, I would have been so much more equipped to handle the realities of the principalship. The practicality of the experiences is what will really help aspiring leaders to understand what the role entails. I love the ""Practical Wisdom"" that is so evident throughout the courses. Excellent work!"

"RtIIRRC More about what are the best practices for student learning."

Theory is strong. Application aligned with the theory.

"Projects and activities are more book related rather than real experiences Some are very obtuse and not real for principals"

The strength of this program would be what appears to be an embracing of the larger role of the principal than simply a school manager. If the courses stand as they are, with the exception of the course entirely dedicated to the school improvement process, it will likely turn out more philosophically cognizant and critically thinking principals.

This looks like a lot of work for teachers that are in classrooms daily. I think that drop-out rate could be high.

The program looks to be very comprehensive. Previous comments have indicated the need for practical application, and the projects that have been included are designed to provide this application.

This program will certainly prepare the candidate for the challenges of the principalship. However, the neuroscience course seems completely out of place in the program. The practical application experiences throughout the coursework will be helpful. There should also be an internship of some sort.

"1. Pieces related to ""How students learn"" and ""Monitoring the Learning Environment"" will be extremely valuable moving forward in our current educational model; 2. Well rounded approach. Balance between managing vs. educational leadership is key. 3. If done with fidelity, what has been outlined is appropriate for today's building leader."

Good.

Knowledge of instructional methods. Ability to identify program strengths and weaknesses. Ability to effectively communicate with all constituents the status and need of program change. The ability to work cooperatively with all constituents, and how to obtain the necessary cooperation to effect change.

ILLINOIS STATE UNIVERSITY – PRINCIPAL PREPARATION PROGRAM
Department of Educational Administration and Foundations

Practical Wisdom for Leaders:
Connecting Theory to Practice

Offering a concise overview, the following table displays the course titles and descriptions, selected major topic areas, and course field experiences from the redesigned Illinois State Principal Preparation Program.

PROJECTED COURSE SEQUENCE	SELECTED MAJOR TOPIC AREAS	COURSE FIELD EXPERIENCE TITLES
Fall 2013 EAF 430 Issues in Site Level Leadership Course teaches how to align building-level human/fiscal resource allocation to develop effective instruction to meet specific student improvement needs.	• Leading Equitable Change • Analyzing Multiple Sources of Data • Prioritizes Allocation of Resources to Promote Continuous Growth in Student Learning • Aligns Hiring Process to Improve Student Learning • Manages Aligned Human and Fiscal Resources	Alignment of Budget with SIP Goals Human Resources Management – Staffing and Hiring Budget Development Process
Fall 2013 EAF 431 School Leadership and the Law Legal aspects of Illinois public education with emphasis on constitutional law and rulings and rights/responsibilities of school partners and the community.	• State & federal laws, regulations, and case law affecting Illinois public schools (e.g., in areas of church and state; school attendance; instructional program; students' rights; FERPA; teachers' rights; discrimination,; desegregation; torts) • Bullying Policies • Students with Disabilities • English Language Learners	Bullying Policy Review Project Case Law Project Affecting Public Schools Case Law Project on Students with Disabilities and English Language Learners (LLL)
Spring 2014 EAF 432 Principal as Change Agent Course provides exploration of leadership practice/theory, change processes/models, communication skills, and frameworks for building learning cultures that support sustainable change.	• Providing Leadership • Skills of Communication • Change Processes and Models • Effectiveness as a Culture Builder • Change Forces Affecting Schools	Distributed Leadership Observation and Analysis "Emerging Trend" Presentation to Faculty Cultural Change Experiment
Spring 2014 EAF 433 Leading Learning for Equity and Social Justice Focus on dispositions and strategies for leading socially just schools, where every student can achieve at high levels.	• Social Contexts of Schooling, Teaching, and Learning • Identity Formation and Implications for School Leadership • Transformative Educational Leadership • Leading a Socially Just School	Teaching and Learning Tour Paper Reflective Inquiry Presentation
Summer 2014 EAF 436 Leadership for Diverse Learning Needs The course introduces knowledge and skills for a school leader to meet the needs of a diverse student population.	• Legal Requirements of Special Education & ISEA • IEP Requirements • ISFP Plan Requirements and School responsibilities • Section 504 Plan Requirements • Special Education Student Discipline • Early Childhood Education • English Language Learners • Gifted Education Students Programming	Programmatic Review of the Needs of Special Populations Special Needs Improvement Plan Preparation for a Simulation of an IEP Meeting

PROJECTED COURSE SEQUENCE	SELECTED MAJOR TOPIC AREAS	COURSE FIELD EXPERIENCE TITLES
Summer 2014 EAF 437 <u>Assessment Data Systems</u> Course provides exploration of school and district-level assessment systems that will facilitate student learning and provide information for professional development.	• Effective Assessment Systems at the School and District Levels • Interpreting Standardized Tests • Approaches to Data Analysis for School Improvement • Supervision of an Assessment System • Ensuring the Success of All Students Promotes Social Justice in the School Setting	Assessment System Analysis Development of Assessment System for Monitoring Student Achievement Response to Intervention Processes
Fall 2014 EAF 434 <u>Supervision of Learning Environments</u> Students will learn supervisory techniques to improve the PK-12 teaching/learning process, including observational data collection and analysis, and conferencing skills.	• Practicing Learning-Centered Supervision through Teacher Evaluation • Developing a Data-Informed Culture • Leading Developmentally Appropriate Instruction • Best Practices in Literacy and Numeracy Skills •	Teacher Observation Project Literacy and Numeracy Walks
Fall 2014 EAF 435 <u>Leadership for Stages of Mind</u> Course provides exploration of leadership applications of educational neuroscience to enhance learning capacities from early childhood through adulthood.	• Introducing Educational Neuroscience • Motivation for Learning • Memory • Integrating Social and Emotional Learning • Early Childhood Education as a Foundation • Principal Leadership for 21st Century Learning from an Educational Neuroscience Perspective	Developing a Professional Development Workshop Position Paper on Early Childhood Learning Environments
Spring 2015 EAF 438 <u>Building Community Engagement through Collaboration</u> Purposes and processes of school-community relationships and how to build community engagement through collaboration and partnerships to support student learning.	• Communications Planning • School-Community Relations at the Building Level • Moving from Community Relations to Community Engagement • Collaboration Skills • School, Family, and Community Partnerships	Sociological Inventory and Community Relations Plan SWOT Analysis and Community Resources Guide
Spring 2015 EAF 439 <u>Leading School Improvement Planning</u> This course provides an introduction to school improvement planning PreK through high school, focusing on curriculum, instruction and professional development.	• School Improvement Planning Process • Instructional Practices Pre-K through High School • Curriculum Design • Professional Development • Assessment	Curriculum Development/Alignment Plan School Improvement Plan Analysis
Summer – Fall 2015, Spring 2016 EAF 498 Internship 6 Credit Hours	• All ISLLC 2008 Standards • All Required State Assessments • SREB CSFs and Competencies	As specified

FOR MORE INFORMATION: Contact Dr. Linda Lyman, Professor, at llyman@ilstu.edu

Data-Gathering System for Program Improvement

APPENDIX SECTION 1.D.3 – DATA-GATHERING SYSTEM FOR PROGRAM IMPROVEMENT
(Summary of Responses to 1.D.3, 1.D.4, and 1.D.5)

DATA GATHERED	PERSON/S WHO ARE RESPONSIBLE	WHEN DATA IS COLLECTED	WHO ANALYZES	WHEN REVIEWED BY PK-12 FACULTY	HOW IS DATA ANALYSIS USED
FORMATIVE ASSESSMENTS					
1. Field Experience Artifacts	Course Faculty	Ongoing by Course	Course Faculty	End of Semester	Improve Course
(QUANT) Rubric Score Data Tables	Tech Specialist	End of each Semester	Tech Specialist	1st Semester Meeting	Improve Program (Descriptive Stats to identify trends, strengths, and challenges)
(QUAL) Artifacts uploaded to Website	Tech Specialist	End of each Course	Tech Specialist	1st Semester Meeting	Monitor student progress (Identify strengths & challenges)
2. (QUAL) Reflective Journals					
A. Leadership Development EXCEL Document	Course Faculty	Monthly in each Course	Course Faculty	1st Semester Meeting	Monitor student progress Improve Program (Look for evidence of skill development)
B. Presentation Skills EXCEL Document	Course Faculty	Once in each course	Course Faculty	1st Semester Meeting	Monitor student progress Improve Program (Look for evidence of skill development)
3. (QUANT) Course Grades	Course Faculty	End of each Semester	Course Faculty	1st Semester Meeting	Monitor student progress (Descriptive stats to identify trends, strengths, and challenges)

Data-Gathering System for Program Improvement

TRANSITIONAL SUMMATIVE ASSESSMENTS

Assessment			Timing	Meeting	Purpose
1. Passing Teacher Evaluation State Required training	Department Chair	Tech Specialist	Before Internship	Annual spring meeting of PK-12 Faculty and Advisory Committee	Monitor student progress Improve Program (Descriptive stats to identify trends)
2. Passing Principal Endorsement State Required test	Department Chair	Tech Specialist	Before Internship	Same as above	Monitor student progress Improve Program (Descriptive stats to identify trends, strengths, and challenges)

INTERNSHIP SUMMATIVE ASSESSMENTS

Assessment			Timing	Meeting	Purpose
1. All Internship Assessments are required and must pass with Meets the Standard	University Supervisor & Mentor Principal	University Supervisor	During Internship	1st Semester Meeting	Monitor student progress Improve Program
Partnership Input 1. Annual Partners Online Surveys (4) listed below *(Descriptive stats to identify trends; Qualitative analysis of strengths and challenges)* A. Program Improvement Survey B. Partnership Agreement Improvement Survey C. Partner Roles Improvement Survey	PK-12 Area Leader	Tech Specialist	Spring Semester	Annual spring meeting of PK-12 faculty and Advisory Committee	Improve Program
D. Annual Curriculum Online Survey	PK-12 Area Leader	Tech Specialist	Fall Semester	November PK-12 Faculty Meeting	Improve Program
2. Annual Interviews of Intern Candidates, University Supervisors, Mentor Principals	PK-12 Faculty	PK-12 Faculty	Fall Semester	November PK-12 Faculty meeting	Improve Program

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APPENDIX SECTION 1.B.10 – Partnership Agreement Improvement Process and Tools

The following process and tools will be used on an annual basis for the purpose of improvement of the EAF Principal Preparation Program Partnerships.

PARTNERSHIP AGREEMENT IMPROVEMENT PROCESS:
Annually, the following activities will be completed in order to make improvements to the EAF Principal Preparation Program Partnerships:
1. Conduct a review of the Partnership Review Survey with School Districts Advisory Committee in order to review the survey to be used to gather information and data concerning the partnership review.
2. Send out the Partnership Review Survey (see Survey below) to the following: a) all School District Partner Superintendents; b) all Mentor Principals; c) all EAF PK-12 Faculty; d) all EAF Interns.
3. Conduct interviews with the following to gather additional Partnership improvement information that cannot be gathered effectively via survey:
    a. Intern candidates
    b. EAF PK-12 Faculty Supervisors
4. Compile the information from the survey data and interview data into a report to be given to the following for partnership improvement consideration and recommendations:
    a. School Districts Advisory Committee
    b. EAF PK-12 Faculty
5. Make partnership changes/improvements based on input/recommendations from the School Districts Advisory Committee and EAF Faculty.

EAF Principal Preparation Program Partnership Improvement Survey:

Response items: 4 = very good   3 = good   2 = fair   1 = poor

Survey Item:	Response:
1. The partnership School Districts Advisory Committee is functioning effectively as designed and for the purposes for which it was intended.	**4 3 2 1**
2. Adequate training was provided to the Mentor principals.	**4 3 2 1**
3. The roles and responsibilities of the interns, mentor principals, and faculty supervisor were clearly established.	**4 3 2 1**
4. There was the ability to ensure exposure to diverse populations (cultural and economically diverse) and special school populations (ELL, Special Ed, gifted, 504, etc.).	**4 3 2 1**
5. Our district was able to successfully help the intern candidate(s) meet the assessments.	**4 3 2 1**
6. The supervision provided by the university faculty supervisor was useful and helpful to the mentor principal and the internship candidate.	**4 3 2 1**
7. Communication was maintained during the internship experience.	**4 3 2 1**
8. The faculty supervisor held the meetings with the interns as designated in the agreement.	**4 3 2 1**

9. Overall, this agreement process has worked efficiently and effectively.	**4 3 2 1**
10. Overall, ISU EAF intern candidates are prepared to meet the demands of the internship.	**4 3 2 1**

11. I would suggest that the following changes be made to the partnership agreement:

12. I would suggest that the following procedural changes be made to the partnership agreement:

13. Overall, I would suggest the following changes be made to the partnership:

Illinois State University
College of Education
Educational Administration and Foundations

Course Title: **LEADERSHIP FOR STAGES OF MIND**

Course Number: EAF 435
Contact or
   Equivalent Hours: 48
Credit Hours: 3

CATALOG DESCRIPTION
Course provides exploration of leadership applications of educational neuroscience to enhance learning capacities from early childhood through adulthood.

COURSE OVERVIEW
This course creates an opportunity for leaders to examine learning theory from the educational neuroscience perspective, and consider its applications to leadership of learning by principals. Working together, researchers and practicing educators are developing educational neuroscience as an area of study overlapping psychology, neuroscience, and pedagogy. Topics chosen for this course are both content-focused and learner-focused, giving insights about learning at different stages of mind, from early childhood to adulthood. Featured topics will develop understanding of neuroscience applications to learning and illustrate how this knowledge may apply to educational planning and leadership practices. Topics featured represent major issues for learners across the age spectrum. Consideration will be given to applications from each topic for enhancing learning. Possible topics include motivation, memory, social and emotional learning, metacognition, and others as selected. Special attention will be given to leadership of learning for early childhood, elementary school children, middle school, high school, and adult learners, including faculty, staff, and parents/family/caregivers. Field Experiences are aligned to conceptual frameworks and course objectives.

CONCEPTUAL FRAMEWORKS
For the Institution:
"Realizing the Democratic Ideal"
The democratic conception of education informs all aspects of teacher and building/district level leadership education at Illinois State University. Graduates ready to meet the challenges and rewards of serving students in a democratic society embody the ethical and intellectual aspects of teaching, leading and learning.

   The ethical commitments are:
   Sensitivity toward the varieties of individual and cultural diversity
   Disposition and ability to collaborate effectively with others
   High regard for learning and seriousness of personal, professional, and public purpose
   Respect for learners of all ages, with special regard for children and adolescents

   The intellectual commitments are:
   Wide general knowledge and deep knowledge of the content to be taught
   Knowledge and appreciation of the diversity among learners

Understanding of the factors that affect learning and appropriate teaching strategies
Interest in and ability to seek out and use informational, technological, and collegial resources
Contagious intellectual enthusiasm and courage enough to be creative

Of the challenges facing teachers and other school personnel in the 21st century, none is more pressing than the need for them to develop and maintain a strong sense of their ethical and intellectual commitments — a professional identity. Toward this end, Illinois State University prepares principals, teachers, superintendents, and other school personnel who have a dynamic, reflective sense of themselves and their mission; through caring and knowing, they work to realize the democratic ideal.

For the Program:
"Practical Wisdom for Leaders: Connecting Theory to Practice"
Leadership preparation features a dynamic relationship between practice and scholarship.
Courses blend themes of Leadership, Learning, and Social Justice in the context of Practical Wisdom.
Faculty honor diverse voices and multiple perspectives.
Graduates are our partners in the field, building inclusive learner-centered communities.

This course honors the learning needs of diverse persons representing many ages and stages of life and learning. Future principals will connect the theory of adult learning with the practice of professional development; connect the practice of early childhood education with implications from educational neuroscience; connect theories of learning at different stages of mind with issues of equity and social justice; and explore applications of educational neuroscience for leadership of learning by 21st century principals.

COURSE OBJECTIVES – ISLLC 2008 STANDARDS
As a result of the successful completion of EAF 482, candidates will develop knowledge and skills to meet the ISLLC 2008 standards for school leaders. The specific standards and functions addressed in the course are:

ISLLC 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.
Function A. Collaboratively develop and implement a shared vision and mission.
Function C. Create and implement plans to achieve goals
Function D. Promote continuous and sustainable improvement
Function E. Monitor and evaluate progress and revise plans

ISLLC 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.
Function A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
Function B. Create a comprehensive, rigorous, and coherent curricular program
Function C. Create a personalized and motivating learning environment for students
Function F. Develop the instructional and leadership capacity of staff
Function G. Maximize time spent on quality instruction
Function H. Promote the use of the most effective and appropriate technologies to support teaching and learning
Function I. Monitor and evaluate the impact of the instructional program

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ISLLC 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.
>   Function A. Monitor and evaluate the management and operational systems.

ISLLC 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.
>   Function B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
>   Function C. Build and sustain positive relationships with families and caregivers

ISLLC Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
>   Function A. Ensure a system of accountability for every student's academic and social success
>   Function B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
>   Function C. Safeguard the values of democracy, equity, and diversity
>   Function E. Promote social justice and ensure that individual student needs inform all aspects of schooling

ISLLC 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.
>   Function A. Advocate for children, families, and caregivers
>   Function B. Act to influence local, district, state, and national decisions affecting student learning
>   Function C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

COURSE OBJECTIVES – SREB/CRITICAL SUCCESS FACTORS

As a result of the successful completion of EAF 485, candidates will have made progress toward the following Critical Success Factors/competencies that will be assessed in the required Internship:

CSF 1: School leaders are able to create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible
>   Activity 1b . . . working with the administration to develop, define and/or adapt best practices, based on current research, that support 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

CSF 2: School leaders are able to set high expectations for all students to learn high-level content
>   Activity 2b . . . Activities resulting in raising standards and academic achievement for all students and teachers

CSF 3: School leaders are able to recognize and encourage implementation of good instructional practices that motivate and increase student achievement
>   Activity 3a . . . using a variety of strategies to analyze and evaluate the quality of instructional practices being implemented in a school

CSF 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

CSF 6: The school leader is able to keep everyone informed and focused on student achievement
    <u>Activity 6a</u> . . . analyzing and communicating school progress and school achievement to teachers, parents and staff
    <u>Activity 6b</u> . . . gathering feedback regarding the effectiveness of personal communication skills

CSF 7: The school leader is able to make parents partners in their student's education and create a structure for parent and educator collaboration
    <u>Activity 7a</u> . . . working in meaningful relationships with faculty and parents to develop   action plans for student achievement

CSF 8: The school leader is able to understand the change process and have the leadership and facilitation skills to manage it effectively
    <u>Activity 8c</u> . . . building a "learning community" that includes all stakeholders

CSF 9: Understand how adults learn and how to advance meaningful change through quality sustained professional development that benefits students
    <u>Activity 9a</u> . . . study groups, problem solving sessions and/or ongoing meetings to promote student achievement
    <u>Activity 9b</u> . . . Scheduling, developing and/or presenting professional development activities to faculty that positively impact student achievement

CSF 10: The school leader is able to organize and use time in innovative ways to meet the goals and objectives of school improvement

CSF 12: The school leader is able to obtain support from the central office and from community and parent leaders for their school improvement agenda

CSF 13: The school leader is able to continuously learn and seek out colleagues who keep them abreast of new research and proven practices
    <u>Activity 13a</u> . . . working with faculty to implement research-based instructional practices

TOPICAL OUTLINE
(ISLLC 2008 Standards indicated)
(SREB Critical Success Factors/Competencies = CSF)

1. INTRODUCING EDUCATIONAL NEUROSCIENCE
(CSF 1, 1b, 1c, 9, 9a, 9b, 13a)
Defining Educational Neuroscience (6.C)
Best practices for early childhood from an educational neuroscience lens (2.C)
Adult learning theory from an educational neuroscience lens (2.F)
Refocusing approaches to 21st century learning needs from an educational neuroscience lens (1.A, 1.C, 2.A, 5.A, 5.E)
Illinois Professional Teaching Standards (2010) from an educational neuroscience lens (2.F)
Learning & the Brain Lecture: "Teaching, Learning and Leading in the 21st Century", by Tony
                           Wagner, EdD

2. MOTIVATION FOR LEARNING

(CSF 1c, 1b, 2, 2b, 9, 9b, 12, 13, 13a)
Consider theories of motivation from an educational neuroscience lens (2.C)
Consider high expectations as a motivation for learning (2.C)
Review classroom practices that motivate learning (2.F)
Explore efficacy as a motivation for learning: (2.C)
   (The Efficacy Institute, Waltham, MA   See: http://www.efficacy.org/)
Explore factors supporting motivation in early childhood settings (2.A, 2.C)
Review understandings of motivation from adult learning theories (2.A, 2.C, 2.D)
Consider educational neuroscience findings that relate to motivating transformative adult learning (2.D, 2.F)
Consider educational neuroscience findings that relate to advancing meaningful change (1.A, 1.C, 2.A, 5.A)
Learning & the Brain Lecture: "Different Brains, Different Learners: Rethinking 'Intelligence' for the 21st Century", by Jane M. Healy, PhD

3. MEMORY
(CSF 1b, 1c, 2b, 2)
Developing memory is the foundation for building the mind (2.A, 2.B, 2.C)
Memory as formation, memory as recall (2.C)
Strengthen memory through teaching practices (2.G)
Reinforce the importance of emotion to enhance memory formation (2.A, 2.C)
Introducing metacognition in early childhood programs (1.A, 2.G, 5.A)
Teaching metacognitive strategies (2.G)
Brain rules: www.brainrules.net/dvd
Learning & the Brain Lecture: "Memory and the Brain: Mental Fitness, Lifestyles and Life-Long Learning", by Kenneth S. Kosik, MD

4. INTEGRATING SOCIAL AND EMOTIONAL LEARNING
(CSF 4, 6, 7)
Create a caring school culture and climate; understand the role of emotion in learning (2.A, 2.C)
Create, develop and sustain relationships that result in active student engagement in the learning process 2.C, 4.C)
Create and support a climate that values, accepts and understands diversity in culture and point of view (2.A, 2.C, 4.B)
Lead a school culture and environment that develops full range of students' learning capacities – academic, creative, social-emotional, behavioral and physical (2.A, 2.B, 2.C, 2.D, 2.F, 2.G, 2.H, 5.A)
Plan for successful transitions for students moving from one level to another (1.A, 1.C, 1.E, 2.C)
Utilize Illinois Social and Emotional Learning Standards: (2.A, 2.C)
http://www.isbe.net/ils/social_emotional/standards.htm
Learning & the Brain Lecture: "Me, Myself and You: A Neuroscience Perspective on Social Emotion and Intelligence", by Mary Helen Immordino-Yang, EdD

5. EARLY CHILDHOOD EDUCATION AS A FOUNDATION
(CSF 1b, 1c, 2, 2b, 4, 8, 13)
'PreK-3 as Reform' creates a new foundation (1.A, 6.C)
     High quality teaching, learning, assessment aligned from PreK through 3rd grade
     Principal's sight line is PreK-12 or PreK-20)
     Informed by knowledge of early learning and development (2.A, 2.C)
        Relationships; Active, interactive; Social, emotional, physical and intellectual; Flexible
     Partnerships with families (4.C, 6.A)

Collaboration and continuous learning among staff (2.D, 2.F, 3.D)
Bridges the best of early childhood education and elementary education
[LINC Curriculum Modules for Early Childhood Education and Programs]
Principles and practices of quality early childhood education (2.A, 2.B, 2.C, 2.G
    Include integrative project approach to learning (2.A)
    Provide nurturing, active, and challenging experiences (2.B)
    Provide appropriate learning environments are rich, emotionally safe, and stimulating (2.A, 2.C)
    Information explored in a variety of formats builds early literacy skills (2.G, 5.A)
    Explore objects and patterns to build early numeracy skills (2.G)
    Use multiple assessments to strengthen student learning (2.G)
    Encourage curiosity and inquiry (2.B, 3.C)
    Respond to social and emotional needs (2.A, 2.C)
    Teach metacognitive strategies (3.E)
Leadership for early childhood education means integrating for a seamless PreK-3 learning continuum (1.A, 6.B)
Understand personal uniqueness of learning and knowledge (5.A)
Recognize influences of background knowledge, language in the home, and cultural expectations on learning (4.C)
Learning & the Brain Lecture: "Growth of Learning Abilities in the Child's Brain", by John D.E.
                       Gabrieli, PhD

6. PRINCIPAL LEADERSHIP FOR 21ST CENTURY LEARNING FROM AN EDUCATIONAL NEUROSCIENCE PERSPECTIVE
(CSF 1, 1b, 1c, 8, 9, 13a)
Apply knowledge of educational neuroscience effects to leadership practices (6.C)
Build a culture of high aspirations and achievement for every student (2.A, 2.C)
Recognize effective practices in teaching based on brain development for children at different age spans (2.C, 2.E, 2.I, 5.A)
Understand effects of poverty, disadvantages, and resources on families, caregivers, communities, students, and learning (5.A, 5.E, 6.A)
Work with faculty to implement educational neuroscience research-based instructional practices (2.D, 2.F, 2.G, 2.I, 3.E)
Consider future issues and trends that can affect schools (6.C)
Evaluate educational neuroscience findings to differentiate fiction vs. fact (2.E, 5.A, 6.C)
[EAF Research Module – Becoming a Critical Consumer of Research]
Choose from the following
Learning & the Brain Lectures:
    1. "New Media, Multitasking and Education: The Effects of Technology on Learning",
       by Patricia Greenfield, PhD

    2. "iBrain: The Technological Alteration of the Student Mind",
       by Gary W. Small, MD
    3. "New Literacies for a New Time: Preparing Students for the 21st Century",
       by Donald J. Leu,   PhD
    4. "Wikification of Knowledge: Implications for Education",
       by Kenneth S. Kosik, MD
    5. "Curriculum 21: Essential Education for a Changing World",
       by Heidi Hayes Jacobs, EdD

SUGGESTED STUDENT READINGS/TEXTS

1. Zull, J. E. (2011). *From brain to mind: Using neuroscience to guide change in education*. Sterling, VA: Stylus Publishing.
2. Sousa, D. A. (Ed.) (2010). *Mind, brain, & education: Neuroscience implications for the classroom.* Bloomington, IN: Solution Tree Press.
3. Helms, J. H., & Katz, L. G. (2011). *Young investigators: The project approach in the early years*. New York: Teachers College Press.
4. Kagan, S. L. (2012). *Early childhood systems: Transforming early learning*. New York: Teachers College Press.
5. Knowles, M. S., Swanson, R. A., & Holton, E. F. (2011, 7th edition). *The adult learner: The definitive classic in adult education and human resource development.* New York: Taylor & Francis.
6. Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg, H. J. (2004). *Building academic success on social and emotional learning: What does the research say?* New York: Teachers College Press.
7. LINC Early Childhood Education Curriculum Modules.

REQUIRED COURSE FIELD EXPERIENCES AND RUBRICS
Course field experiences are aligned with the Course Objectives, both ISLLC 2008 Standards and SREB Critical Success Factors as indicated, as well as with the conceptual frameworks – ethical and intellectual commitments of *Realizing the Democratic Ideal* and the principles associated with *Practical Wisdom for Leaders: Connecting Theory to Practice*.

1. DELIVERING A PROFESSIONAL DEVELOPMENT WORKSHOP
Students will divide into groups (ISLLC 1.A, 1.C, 2.A, 3.D) to pick a target learning stage [elementary school, middle school, or high school], and design an online learning module (ISLLC 2.H) to deliver to faculty in a department, grade level, or school as a professional development workshop/experience (ISLLC 2.F, 3.E). The module should feature a topic and information/research explored in the course that would enhance learning (ISLLC 2.B, 2.C, 5.E, 6.C) for the students in your targeted learning stage (ISLLC 2.B, 2.C, 5.E). Base the workshop design on the 2011 Standards for Professional Learning promoted by Learning Forward (the National Staff Development Council) – http://www.learningforward.org/standards/   Work from knowledge of adult learning theory to create a design that will promote active audience engagement (2.F). Following the delivery of the online module as a professional development experience, evaluate the outcomes in terms of learning goals your group established in planning the workshop (ISLLC 1.C, 1.E, 2.H, 3.D). Write a group report that summarizes the project and evaluates the learning experience (2.F, 2.G, 2.H) for each of you as presenters and for your audience.

SCORING GUIDE FOR DELIVERING A PROFESSIONAL DEVELOPMENT WORKSHOP			
Factors to Assess	Meets the Standard	Does Not Meet the Standard	Score
Content: ISLCC 2008 Standards: 1.A, 1.C, 1.E, 2.A, 2.B, 2.C, 2.F, 2.G, 2.H, 3.D, 3.E, 5.E, 6.C	With a group (1.A, 1.C, 2.A, 3.D), selecting as a topic some aspect of educational neuroscience applications and planning (2.B, 2.F, 3.E) a professional development experience for faculty that featured an online learning module provided an opportunity to develop content knowledge to	The topic selected was not of major significance (2.B, 2.F, 3.E). The process of working with the group (1.A, 1.C, 2.A, 3.D) did not seem to develop planning skills (2.B, 2.F, 3.E) or skills of distributed leadership (3.D). The workshop was not clearly designed around principles of adult learning (2.F, 2.G, 2.H). The	0 = Inadequate

1 = Developing

2 = Proficient |

SCORING GUIDE FOR DELIVERING A PROFESSIONAL DEVELOPMENT WORKSHOP			
Factors to Assess	Meets the Standard	Does Not Meet the Standard	Score
SREB/CSFs Developed: (1b, 1c, 2, 3a, 9a, 9b,13a) Appropriateness of the content	enhance learning of self and others (2.B, 2.C, 5.E, 6.C), plus skills of distributed leadership (3.D). The topic chosen was significant (1.A, 2.A, 2.B, 2.F, 2.G); the workshop displayed knowledge of adult learning theory (2.F, 2.G, 2.H) and professional development principles of NSDC; and the online module was effective in developing engagement (2.C) and meeting the workshop goals developed by the group (1.C, 1.E, 3.D).	online module was not effective in enhancing engagement or learning (2.B, 2.C, 5.E, 6.C), and the workshop goals (1.C, 1.E, 3.D) established by the group were not met.	
Process: Follows theory to practice Logical and sequential Understandable Achieves the purpose	The group selected a topic of theoretical significance and applied it to the practice of learning and leading. The online learning module for the workshop was logical and sequential. The topic was made understandable and the group achieved the goals it has established for the workshop.	The group was not able to choose a theoretical topic and apply it to the practice of learning and leading. The online learning module for the workshop was hard to understand. The goals established by the group for the workshop were not met.	0 = Inadequate 1 = Developing 2 = Proficient
Outcomes: Clearly stated Clearly demonstrated Data supports the results	The group established a clear goal for the workshop, demonstrated the ability to create a professional development workshop featuring an online learning module, and gathered data to support to what extent the workshop met the goals the group had established. Data were included in the final report.	The workshop did not have a clear goal, nor did the workshop created meet the learning goals established by the group. Data gathering was not a priority and so the final report did not have the data needed to support the outcomes of the workshop. The final report was inconclusive.	0 = Inadequate 1 = Developing 2 = Proficient
Products: Align to standards Articulate and well organized Demonstrates full completion	The workshop and the contents of final report were articulate and well organized. The project was completely described in the final report, and the members of the group met their goals.	The workshop and the contents of final report were fragmentary and not well organized. The project was incompletely described in the final report, and the members of the group did not meet their goals.	0 = Inadequate 1 = Developing 2 = Proficient
Quality: Graduate Level Complete	The following quality is demonstrated in the workshop and final report: correct APA6 formatting; correct spelling and	The following quality is lacking in the workshop and the final report; correct APA6 formatting; correct spelling and grammar;	0 = Inadequate 1 =

SCORING GUIDE FOR DELIVERING A PROFESSIONAL DEVELOPMENT WORKSHOP			
Factors to Assess	Meets the Standard	Does Not Meet the Standard	Score
Accurate	grammar; completeness, accuracy; comprehensiveness. The candidate meets or exceeds the standards and competencies of this assessment.	completeness, accuracy; comprehensiveness. The candidate does not meet or exceed the standards and competencies of this assessment.	Developing 2 = Proficient
Candidates must score a minimum of 5 points to pass the Field Experience			
		Total Score	

2. POSITION PAPER ON EARLY CHILDHOOD LEARNING ENVIRONMENTS

This assignment involves five phases of data gathering and thinking before writing the position paper:

1. Review the LINC Curriculum Modules on early childhood education and programs.

2. Arrange to visit an early childhood classroom or facility. Observe and analyze how a variety of systems, factors, practices, and guiding principles (ISLLC 1.C, 1.D, 1.E, 3.A, 5.A, 5.E) in the school do or do not contribute to efficacy and a motivating (ISLLC 2.A) personalized (ISLLC 2.C) learning environment for all students. Pay particular attention to the school's mission/vision (ISLLC 1.A, 2.C) for learning. Ask about how the school partners with and/or interacts with families (ISLLC 4.C). Find out to what extent is the community involved with the program (ISLLC 4.B, 4.D)?

3. Interview the principal about leadership practices that support early childhood education programs.

4. Assemble the data you have gathered and in so far as possible, evaluate how well the program meets the NAESP Early Childhood Standards, which strategies are prominently in use, and how the program might be improved.

5. Finally, consider why thinking in terms of a PreK-3 continuum is a reform initiative. How would adoption of the PreK-3 continuum change elementary schools?

The final product for this assignment is a Position Paper. Organize and document your observations, analysis, findings and thoughts about early childhood education in a position paper about the PreK-3 continuum that is suitable for presentation to your superintendent, board of education, or a community group (ISLLC 6.B, 6.C).

SCORING GUIDE FOR POSITION PAPER ON EARLY CHILDHOOD LEARNING ENVIRONMENTS			
Factors to Assess	Meets the Standard	Does Not Meet the Standard	Score
Content: ISLCC 2008 Standards: 1.A,1.C, 1.D, 1.E, 2.A, 2.C, 3.A, 4.B, 4.C, 4.D, 5.A, 5.E, 6.B, 6.C	The candidate include in the position paper relevant information from the five phases of data collection, including the LINC Curriculum Modules, the visits to an early childhood classroom (ISLLC 1.C, 1.D, 1.E, 3.A, 5.A, 5.E) and observations of the extent to which the environment was motivating and personalized (ISLLC 2.A, 2.C) and why, the vision for learning	The candidate did not include in the position paper information from all five of the required phases of data collection ((ISLLC 1.C, 1.D, 1.E, 3.A, 5.A, 5.E). Observations of the environment for learning and the mission were insubstantial or incomplete (ISLLC 1.A, 2.A, 2.C), and references to family and community involvement were vague (ISLLC 4.B, 4.C, 4.D). The	0 = Inadequate 1 = Developing 2 = Proficient

SCORING GUIDE FOR POSITION PAPER ON EARLY CHILDHOOD LEARNING ENVIRONMENTS

Factors to Assess	Meets the Standard	Does Not Meet the Standard	Score
SREB/CSF'S Developed: (1, 2, 3a, 4, 6, 7, 8c, 9a, 9b, 10, 12, 13a) Appropriateness of the content	(ISLLC 1.A, 2.C), and the extent of involvement with the families and the community (ISLLC 4.B, 4.C, 4.D). The candidate explained why the concept of a PreK-3 continuum is a reform initiative, how its adoption would change elementary schools. The position paper presented organized thoughts and analysis and a clear position regarding the PreK-3 continuum in a format suitable for presentation to a superintendent, board of education, or a community group (ISLLC 6.B, 6.C) for the purpose of influencing decision-making.	candidates position on the PreK-3 continuum as a reform initiative was unclear and unsubstantiated. The paper was not in a format for submission to administrators or public bodies (ISLLC 6.B, 6.C).	
Process: Follows theory to practice Logical and sequential Understandable Achieves the purpose	The candidate completed the 5 phases of data gathering and was able to apply theories about early childhood education and the PreK-3 continuum concept and arrive at a point of view about whether it was a viable reform initiative and whether the candidate was in favor or against pursuing the idea. The conclusions drawn were logical, the ideas understandable, and the position paper achieved its purpose.	The candidate was not able complete the data gathering or to integrate theories about early childhood education with the concept of a PreK-3 learning continuum as a reform initiative. The position of the candidate in the paper was not clear, so the paper did not achieve its purpose of being persuasive.	0 = Inadequate 1 = Developing 2 = Proficient
Outcomes: Clearly stated Clearly demonstrated Data supports the results	The candidate's position about the PreK-3 continuum concept as a reform initiative was clearly stated in the position paper, and the data presented justified the position taken.	The candidate was not able to take a clear position with regard to the concept of a PreK-3 learning continuum as a reform initiative. The position of the candidate in the paper was not clear, and the data supporting it was not clearly stated.	0 = Inadequate 1 = Developing 2 = Proficient
Products: Align to standards Articulate and well organized Demonstrates full completion	The paper was responsive to the standards, well organized, articulate, and demonstrated full understanding and completion of the assignment.	The paper was not responsive to all the standards, was disorganized, was not articulate, and did not demonstrate full understanding and completion of the assignment.	0 = Inadequate 1 = Developing 2 = Proficient
Quality:	The following quality is	The following quality is lacking	0 =

SCORING GUIDE FOR POSITION PAPER ON EARLY CHILDHOOD LEARNING ENVIRONMENTS			
Factors to Assess	Meets the Standard	Does Not Meet the Standard	Score
Graduate Level Complete Accurate	demonstrated in the position paper: correct APA6 formatting; correct spelling and grammar; completeness, accuracy; comprehensiveness. The candidate meets or exceeds the standards and competencies of this assessment.	in the position paper; correct APA6 formatting; correct spelling and grammar; completeness, accuracy; comprehensiveness. The candidate does not meet or exceed the standards and competencies of this assessment.	Inadequate 1 = Developing 2 = Proficient
Candidates must score a minimum of 5 points to pass the Field Experience			
		Total Score	

ADDITIONAL ASSESSMENT TOOLS

1. REFLECTIVE JOURNAL OF LEADERSHIP DEVELOPMENT

(Use for entire Plan of Study)

The Reflective Journal of Leadership Development is the tool the program uses to monitor student progress in developing required competencies. Student logs will be reviewed by faculty at the end of each semester. During each course, as a preparation for work to be completed in your internship, write in a monthly log that contains the following three elements:

1. a reflection on your class work
2. a reflection on yourself and the skills you are developing
3. a reflection on your behavior

In order that you might be able to document and see your growth in preparation for the Internship, use the *same* Excel workbook to document each of your reflections (use one worksheet for each class) for your entire Plan of Study. [ISLLC 5.B] (A model worksheet will be provided during your first class.)

SCORING GUIDE FOR REFLECTIVE JOURNAL OF LEADERSHIP DEVELOPMENT			
Specific Areas to Assess:	Assessment:	Scoring Guide: Meets the Expectation	Scoring Guide: Does Not Meet the Expectation
ISLLC 5.B: Model principles of self-awareness, reflective practice, transparency, and ethical behavior	Write a monthly journal reflection that contains the following three elements: 1. a reflection on your class work; 2. a reflection on yourself and the skills you are developing; and 3. a reflection on your behavior. Use the same Excel workbook for your entire Plan of Study [ISLLC 5.B]	Reflections on class work were completed in a timely fashion. [ISLLC 5.B]	Reflections on class work were incomplete or not submitted in a timely fashion. [ISLLC 5.B]

ISLLC 5.B: Model principles of self-awareness, reflective practice, transparency, and ethical behavior	SAME AS ABOVE	Reflections that demonstrated evidence of self-reflective practice of candidate's skill development were provided. [ISLLC 5.B]	Reflections did not appropriately demonstrate evidence of self-reflective practice of candidate's skill development. [ISLLC 5.B]
ISLLC 5.B: Model principles of self-awareness, reflective practice, transparency, and ethical behavior	SAME AS ABOVE	Reflections demonstrated evidence of self-reflective practice of the candidate's behavior. [ISLLC 5.B]	Reflections did not demonstrate adequate evidence of self-reflective practice of candidate's behavior. [ISLLC 5.B]

2. REFLECTIVE JOURNAL OF PRESENTATION SKILL DEVELOPMENT

(Use for entire Plan of Study)

The Reflective Journal of Presentation Skill Development is the assessment tool the program uses to monitor student development of formal presentation communication skills. After at least one class formal presentation in each class (or in a school or the community), survey the class members (audience members) to gather feedback on the effectiveness of your personal communication skills using the EAF Department's Presentation Survey System. Using the feedback received, write a one-page reflection that elaborates on the following three elements:

   a) what was learned
   b) what you will do to improve
   c) how you will go about making improvements

Submit the one-page reflection to your instructor before the next class after your presentation [SREB CSF 6b]. In order that you might be able to document and see your growth in preparation for the Internship, use the *same* Excel workbook to document your ratings, your reflection, and your improvement implementation plan (use one worksheet for each class) for your entire Plan of Study. A model will be provided during your first class. Entries will be reviewed by faculty at the end of each semester.

SCORING GUIDE FOR REFLECTIVE JOURNAL OF PRESENTATION SKILL DEVELOPMENT			
Specific Areas to Assess:	Assessment:	Meets the Expectation:	Does Not Meet Expectation:
SREB/CSF 6b: gather feedback regarding the effectiveness of personal communication skills. [CSF 6b]	After at least one class formal presentation in each class (or in a school or the community), survey the class members (audience members) to gather feedback on the effectiveness of your personal communication skills using the EAF Department's Presentation Survey System. Using the feedback received, write a one-page reflection that elaborates on the following three elements:	The one-page reflection is complete in a timely fashion and states what was learned from the process. [CSF 6b]	The one-page reflection is incomplete and/or fails to state what was learned from the process. [CSF 6b].

	1. what was learned 2. what you will do to improve 3. how you will go about making improvements Submit the one-page reflection to your instructor before the next class after your presentation. [SREB CSF 6b]		
SREB/CSF 6b: gather feedback regarding the effectiveness of personal communication skills. [CSF 6b]	SAME AS ABOVE	The reflections demonstrate evidence of self-reflective practice of the candidate's communication skill development. [SREB CSF 6b]	The reflections fail to demonstrate evidence of self-reflective practice of the candidate's communicatio n skill development. [CSF6b]
SREB/CSF 6b: gather feedback regarding the effectiveness of personal communication skills. [CSF 6b]	SAME AS ABOVE	The reflections demonstrate evidence of self-reflective practice of candidate's presentation skills and plan to improve. [CSF 6b]	The reflections fail to demonstrate evidence of self-reflective practice of the candidate's presentation skills and plan to improve. [CSF 6b]

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Helm, J. H., Beneke, S., and Steinheimer, K. (1998). *Windows on learning: Documenting young children's work.* New York: Teachers College Press.

Lyman, L. L. (2000). *How do they know you care? The principal's challenge*. New York: Teachers College Press.

Medina, J. (2008). *Brain rules: 12 principles for surviving and thriving at work, home, and school.* Seattle, WA: Pear Press.

Willis, J. (2006). *Research-based strategies to ignite student learning: Insights from a neurologist and classroom teacher.* Alexandria, VA: ASCD.

   4. Willis, J. (2009). *Inspiring middle school minds: Gifted, creative, and challenging*. Tucson, AZ: Great   Potential Press, Inc.

RESOURCES

Lectures from 2011 conferences of Learning & the Brain Society – available in MP3 and WMV Formats. For more information see https://www.learningandthebrain.com/ (Those listed below will be posted to a secure site for student use).

Reasoning Ability, Cognitive Development and Training in Children, by Silvia A. Bunge, PhD

The Role of Executive Function in Intelligence, by George McCloskey, PhD

Genius, Creativity and Talent, by Dean Keith Simonton, PhD

Intelligence, Achievement and ADHD, by Sam Goldstein, PhD

Giftedness as a Single IQ Score: The Myths and Realities of Gifted Children, by Frank C. Worrell, PhD

Innovative Teaching: Implications of Creativity Research in the Classroom, by Mark A. Runco, PhD

Sleep-Deprived Students: The Importance of Sleep for Learning, Memory and Mental Health, by Robert
       A. Stickgold, PhD

Teen Brains, Memory and Testing, by Jeb Schenck, PhD

The Long and Short of Long-Term Memory, by Eric R. Kandel, MD

From the Lab to the Classroom: What Educators Can Achieve with Memory Research, by Judy Willis,
       MD, EdM

Why Practice Tests Improve Learning and Memory, by Katherine A. Rawson, PhD

Social Learning in Virtual Reality: How Avatars Can Make Us Better Teachers, by Jeremy
       Bailenson, PhD

Intelligence and How to Get It: Implications for Schools, by Richard E. Nisbett, PhD

Latent Ability: Grades and Test Scores Systematically Underestimate the Intellectual Ability of

Stereotyped Children, by Gregory Walton, PhD

Curriculum 21: Essential Education for a Changing World, by Heidi Hayes Jacobs, EdD

The Loyola University (Chicago) Redesign of the Principal Preparation Program

Marla Israel Ed.D., Janis Fine, Ph.D., Susan Sostak, Ed.D. and Robin Miller Young

Context of the Program

Loyola University (Chicago) is a private, Catholic university that has multiple campuses, in Maywood, East Rogers Park and downtown Chicago. Data from 2011 indicate that approximately 10,000 undergraduate and 6,000 graduate students were enrolled at Loyola.   The Loyola University (Chicago) full-time faculty in the program of administration and supervision consists of two tenured professors, one full-time clinical assistant professor and a full-time coordinator of coaches. Additionally, principal coaches are hired at a 1 coach to 4 candidate ratio. Principal Coaches are all successful retired principals from either the Chicago Public Schools or Catholic School Principals. Additional adjunct faculty members are all current or former successful school administrators from both the public school and Catholic school systems and are hired for specific courses (ex: Finance for School Administrators: Chicago Public School cohort).

Loyola University Chicago School of Education's vision and mission are guided by the Jesuit Catholic teachings. This foundation is described within the Loyola document titled *Transformative Education in the Jesuit Tradition*. Bullet points of these essential elements are provided here, as well as in the Loyola (Chicago) Artifact Appendix (see Item 1, *UCEA power point for Fall 2012 FINAL 11-8-12)*. Written in 2009 by integrating current research and best practices about innovative educational leadership preparation, the *Transformative Education in the Jesuit Tradition* statement includes six core components: (a) expand horizons and deepening knowledge; (b) self-appropriation or the self who leads; (c) dialogue; (d) moral responsibility; (d) care for planet or leading within various school contexts; and (e) promotion of justice.

Partnerships. Loyola has two partnerships that include the Chicago Public Schools (CPS) through the Chicago Leadership Collaborative (CLC) and the Chicago Office of Catholic Schools (OCS), operated through the Catholic Church Archdiocese. Additional information on the roles these partners play is delineated below, in the section titled: "Redesign Process Description". Based on Loyola's status and operation as a Catholic university, the Jesuit foundations and the two partnerships, all the Loyola principal candidates meet one of two eligibility criteria: one, candidates desiring to earn a doctoral degree are all currently Assistant Principals in the CPS system each holding a current Type 75 Certificate (State of Illinois General Administrative certificate), and will meet the CPS Principal eligibility criteria within the first year of their Loyola doctoral program. Alternatively, candidates who wish to earn a master's degree and the new principal license must be educators in Catholic schools holding a valid teaching license and have passed the Illinois Test of Basic Skills. More information is available on the Candidate Selection Process in the section titled "Redesign Process Description". The first cohort of CPS assistant principal candidates began their Ed.D. program in August of 2012. Currently there are thirteen candidates within this doctoral cohort. The first cohort of Catholic educator candidates began their M.Ed. program in January of 2013. Currently there are eight candidates within this master's degree cohort.

Loyola University (Chicago) Redesign Process Description

The redesign development process was conducted in the Loyola SOE within a set of unique cultural conditions. Specifically, Loyola had a governance structure in place with "program areas"; it did not and does not have a "department" structure. No single person "owned" a course, so that reduced the disincentive for working together. A second factor that came into play was the reconceptualization of the redesign process by then SOE Dean David

Prasse (now Vice Provost for Academic & Faculty Resources at Loyola). He had been a member of State of Illinois Advisory Task Force on Principal Preparation. Therefore, changing the way principals were being prepared in Illinois was a priority for him. In meetings with the SOE faculty, Dean Prasse described the redesign as an opportunity to take an honest look at principal preparation. Furthermore, he stated that so much of the current principal preparation activity does not positively impact student outcomes, so the faculty should take this opportunity to impact the teaching and learning processes, to advance student achievement in numeracy and literacy and to support skill development in research methods to continue developing the field's evidence base.   So Drs. Marla Israel and Janis Fine, Principal Preparation Program Chairpersons, took the lead with changing the paradigm of the Principal Preparation Program redesign process.

When asked what one leadership quality made this process so successful, the answer was "humility." Drs. Fine, Israel and Sostak believe that one can be highly knowledgeable about the dispositions, skills and knowledge for developing strong principals; however, one person does not have all the answers. Each person in the redesign effort needed to know that they had something valuable to contribute and the final product would be better as the result of many individuals' contributions. In the beginning, the statement was made that there would be no "sacred cows." Everything and anything that had been a part of the Principal Preparation Program would be under consideration for redesign. The alignment of faculty talents and interests to fulfill specific responsibilities in the delivery process would be determined only after examining how to create the strongest preparation experience for the candidates.

In order to bring the talents and expertise of their Loyola colleagues into the redesign process, Drs. Israel and Fine held one hour meetings to talk to each one of their colleagues

within the SOE who were assigned to other programs. Among these colleagues were members

of various disciplines (e.g., school psychology, special education, early childhood) who had

expertise in educating children with disabilities, ELLs, and young children (birth to age five).

Loyola had the luxury of including the expertise of these individuals in the beginning stages as

they were in the same college and they had been a part of the process of breaking down the

departments and looking at leadership differently. Drs. Israel and Fine let the colleagues know

in advance that the conversations would address the following three questions:

1. In your area of expertise, what should a P-12 principal know and be able to do?

2. Regarding your area of expertise, what field experiences would you suggest a principal
   be involved in during his/her training?

3. What specific resources would you consider seminal to a building principal's knowledge
   of this area?

Drs. Fine and Israel report that the level of engagement around this fact-finding task was

enormous. Colleagues came ready to share ideas and they were extremely invested in supporting

this stage of the Principal Preparation Program redesign process. Once all the meetings were

held, the Redesign Team Chairs met in a large conference room and arranged big post-its on the

walls. They started with the SREB (Southern Regional Education Board) competencies, and

then started to chunk areas of proposed knowledge and expertise from the fact-finding process;

additionally, they considered the professional standards that impact their work. They also looked

closely at the information they had received to prepare principals to meet the needs of ELLs,

children with disabilities of all ages, and young learners, as this was an explicit focus of the State

legislation calling for revisions in Principal Preparation Programs. The Loyola process was an

iterative one of looking to match chunked areas with the competencies. Alignment to specific

courses did not take place until a later stage. Drs. Fine and Israel report that the redesign process leaders had to break apart important content and that resulted in most content and field experiences being embedded in coursework differently resulting in a spiraling of major content among many courses. An example of this would be school law. Once a separate course, school law concepts were now spiraled within multiple courses such as 1) Multi-Tier Systems of Support, 2) School Supervision, 3) Resource Management and Talent Acquisition, 4) ELL Methods and Assessment, and 5) School Law, Policy Formation and Community Involvement.

In addition to collecting and strategically rearranging the knowledge and content that needed to be included in the redesign, there were two other activities that were simultaneously occurring that contributed to the success of the redesign efforts. Specifically, the Loyola team took the *LINC Internship Assessment* document (see Artifact Appendix provided after the Tool Kit Recommendation section, Item 1*, 3045 a 4 - A-G Assessments of McCormick Grant LINC Project - Final Glossary & Activities pp - 12-19-11.doc)* and did a backwards assessment to determine what skills, knowledge bases and competencies the candidates would have to develop and be able to perform in the coursework in order to be successful as interns. Dr. Israel was particularly helpful in this endeavor as she had worked with other members of the LINC team to develop the *Internship Assessment* document as part of an earlier LINC-supported collaborative effort. This enabled her to frame guiding questions, such as, "How can we embed that experience?" and "How can we contextualize that knowledge or skill for the candidate?" The other on-going activity was to draw on Dr. Israel's leadership of Loyola's Title III CPELL grant (Chicagoland Partners for English Language Learners). During the time of the Principal Preparation Program redesign, she was the principal investigator in the first and second five-year Department of Education (DOE) Title III grant with four school district partners. The work she

completed and expertise she gained was very helpful in ensuring appropriate content concerning

ELLs within the Principal Preparation Program. Finally, both Redesign Chairs have indicated

that the support of the LINC Redesign Consortium was incredibly helpful and supportive as the

Loyola team moved through the redesign process.

  Participants in the redesign efforts. As indicated above, Loyola has two partners; the

Chicago Office of Catholic Schools (OCS), operated through the Catholic Diocese, and the

Chicago Public Schools (CPS), operated through the Chicago Leadership Collaborative (CLC).

The CLC is a collaborative whose purpose is to create a school leadership candidate pipeline for

CPS. The CLC includes Loyola, University of Illinois at Chicago, Teach for America and New

Leaders as members. Development and nurturing of the partnership relationships was, and is, an

extremely important part of the redesign process. One can have a Memo of Understanding

(MOU) on paper and then there is an authentic partnership. The four members of the CLC are in

the leadership development business together, and no one group member is any better or more

important in the collaborative process than any others. Some partners have been preparing

leaders for CPS for ten years while Loyola is the newest partner in the collaborative. Relative to

its two partnerships and within the CLC, the relationships are dynamic as the Loyola team has to

work within the two different partners' structures in order to accomplish the mission of

developing school leaders to serve both organizations.

  Loyola University Chicago's redesign effort was also enhanced by the support of Dr.

Steve Tozer, a Professor in the College of Education at the University of Illinois at Chicago.

Then Dean Prasse hired Dr. Tozer as a consultant to work with the Loyola faculty during the

redesign process. Steve had already led a process of breaking down pre-existing ideas of

principal preparation and helping move faculty members away from their "sacred cows," so he

was able to help Drs. Israel and Fine examine what Loyola did well and how it could be made stronger.

Length of time to complete process. The redesign process was complex, hard work that took three years to complete. It is important to note that Loyola stopped accepting candidates in 2010 to ensure that there would not be candidates who started the program and then would not be able to finish it under the "old" regulations. As expected, engaging a large number of institutional faculty members and two partners with different operating structures took a lot of time. There were multiple meetings, and many meetings took four to five hours. A lessoned learned is to know that if a program is going to undertake this task, then the time and commitment need to be in place to do it well and to do it right. Institutional and partnership resolve need to be in place; additionally, a continuous improvement cycle needs to be embedded in the process so that, in fact, one is never quite completely done. The redesigned program was approved by ISBE in the summer of 2012 and the first cohort of CPS candidates started in August of 2012 and the first cohort of Catholic candidates started in January of 2013. With the roll-out of these programs, Drs. Israel, Fine and Sostak have looked ahead and already mapped out meetings with coaches, and program review meetings, to ensure that they looking at their program and the candidates' progress through the program, and making immediate improvements as needed.

Challenges faced by the redesign team. A mind-set needed to occur around the nature of the coursework and the internship activities. This is not a "drive-by" type of professional development; the mission of the Loyola Principal Preparation Program is to develop capacity in the candidates. The non-departmental structure of the SOE allows for collaboration that can build such capacity. The downside to non-departmental structure is that faculty members do not

have departmental protection. Therefore the principal preparation candidates belong to and are the responsibility of the entire School of Education. (This is exactly what we want and expect in P-12 education). It was imperative that all faculty members within the School of Education felt this collective moral obligation and had the courage to do this work well.

Another challenge was the reallocation of faculty time to engage in this redesign process. The principal redesign process represented a new priority for the SOE and an open and honest dialogue had to take place about how the time reallocation would impact faculty achievement recognition. Specifically, Loyola has earned the Carnegie 1 Research Institution designation and there is an expectation that faculty will engage in conducting original scholarship approximately 40% of their time. Time to lead this redesign project diminished the time available to do research. Furthermore, for Drs. Fine, Israel and Sostak, their research agenda has changed. As a faculty member, each faculty member now sees herself engaging in different work with different research questions than those that were once pursued. Engaging in time-consuming redesign activities over the course of several years has to be deemed as worthy as delivering high quality instruction, supervision and coaching of aspiring leader candidates.

Revised Loyola (Chicago) Principal Preparation Program Description

As a result of the redesign effort, two new programs were created: a master's program for OCS and doctoral program for CPS. The new master's program was created, in collaboration with the Loyola University Chicago's Center for Catholic School Effectiveness (CCSE), to prepare candidates to become principals in Catholic Schools. As part of Loyola's Jesuit mission, the CCSE is a center within Loyola's School of Education dedicated to the improvement of Catholic Schools and specifically assists in aligning the Catholic School Benchmarks to the ISSLC standards and in contextualizing the program for the needs of Catholic School Educators.

The doctoral program, developed in collaboration with the Chicago Public Schools Leadership Collaborative (CLC) prepares current CPS Assistant Principals to become principals while also earning State of Illinois Superintendent Endorsement [see the Loyola (Chicago) Artifact Appendix, Item 2, *Loyola Executive Summary – Principal Prep*.].

 A summary of Loyola's Redesigned Principal Preparation Program (both doctorate and masters) is provided below:

1. Coursework, embedded field experiences and internship activities that focus on school and P-12 student performance and improvement;

2. An intensive, three-year coaching model that starts on Day One;

3. An individually designed "on-boarding" process to ensure active engagement in leadership activities aligned with competencies;

4. Four semesters of internship to ensure that competencies along the entire P-12 continuum, in multiple communities with diverse learners, are captured;

5. A rich support system of coaches from the university and the partners;

6. On-going feedback, through both formative and summative assessments; and

7. Optional two-week summer course at Loyola University's Rome campus to develop global perspectives.

Candidate recruitment and selection processes. The Loyola University (Chicago) Principal Preparation Program has established rigorous selection processes to invite candidates who are considered as potential leaders within the district. The selection process includes two phases. Phase one includes the following:

1. Complete the Loyola University Chicago application

2. Hold a Bachelor's degree (for the M.Ed. program) and Master's degree (for the Ed.D. program) from an accredited college or university

3. Hold a current teachers' certificate

4. Hold a current Type 75 General Administrative certificate (for the CPS Ed.D. program)

5. Pass the Illinois Basic Skills Test

6. Have completed a minimum of two years teaching on a current teacher certificate

7. Possess and submit university transcripts indicating evidence of a minimum average of 3.0/4.0 grade point average

8. Provide 3 letters of recommendation (1 from his/her current principal and for CPS, one letter from the Network Chief)

9. Provide a personal statement focusing on transformational leadership and social justice

10. Provide a current resume.

If the candidate meets the initial program requirements, he/she will then be invited to the second phase, an interview administered by the program's selection committee. The assessment will include an oral interview, to ascertain the candidate's knowledge, skills, and dispositions for future leadership success to improve student outcomes; a Power Point presentation in which the application must demonstrate his/her impact on student achievement using data to improve outcomes; a teaching and learning video analysis to demonstrate an understanding of effective instructional practices; and a writing sample.

Relationship of course content, internships and assessment. For a description of the courses and the course sequence, please see Loyola (Chicago) Artifact Appendix, Item 3, the *Loyola University Chicago – Principal Preparation Program Framework* document. The document includes descriptions of all courses, aligned to required competencies and linked to

internship activities and formative and summative assessments. Additionally, in both programs, the opportunity to develop global awareness is created through a course either at Loyola's Rome campus or through an experiential course in the neighborhoods of Chicago. Dr. Fine is the Director of the Rome program for Loyola's SOE and this course (and the companion course in Chicago) syllabi can be found on the Loyola SOE website (www.luc.edu/education). As expected, given the redesign process described above, the redesigned program components are highly consistent with one another. Threads were drawn from the *Internship Assessment* document backwards to ensure that course content was delivered in a timely fashion and judiciously crafted assessment activities allow the candidate and the faculty to monitor progress on an on-going basis, assuring that the candidate in on the right path and the program is achieving its ends. Coaches and faculty meet every other week in relationship-building activities. The coaches have had training; yet, effective development of coaches continues to be examined.

Program evaluation/continuous improvement. One of the essential outcomes is the effect of the Loyola graduates as leaders in their communities. After all, one of the primary reasons for the State of Illinois to create legislation revising Principal Preparation Programs was the desire to create leaders who could bring about effective and efficient schooling opportunities for all children, and to create stronger community engagement with schools. The program evaluation and continuous improvement process at Loyola is characterized by shared decision-making. A large group of stakeholders has made invaluable contributions to the redesign process and these stakeholders continue to serve as partners in the implementation of that redesigned process. Naturally, the stakeholders are heavily invested in ensuring that strong, targeted outcomes are achieved.

Innovative and Best Practices

1. The most notable practice of the work of Loyola University was the bold leadership that occurred to voluntarily not admit new candidates into a program. This action led to a conscious effort to spend the time necessary for re-examining the way in which principals were prepared at Loyola. Leadership provided by Drs. Fine and Israel also led to a culture of authentic, collaborative and productive relationships between program faculty members and partners.

2. A second notable practice was the collaborative effort among Loyola faculty to engage one another in the design and delivery of courses by reaching out to faculty in other programs to bring their resources and expertise to the table. The result created a learning community among themselves that continues to be sustainable through implementation and now program refinement and evaluation.

3. While program faculty members at Loyola are working collaboratively, a distinct practice is the way in which the four member universities to the Chicago Leadership Collaborative (CLC) are working together. Such collaboration is leading to a consistent and cohesive model for preparing a pipeline of principals that fit the needs and expectations of Chicago Public Schools.

4. Serving multiple partners, Loyola faculty has tailored their preparation programs into a master's degree program for aspiring principals for the Chicago Office of Catholic Schools and a doctoral program targeting current assistant principals in CPS.

5. At the core of this work are the components of the *Transformative Education in the Jesuit Tradition*, through which the faculty engage candidates in a reflective process of examining issues of performance excellence, achievement of social justice, and strong adherence to decision-making according to ethical and moral principles. As an example

of this, throughout the coursework and internships, the candidates are asked how to bring

an "ethic of care and critique" to a situation and to ask what actions will bring about

equity. This type of self-inquiry and the coaching processes not only address obvious

leadership issues; these processes also require the candidate to look beyond the obvious

and ask whose voice has been silenced and how does one ensure that this silenced voice

is heard. This type of school and community leader could not have been developed in the

old way of preparing principals; it could only come about as a result of the redesign

process.

Proposed citation:

Israel, M., Fine, J., Sostak, S., & Young, R.M. (2013). The Loyola University (Chicago) redesign of the principal preparation program. In R.M. Young, E.L. Hunt, and L. Hood (Eds.), *The Leadership to Integrate the Learning Continuum (LINC) Tool Kit: Redesigning principal preparation programs across four Illinois institutions* (pp. 1-13). Normal, IL: Center for the Study of Education Policy, Illinois State University.

Loyola University (Chicago) Artifact Appendix Index

Item 1 = UCEA power point for Fall 2012 FINAL 11-8-12

Item 2 = Loyola Executive Summary – Principal Prep.

Item 3 = Loyola University Chicago – Principal Preparation Program Framework

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Redesigning Systems for Successful Principal Preparation Programs: Faculty Collaboration, Coaches as Partners, and Global Perspectives

Dr. Marla Israel, Loyola University Chicago

Dr. Janis Fine, Loyola University Chicago

Loyola University Chicago

- Main campuses located in Chicago, IL
- Jesuit Catholic private university
- Approximately 10,000 Undergraduates and 6,000 Graduate Students
- School of Education has 379 undergraduate students and 717 graduate students (Loyola University Chicago, 2011)
- Multiple Campuses (Domestic: Water Tower, Lake Shore, Health Sciences Center, Retreat and Ecology Campus. International: John Felice Rome Center, Loyola Vietnam Center, Beijing Campus)

Loyola's Jesuit Mission

- The core of Loyola's mission is to deliver the premier educational experience characterized by a transformative education in the Jesuit Tradition.
- University faculty, staff, and students fulfill this mission through:
  - coursework,
  - conversation,
  - co-curricular activities,
  - global initiatives and education,
  - and creating a community where people of all backgrounds thrive (Loyola University Chicago, 2012).

Overview of *Transformative Education in the Jesuit Tradition*

- Written in 2009 integrating current research and best practices about innovative educational leadership preparation
- Six core components:
  - Expanding horizons and deepening knowledge
  - Self-appropriation or the self who leads
  - Dialogue
  - Moral responsibility
  - Care for planet or leading within various school contexts
  - Promotion of justice

Overview of Innovative Educational Leadership Preparation

- Responsive to *Transformative Education in the Jesuit Tradition* and Illinois Public Act 096-0903.
- Collaboratively constructed with cross-disciplinary colleagues within the School of Education and community partners (Chicago Leadership Collaborative and the Office of Catholic Schools).
- Features a three-year coaching model.
- Global Perspectives integrated through domestic and international immersion experiences.

Theoretical Background (Cont.)

- Rainwater Leadership Alliance (2010) paper *A new approach to principal preparation* acknowledges the importance of mentoring and coaching.
- The understanding of the development and literacy for P-12 students is integral in the success of educational leaders in order to make data based decisions on curriculum and instruction and improvement of teachers and student learning (Chappius, Commodore, & Stiggins, 2010; Dufour and Marzano, 2011; Leithwood & Jantzi, 2006).
- Culturally competent leaders make informed and ethical decisions when confronted with problems around diversity of perspectives (Lindsey, Roberts 7 Campbell-Jones, 2005; Terrel and Lindsey, 2009).
- Kouzes and Posner (2002) *Leadership Practices Inventory* provides a foundation for on-boarding plans and developing leadership competencies.
  - Challenging the Process
  - Inspiring a Shared Vision
  - Enabling Others to Act
  - Modeling the Way
  - Encouraging the Heart

Recommended Changes to Current Practices across the field of leadership preparation

Courageous Collaboration

- Dean of the School Education was a member of the State of Illinois Advisory Task Force on Principal Preparation challenging the LUC faculty in the School of Education to "totally reconceptualize" what principal preparation should be.
- Faculty from cross-disciplinary units met regularly to discuss changes in Illinois Principal Preparation in light of best practice and recent legislation.
- Discussed:
  - In your area of expertise, what should a P-12 principal know and be able to do?
  - Regarding your area of expertise, what field experiences would you suggest a principal have?
  - What specific sources would you consider seminal to building a principal's knowledge of this area
- Knowledge, skills, dispositions and field-based experiences created that aligned with SREB, ISLLC and ELCC standards.
- Created draft plans and revised multiple times as teams and as a School of Education before final program was accepted.

Rigorous Selection Process
Phase 1- Application Process

The initial phase includes the following requirements:

- Complete the Loyola University Chicago application
- Hold a Bachelor's degree (for the M.Ed. program) and Master's degree (for the Ed.D.program) from an accredited college or university
- Hold a current teachers' certificate
- Pass the Illinois Basic Skills Test
- Have completed a minimum of two years teaching on a current teacher certificate
- Possess and submit university transcripts indicating evidence of a minimum average of 3.0/4.0 grade point average
- Provide 3 Letters of recommendation (1 from his/her current principal)
- Provide a personal statement focusing on transformational leadership and social justice
- Provide a current resume.

Rigorous Candidate Selection
Phase 2 - ½ Day On-Site Interview

If the candidate meets the initial program requirements, he/she will then be invited to the second phase, an interview administered by the program's selection committee. The assessment will include:

- Oral Interview: The oral interview contains eight questions to begin the conversation around the candidate's knowledge, skills and dispositions indicative of future leadership success to improve student outcomes.
- Power-Point Portfolio Presentation: Through a power-point presentation, the applicant must demonstrate impact on student achievement using student data to improve outcomes and detail a current practice that demonstrates the change process with adults.
- Teaching and Learning Video Analysis: The applicant will be asked to view an instructional video and in real-time analyze and present an understanding of effective curriculum and instruction and student engagement.
- Writing Sample: The applicant will provide a written response to an educational leadership scenario. Given a limited period of time, the applicant will be asked write a concise response demonstrating the candidate's ability to organize his/her thoughts and analyze the information presented using the ISLLC standards as a guide.

Program Components

- Ed.D. Doctoral Principal Preparation Program for Current Chicago Public School Assistant Principals
  - Three-year intensive coaching model
  - CPS Principal Competencies
  - Superintendent's Endorsement
  - Doctoral Capstone Dissertation
- M.Ed. Instructional Leadership Principal Preparation Program – Catholic Educators
  - Three-year intensive coaching model
  - National Catholic Benchmarks
  - Principal License
- Coach is a former (CPS or Catholic) principal with demonstrated success in transforming schools to improve student outcomes
- 5 to 1 candidate to coach ratio
- Coordinator of Coaches is liaison between university, candidates, and schools

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Creating an On-boarding Plan

- Continued assessment is key to successful leadership preparation programs (Levin, 2005).
- Embedded field activities, internship and residency activities are aligned to the ISLLC SREB and ELLC standards. (Ed.D. also aligned to CPS Competencies; M.Ed. also aligned to Catholic Benchmarks)
- From results, on-boarding plan created and includes evolving needs-based contract between university, candidate, and coach
- Creates a meaningful relationship between expert leader and candidate
- Provides a full-support system between the Candidate, Coordinator of Coaches, Coach, On-site Principal Mentor, and University Faculty

On-Boarding Plan
Sample Page

CPS Competency A: Creates powerful professional learning systems that guarantee exceptional teaching and learning for students. ISLLC Standard 2 Functions A-I	Assessed in Loyola's Internship Cycle (Year/Semester)	Evidence of work done by candidate as an assistant principal or other admin.	Evidence of work done in the Internship and/or Residency	Level of Completion: • Observation (O) • Participation (P) • Leadership (L)	Mastery of CPS Principal Competencies Yes=Y No= N
1. Implementation of Common Core Standards:					
1a. Demonstrates content expertise of CCSS by developing effective unit and lesson planning protocols that are aligned with data-driven practices.	Year 1/ Semester 1 & 2 Year 2/ Semester1 Year 3/ Summer 1				
1b. Sets expectations and facilitates staff in planning rigorous lessons and units across all grade levels and content areas aligned to the CCSS	Year 1/ Semester 1&2 Year 2/ Semester 1 Year 3/ Summer 1				
1c. Facilitates teacher teams in developing formative assessments aligned to CCSS that provide an accurate assessment of student learning.	Year 1/ Semester 1&2 Year 2/ Summer 1 Year 3/ Summer 2 Year 3/ Summer 1				

Continuous Candidate Assessment

Formative Assessment:

- Continuous On-Boarding Plan Documentation
- Embedded Field Experiences that also serve as Core Course Assessments
- Mentor Principal Evaluation

Summative Assessments

- State Internship Assessment
- LINC Internship Assessment
- Leadership Profile Inventory (Kouzes & Posner)
- Value Ed 360

Development of Global Perspectives

- Choice of international or domestic field experience
- Can take place in Rome, Italy (International) or Chicago, IL (Domestic)
- Curriculum includes:
  - Visiting important locations displaying cultural forms of representation that reveal issues current to today's schools.
  - Creating and presenting professional development to understand critical issues related to school-based issues within a pluralistic society.
  - Determining implications for educational change in candidate's home school

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What is Global Perspective?

The GPI Scales

Cognitive
- Knowing
- Knowledge

Intrapersonal
- Identity
- Affect

Interpersonal
- Social Interactions
- Social Responsibility
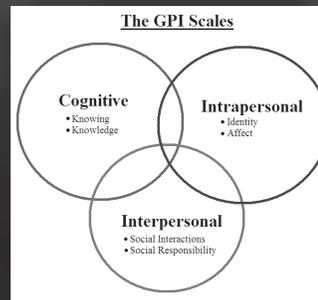
A multi-dimensional, developmental process

MEANS				
	Culture	**Curriculum**	**Co-Curriculum**	**Community**
ENDS Cognitive #1-7	Rome based orientation on Italian Customs: Communication Transportation Foods/Eating "the Italian way"	Site-based Intergroup Dialogue at: -Vatican Museum -Coliseum -Jewish Ghetto -St. Peter's Basilica Capitoline Hill -Piazza Minerva -Pantheon	Cultural immersion : -daily travel -restaurants -week-end travels	-Teach-us session planning -daily bus travel -site-based activities -Faculty walks
Intrapersonal #1-3	-orientations with faculty -interactions with faculty and staff of Rome Center	Course activities: -journaling -debates -teach-us sessions -site –based discussions at: -Vatican Museum Roman Forum, Jewish Ghetto Piazza Minerva	-Intergroup Dialogue -meetings with local students, educators, -week-end travel	Community within: -picnic, opening lunch, final dinner -faculty walks -papal audience
Interpersonal #1-4	-interactions with Italian citizens, students, faculty staff of Rome Center	-debates -teach-us sessions	-Site-based Intergroup Dialogue -meetings with local students, and educators -week-end travel	Interactions with local Italians, fellow students, -Decision making for school/district

GPI Results

○ The means (average scale scores) for each of the six scales—two for each of the dimensions—Cognitive, Intrapersonal, and Interpersonal-- is presented for the pre –tests and post-tests. The higher the mean-score, the more the group is considered to have a multicultural or global perspective i.e., that they are more apt to express the view of a global citizen. These results are compared with over 2300 undergraduate students from over 20 colleges and universities who have completed the GPI. To date, only this study has assessed the GPI on the graduate student population.

Results for National Undergraduates

Differences on GPI Scales: National Undergraduates Semester Abroad
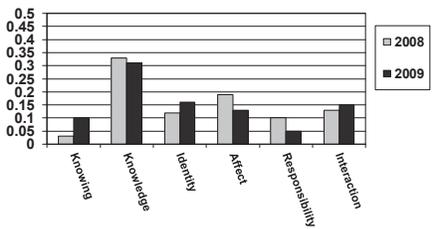
	Knowing	Knowledge	Identity	Affect	Responsibility	Interaction
2008:	.03	.33	.12	.19	.10	.13
2009:	.10	.31	.16	.13	.05	.15

Results for LUC Graduates

Differences on GPI Scales: Summer Abroad LUC Grads
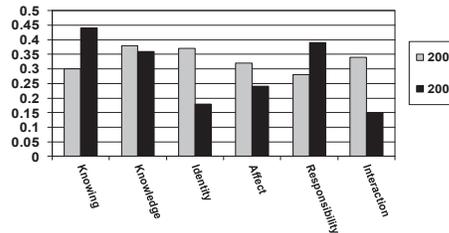
	Knowing	Knowledge	Identity	Affect	Responsibility	Interaction
2008:	.30	.38	.37	.32	.28	.34
2009:	.44	.36	.18	.24	.39	.15

Results for LUC Graduates

Differences on GPI Scales: Knowing and Responsibility Summer Abroad LUC Grads

Legend: □ 2008 ■ 2009

Categories: Knowing, Responsibility
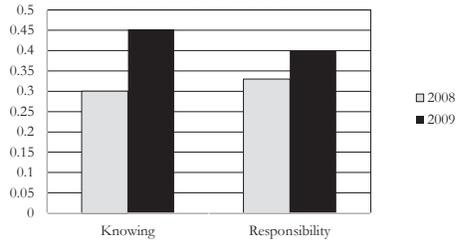
	Knowing	Responsibility
2008:	0.30	0.28
2009:	0.44	0.39

Summary of Components of Loyola University Chicago's Redesigned Principal Preparation Program

1. Collaboratively designed with university faculty from outside the discipline area of educational leadership, plus community partners, to ensure that candidates acquire a foundation of teaching and learning, research, data analysis and community perspectives;

2. Coursework, embedded field-experiences and internships that focus on school and P-12 student performance data and improvement;

3. Rigorous candidate selection process;

4. Three-year intensive coaching model beginning Day One of the program with a retired, successful principal;

5. On-boarding process to ensure that the principal candidate is actively engaged in leadership activities from Day One of the program that align with the 13 SREB competencies, the ISLLC standards, and the ELCC standards;

Summary of Components of Loyola University Chicago's Redesigned Principal Preparation Program

6. Meaningful progression of proficiencies between the on-boarding field-experience leadership activities and the four semesters of internship;

7. Four semesters of internship encompassing the 13 SREB competencies and the 36 SREB activities (9 per semester) to ensure that the candidate's experiences span the P-12 continuum, in multiple diverse communities, with diverse learners;

8. A support team comprised of university faculty, university supervisor, mentor principal, coordinator of coaches and a coach ensuring that the candidate has multiple opportunities to authentically apply theory to practice while participating 100% in the 36 SREB activities and leading in at least 80% of the SREB activities;

9. On-going feedback, through both formative and summative assessments, from the support team through embedded field experiences in the course work through the four semesters of internship; and,

10. Optional two-week summer course at Loyola University's Rome campus to develop global perspectives.

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Executive Summary Loyola University Chicago Principal Preparation Program (M.Ed./Ed.D)

Learning to Lead: Innovative Leadership Preparation Practices that Work – And How We Know They Do

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Overview

Loyola University Chicago (LUC) re-conceptualized principal preparation by engaging in collaborative discussions and program development with faculty outside of Educational Leadership. Faculty deconstructed Illinois legislation regarding principal preparation and met regularly to determine what knowledge, skills, and dispositions best suited P-12 principals. Additionally, faculty explored major concepts and related field experiences that were most pertinent to principal preparation and engaged in continued collaborative dialogue. During these courageous dialogues, research topics and curriculum conversations between Educational Leadership and cross-disciplinary faculty ensured a cohesive and well-developed curriculum. Support and vision from the Dean of the School of Education and a campus culture of collaboration supported this effort.

Program Description

The redesigned principal preparation curriculum resulted in the creation of two new degree programs, the *M.Ed. in Instructional Leadership Principal Preparation Program* and the *Ed.D. Doctoral Principal Preparation Program for Current CPS Assistant Principals.* The M.Ed program, in collaboration with Loyola University Chicago's Center for Catholic School Effectiveness, prepares students to become principals in Catholic Schools. The Ed.D. program, in collaboration with the Chicago Public Schools Leadership Collaborative (CLC) prepares current Assistant Principals to become principals while also earning an Illinois Type 75 Superintendent's (187) Endorsement.

Each program has a three -year intensive coaching model as a core component. Coaches are former educational leaders with exemplary track records of success in transforming schools. The ultimate goal of the coaches is to ensure the meaningful application of theory to practice. LUC also hired a full-time faculty member as a Coordinator of Coaches to ensure that all required activities meet Illinois educational standards and who acts as a liaison between schools and the university. The coaching model is based on an on-boarding plan that documents the candidate's development as a leader across all the ISLLC and ELCC leadership standards throughout the preparation program.

Additional to the coaching model is domestic and international field experience. Each student has the opportunity to take coursework in Rome, Italy or fulfill requirements in Chicago, IL to discover the complex nature of pluralism. The short-term immersion programs allow students to observe educational theory in play through classroom-supported experiences revealing hegemonic power

structures, introducing critical understandings of identity, and creatively exploring and solving problems in current educational systems.

The Loyola University Chicago principal preparation program has established rigorous selection processes to invite candidates who are considered as potential leaders within the district. The selection process includes two phases.

1. The initial phase includes the following requirements:
2. Complete the Loyola University Chicago application
3. Hold a Bachelor's degree (for the M.Ed. program) and Master's degree (for the Ed.D.program) from an accredited college or university
4. Hold a current teachers' certificate
5. Pass the Illinois Basic Skills Test
6. Have completed a minimum of two years teaching on a current teacher certificate
7. Possess and submit university transcripts indicating evidence of a minimum average of 3.0/4.0 grade point average
8. Provide 3 Letters of recommendation (1 from his/her current principal)
9. Provide a personal statement focusing on transformational leadership and social justice
10. Provide a current resume.

If the candidate meets the initial program requirements, he/she will then be invited to the second phase, an interview administered by the program's selection committee. The assessment will include:

Oral Interview
The oral interview contains eight questions to begin the conversation around the candidate's knowledge, skills and dispositions indicative of future leadership success to improve student outcomes.

Power-Point Portfolio Presentation
Through a power-point presentation, the applicant must demonstrate impact on student achievement using student data to improve outcomes and detail a current practice that demonstrates the change process with adults.

Teaching and Learning Video Analysis
The applicant will be asked to view an instructional video and in real-time analyze and present an understanding of effective curriculum and instruction and student engagement.

Writing Sample
The applicant will provide a written response to an educational leadership scenario. Given a limited period of time, the applicant will be asked write a concise response demonstrating the candidate's ability to organize his/her thoughts and analyze the information presented using the ISLLC standards as a guide.

Loyola University Chicago© 2012
Program Framework with Embedded Activities

Year 1 Semester 1	Year 1 Semester 2	Year 1 Summer 1	Year 1 Summer 2	Year 2 Semester 1	Year 2 Semester 2	Year 2 Summer 1	Year 2 Summer 2	Year 3 Semester 1	Year 3 Semester 2
ELPS 481	**CIEP 505**	**CIEP 431**	**RMTD 404**	**CIEP 466**	**ELPS 483**	**CIEP 471**	**LPS 465 (Rome)** **CIEP 473**	**CIEP 432**	**ELPS 484**
Mission Driven Leadership	P-12 literacy and numeracy development	Tier 1 Researched Based Academic, Behavioral, and Social Emotional Learning to Provide Instruction for All Students	Understanding Data; types, value and limitations of each.	Data-Based Decision Making	Resource Management Talent Acquisition, Retention, and Termination Finance Facilities	ELL Methods and Assessment	Rome – Developing leadership for Global Perspectives Internationally	Multi-tier systems of support	School Law, and Policy Formation and Community Involvement
Professional Attitudes and Beliefs	DAP practice and assessment	Building a Climate of Culture and Support for all	Technology component	Technology Component		Law for ELL	OR	Understanding tiers 2 and 3 for academic, behavioral and social emotional learning interventions	Stewardship of resources through maintaining and development of facilities
Systems Theory	Understanding literacy and numeracy curriculum continuum P-12	Collaboration and Professional Learning Communities	Working with Data	How do we use data			Instructional Leadership for Multicultural Schools – Developing leadership for global perspectives domestically	Review of Law for disabilities	Working with School Boards and Local School Councils
Change Theory		Bullying PBIS Law for disabilities	Statistics- How to Use Data and Numbers to Tell a Story in Schools	Use data at different levels for different reasons: system, school, department and classroom					
Adult Learning									
Understanding the Problem-Solving Process				Generate, organize and analyze data around an issue within the schools.					
Creating Professional Learning Communities									

Year 1 Semester 1	Year 1 Semester 2	Year 1 Summer 1	Year 1 Summer 2	Year 2 Semester 1	Year 2 Semester 2	Year 2 Summer 1	Year 2 Summer 2	Year 3 Semester 1	Year 3 Semester 2
CIEP 442 Understanding the Common Core and its relationship to K-12 literacy and numeracy Science Literacy Social Studies/History Literacy Implementing the Common Core through Backwards Design for Yearlong Curricular Planning	**ELPS 482** Supervision of Certified and Non-Certified Personnel Mentoring Professional Development Technology Component disabilities			**ELPS 566** Internship 1 (9 SREB Activities) **1a, 3c, 3d, 3f, 3g, 9a, 5a, 13a, 4a** Home building	**ELPS 567** Internship 2 (9 SREB Activities) **1c, 2a, 2b, 2c, 3b, 9b, 5b, 13b, 1d** Away building experience other grades			**ELPS 568** Internship 3 (9 SREB) **3a, 3e, 8a, 8b, 10a, 10b, 11b, 6a,6b** Away building experience other grades	**ELPS 569** Internship 4 (9 SREB) **1b, 8c, 11a, 7a, 4b, 4c, 4d, 12a, 12b** Home building

Year 1/Semester 1: ELPS 481: Mission Driven Leadership for Principals

Course Content:
Candidates will gain an understanding of:

- Mission driven leadership
- Systems' leadership theory
- Change leadership theory
- Adult learning theory and how it affects professional practice
- Understanding the Problem-Solving Process
- Creating Professional Learning Communities
- Multi-Tier Systems for Support

Embedded Field Experiences:

- Candidate creates on-board plan for leadership with the coach.
- School analysis plan (NCATE assessment)
- Candidate becomes a member of a Multi-System of Support Team. This membership will be maintained throughout the program with the goal being that the candidate is the team leader by Year 3/Semester 1.

NCATE/ELCC SPA Assessment: Assessment #2: School Improvement Plan Analysis

SREB Critical Success Factor (s):
CSF 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.

Aligns with 2008 ISLLC 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.

Functions:
   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

CSF 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: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:
  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

CSF 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 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.

Functions:
  A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
  B. Create a comprehensive, rigorous, and coherent curricular program
  C. Create a personalized and motivating learning environment for students
  D. Supervise instruction
  E. Develop assessment and accountability systems to monitor student progress
  F. Develop the instructional and leadership capacity of staff
  G. Maximize time spent on quality instruction
  H. Promote the use of the most effective and appropriate technologies to support teaching and learning
  I. Monitor and evaluate the impact of the instructional program

Year 1/Semester 1: CIEP 442: Curriculum Development and Implementation

Course Content:
Candidates will:

- Learn how to implement the Common Core through Backwards Design to create yearlong curricular plans
- Through science literacy, learn how to connect the common core of learning in science, mathematics and technology in order to create connections among these areas and the arts and humanities and the vocational subjects.
- Through history/social studies literacy, learn how to connect the common core of learning in science, mathematics and technology in order to create connections among these areas and the arts and humanities and the vocational subjects.

Embedded Field Experiences:

- Using backwards mapping, and the common core standards, the candidate will choose one curricular area (English/Language Arts, Math, Science, History/Social Studies, or Technology) and one grade level to create a year-long curricular plan of instruction.
- The candidate will present the aforementioned year-long curricular plan to faculty

SREB Critical Success Factor(s)
CSF 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.

Aligns with 2008 ISLLC 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.

Functions:

- 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

CSF 2: The school leader is able to set high expectations for all students to learn high-level content.

Aligns with 2008 ISLLC 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.

Functions:
    A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
    B. Create a comprehensive, rigorous, and coherent curricular program
    C. Create a personalized and motivating learning environment for students
    D. Supervise instruction
    E. Develop assessment and accountability systems to monitor student progress
    F. Develop the instructional and leadership capacity of staff
    G. Maximize time spent on quality instruction
    H. Promote the use of the most effective and appropriate technologies to support teaching and learning
    I. Monitor and evaluate the impact of the instructional program

CSF 3: 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: 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.

Functions:
    A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
    B. Create a comprehensive, rigorous, and coherent curricular program
    C. Create a personalized and motivating learning environment for students
    D. Supervise instruction
    E. Develop assessment and accountability systems to monitor student progress
    F. Develop the instructional and leadership capacity of staff
    G. Maximize time spent on quality instruction
    H. Promote the use of the most effective and appropriate technologies to support teaching and learning
    I. Monitor and evaluate the impact of the instructional program

CSF 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: 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.

Functions:

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

Year 1/Semester 2: CIEP 505: Literacy and Numeracy for Principals

Course Content:

Candidates will gain an understanding of:

- Developmentally appropriate practice and assessment for preschoolers
- P-12 literacy and numeracy development in children ages 3 years – 18 years.
- P-12 literacy and numeracy curriculum continuum grades P -12
- How to lead faculty to improve instruction in literacy and numeracy P- 12 based on best practices

Embedded Field Experiences:

- Evaluate the literacy curriculum against the 5 national program reading standards – make recommendations for improvement
- Review building schedule for literacy teaching and make recommendations
- Evaluate the numeracy curriculum to identify opportunities for using mathematics in the real world (i.e. graphing, measurement, probability) – make recommendations for improvement
- Create a school-wide math initiative (i.e. a math school night).

SREB Critical Success Factor(s)

CSF 3: 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: 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.

Functions:

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

CSF10: 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: 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.

Functions:
    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

CSF 13: The school leader is able to continuously learn from and seek out colleagues who keep them abreast of new research and proven practices.

Aligns with 2008 ISLLC 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.

Functions:
    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

Year 1/Semester 1: ELPS 482: School Supervision for Principals

Course Content:

Candidates will gain an understanding of:

- Adult learning and how this affects professional practice
- The purpose for faculty evaluation – to improve professional practice to increase student outcomes
- Senate Bill 7 – The Education Reform Act of 2011
- Performance Evaluation Reform Act (PERA)
- How to implement a differentiated supervisory cycle for certified and non-certified faculty to improve student outcomes
- The need for quality mentoring programs and how to evaluate mentoring programs
- The need for quality differentiated professional development to improve professional practice
- The use of technology to organize teachers within the schools to expand upon face-to-face professional learning communities.

Embedded Field Experiences:

- Clinical Supervision Cycle (twice – elementary & middle/high school) (NCATE assignment)
- Conduct a problem-solving team analysis: interview members to determine if the right members are on the team and determine what professional development needs these members still require.
- Using technology, based upon the problem-solving team analysis, research, create and present a faculty professional development model which demonstrates research-based instructional strategies required by the team to improve student achievement.

NCATE/ELCC SPA Assessment: Assessment #3: Clinical Supervisory Cycle Assessment

SREB Critical Success Factor(s)

CSF 3: 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: 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.

Functions:

A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
B. Create a comprehensive, rigorous, and coherent curricular program
C. Create a personalized and motivating learning environment for students

D. Supervise instruction
E. Develop assessment and accountability systems to monitor student progress
F. Develop the instructional and leadership capacity of staff
G. Maximize time spent on quality instruction
H. Promote the use of the most effective and appropriate technologies to support teaching and learning
I. Monitor and evaluate the impact of the instructional program

CSF 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 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.

Functions:
A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
B. Create a comprehensive, rigorous, and coherent curricular program
C. Create a personalized and motivating learning environment for students
D. Supervise instruction
E. Develop assessment and accountability systems to monitor student progress
F. Develop the instructional and leadership capacity of staff
G. Maximize time spent on quality instruction
H. Promote the use of the most effective and appropriate technologies to support teaching and learning
I. Monitor and evaluate the impact of the instructional program

CSF 13: The school leader is able to continuously learn from and seek out colleagues who keep them abreast of new research and proven practices.

Aligns with 2008 ISLLC 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.

Functions:
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

Year 1/Summer 1 CIEP 431: Three-Tiered Interventions: Advanced Primary Supports

Course Content:

- Candidate will understand state and federal laws, regulations and case law regarding programs for students with disabilities and English language learners
- Candidates will gain an understanding of the philosophy behind multi-tier systems of support for all students
- The candidate will be able to identify Tier 1 research based academic and behavioral practices to provide appropriate instruction for all students
- The candidate will be able to identify appropriate criterion-based measures that are developmentally appropriate within the areas of literacy and numeracy.
- The candidate will understand bullying and how it can be prevented through pro-active system-wide school measures P-12
- The candidate will understand bullying and the implications for the victim, the observer and the bully
- The candidate will be able to identify research-based Positive Behavior Supports that create a climate and culture of safety and respect for all students P-12

Embedded Field Experiences:

- The candidate will analyze the current Tier 1 universal supports to measure the amount of proactive and preventive measures employed for academic and behavioral success within the school.
- Based on this analysis, the candidate will make recommendations concerning current Tier 1 universal supports for improved student outcomes to faculty
- The candidates will provide students a blue-print of the school. The candidate asks the students to color the map for areas of: safety, bullying etc. Candidate analyzes these data to make recommendations for creating a safer school environment.
- Lead a student government group to create an acknowledgement system for grades 6 – 12.

SREB Critical Success Factor(s)

CSF 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.

Aligns with 2008 ISLLC 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.

Functions:

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

CSF 2: The school leader is able to set high expectations for all students to learn high-level content.

Aligns with 2008 ISLLC 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.

Functions:

A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
B. Create a comprehensive, rigorous, and coherent curricular program
C. Create a personalized and motivating learning environment for students
D. Supervise instruction
E. Develop assessment and accountability systems to monitor student progress
F. Develop the instructional and leadership capacity of staff
G. Maximize time spent on quality instruction
H. Promote the use of the most effective and appropriate technologies to support teaching and learning
I. Monitor and evaluate the impact of the instructional program

CSF 3: 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: 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.

Functions:

A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
B. Create a comprehensive, rigorous, and coherent curricular program
C. Create a personalized and motivating learning environment for students
D. Supervise instruction

E. Develop assessment and accountability systems to monitor student progress
F. Develop the instructional and leadership capacity of staff
G. Maximize time spent on quality instruction
H. Promote the use of the most effective and appropriate technologies to support teaching and learning
I. Monitor and evaluate the impact of the instructional program

CSF 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: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:
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

CSF 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: 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.

Functions:
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

CSF 6: The school leader is able to keep everyone informed and focused on student achievement.

Aligns with 2008 ISLLC 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.

Functions:
  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

CSF 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: 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.

Functions:
  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

CSF 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: 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.

Functions:
  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

Year 1/Summer 2: RMTD 404: Introduction to Statistics

Course Content:
Candidates will gain an understanding of:
- Data: types, value and the limitations of each
- Basic Statistics: How to use data and numbers to tell a story about a school and student outcomes
- Using technology for knowledge mobilization: to communicate models, paradigms, and aggregate accumulated knowledge so it can be accessed and utilized across disciplines to improve student outcomes.

Embedded Field Experiences:
- Interview two grade level teachers (one elementary/ one at middle-high school level) within the same school district to ascertain how they each use student achievement data to inform their practices.
- Analyze available data systems and perform a drip analysis.
- Observe a "well-working problem-solving team" in order to understand leading for:
  - Developing an inquiry habit of mind
  - Building capacity for collaborative inquiry to drive school improvement
  - Creating conditions in which data becomes an integral part of decision-making and planning for change at the student, classroom and school levels.

SREB Critical Success Factor(s)
CSF 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: 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.

Functions:
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

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Year 2/Semester 1: CIEP 466: Data-Based Decision Making

Course Content:

- Using technology for knowledge mobilization: to communicate models, paradigms, and aggregate accumulated knowledge so it can be accessed and utilized across disciplines to improve student outcomes.
- Using the skill set from course #2, the candidate will learn how to generate, organize and analyze data around an issue within the schools

Embedded Field Experiences:

- The candidate will generate, organize and analyze data around an issue that is currently of concern within the problem-solving team of which he/she is a member. (This membership was established in course #1.)

SREB Critical Success Factor(s)

CSF 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.

Aligns with 2008 ISLLC 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.

Functions:
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

CSF 3: 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: 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.

Functions:
A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations

B. Create a comprehensive, rigorous, and coherent curricular program
C. Create a personalized and motivating learning environment for students
D. Supervise instruction
E. Develop assessment and accountability systems to monitor student progress
F. Develop the instructional and leadership capacity of staff
G. Maximize time spent on quality instruction
H. Promote the use of the most effective and appropriate technologies to support teaching and learning
I. Monitor and evaluate the impact of the instructional program

CSF 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: 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.

Functions:
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

Year 2/Semester 1: ELPS 566: Principal Internship 1

<u>NCATE/ELCC SPA Assessment</u>:   Assessment #4: Formative Weekly and Summative Reflection on Internship
                                                          Assessment #5: Practicum Host Administrator Survey

<u>IL State Mandated Internship Assessments</u>: Under direction of the university supervisor, the internship mentor principal, and the internship coach begin aligned assessment activities as legislated in the State Assessments #1.

<u>McCormick LINC Grant Assessments Project</u>.

In addition to working on completion of State Assessment Rubric #1, the candidate will also begin work on the assessment activities in the McCormick LINC Grant Assessments Project. The McCormick LINC Grant Assessments Project rubric will be completed throughout the four semesters of the Internship.

<u>Course Content</u>:
The candidate will begin his/her practicum within his/her school site. Under the supervision of the university supervisor, host administrator and coach, the candidate will complete the following SREB activities. The order of these activities is built on the previous, knowledge, skills and dispositions taught in the aforementioned coursework and previous embedded field experiences.

1a: Working with teachers to implement curriculum that produces gains in student achievement as defined by the mission of school
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
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
9a: Work in study groups, problem solving sessions and/or ongoing meetings to promote student achievement
5a: Analyze data (including standardized test scores, teacher assessments, psychological data, etc) to develop/refine instructional activities
        and set instructional goals
13a: Working with faculty to implement research-based instructional practices
4a: Working with staff to indentify needs of all students

Year 2/Semester 2: ELPS 483: Human and Fiscal Resources for Principals

Course Content:
Candidates will gain an understanding of:

- Human capital management theory from talent acquisition to retention through termination in order to improve student outcomes.
- Sustainable vs. non-sustainable economic systems within the school
- Human resource management including recruitment, hiring, mentoring, professional development, evaluation, remediation and termination.
- Senate Bill 7 – The Education Reform Act of 2011
- Performance Evaluation Reform Act (PERA)
- School finance and budgeting and grant writing
- Stewardship of resources including: human capital, financial planning, and facility's development and maintenance
- Sustainable vs. non-sustainable economic systems within the school

Embedded Field Experiences:

- Human Capitalization Project (NCATE assessment #7)
- Grant Analysis
- Review school-site systems: time, resources, schedules, and the ability for these resources to support and sustain system change.

NCATE/ELCC SPA Assessment: Assessment #7: Human Capitalization Project

SREB Critical Success Factor(s)
    CSF 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: 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.

Functions:
   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

CSF 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 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.

Functions:
A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
B. Create a comprehensive, rigorous, and coherent curricular program
C. Create a personalized and motivating learning environment for students
D. Supervise instruction
E. Develop assessment and accountability systems to monitor student progress
F. Develop the instructional and leadership capacity of staff
G. Maximize time spent on quality instruction
H. Promote the use of the most effective and appropriate technologies to support teaching and learning
I. Monitor and evaluate the impact of the instructional program

CSF 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: 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.

Functions:
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

CSF 11: The school leader is able to acquire and use resources wisely.

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Aligns with 2008 ISLLC 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.

Functions:
  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

Year 2/Semester 2: ELPS 567: Principal Internship 2

NCATE/ELCC SPA Assessment: Assessment #4: Formative Weekly and Summative Reflection on Internship

Assessment #5: Host Administrator Survey

IL State Mandated Internship Assessments: Under direction of the university supervisor, the internship mentor principal, and the internship coach begin aligned assessment activities as legislated in the State Assessments #2. The candidate will also complete any "non-meets" standards from State Assessment #1. A candidate who **fails** to achieve a "**meets the standards**" on any of the standards from Assessment Rubric #1 must be completed by the end of the second semester of Year 2. If the candidate fails to meet the standards from Assessment #1 for a second time in the second semester of Year 2, he/she will not be able to successfully complete the program.

McCormick LINC Grant Assessments Project.

In addition to working on completion of State Assessment Rubric #2, the candidate will also begin work on the assessment activities in the McCormick LINC Grant Assessments Project. The McCormick LINC Grant Assessments Project rubric will be completed throughout the four semesters of the Internship.

Course Content:
The candidate will participate in his/her practicum within a school site that is NOT his/her own. This practicum site should represent grade levels that the candidate does NOT currently work in. Under the supervision of the university supervisor, host administrator and coach, the candidate will complete the following SREB activities.   The order of these activities is built on the previous, knowledge, skills and dispositions taught in the aforementioned coursework and previous field experiences.

1c: Working with teachers to implement curriculum that produces gains in student achievement as defined by the mission of the school
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, and projects
3b: Working with teachers to select and implement appropriate instructional strategies that address identified achievement gaps
9b: Scheduling, developing and/or presenting professional development activities to faculty that positively impact student achievement
5b: Facilitating data disaggregation for use by faculty and other stakeholders
13b: Working with faculty to implement research-based instructional practices
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)

Year 2/Summer 1: CIEP 471: Foundations of Teaching English as a Second Language and Bilingual Education

Course Content:

- Understand second language acquisition theory and how this acquisition displays itself in second language learners P -12.
- State and federal laws, regulations and case law regarding programs for students with disabilities and English language learners
- Understand the role of the first language in the acquisition of learning to listen, speak, read and write in a second language.
- Understand and be able to identify research-based ELL strategies for effective teaching of Basic Interpersonal Communication for students P -12.
- Understand and be able to identify research-based ELL strategies for effective teaching of Content Academic Language for students P-12.
- Understand best practices for assessing students' English language development in second language learners.
- Understand best practices for assessing students' academic content knowledge in second language learners.
- Analyze ELL students' ACCESS scores to ensure appropriate services for ELL students.

Embedded Field Experiences:

- Identify ELL models in school district and analyze whether or not these models are being implemented with fidelity.
- Analyze ACCESS scores by ELL models within the school district.

SREB Critical Success Factor(s)

CSF 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.

Aligns with 2008 ISLLC 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.

Functions:

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

CSF 2: The school leader is able to set high expectations for all students to learn high-level content.

Aligns with 2008 ISLLC 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.

Functions:

A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
B. Create a comprehensive, rigorous, and coherent curricular program
C. Create a personalized and motivating learning environment for students
D. Supervise instruction
E. Develop assessment and accountability systems to monitor student progress
F. Develop the instructional and leadership capacity of staff
G. Maximize time spent on quality instruction
H. Promote the use of the most effective and appropriate technologies to support teaching and learning
I. Monitor and evaluate the impact of the instructional program

CSF 3: 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: 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.

Functions:

A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
B. Create a comprehensive, rigorous, and coherent curricular program
C. Create a personalized and motivating learning environment for students
D. Supervise instruction
E. Develop assessment and accountability systems to monitor student progress
F. Develop the instructional and leadership capacity of staff
G. Maximize time spent on quality instruction
H. Promote the use of the most effective and appropriate technologies to support teaching and learning
I. Monitor and evaluate the impact of the instructional program

CSF 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.

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Aligns with 2008 ISLLC Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:

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

CSF 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: 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.

Functions:

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

Year 2/Summer 2: ELPS 465(Rome): INSTRUCTIONAL LEADERSHIP – CULTURAL CONTEXT FOR INFORMED DECISION MAKING

Course Content:
Candidates will:

- Gain an understanding of moral leadership with an emphasis on purpose, values and beliefs
- Gain an understanding of the role of education in preparing to become valuable members of society
- Gain an understanding of issues of equity and justice in global inter-cultural experiences, and their manifestations in the implicit, explicit, and null curricula in today's schools
- Visit important locations in Rome displaying "cultural forms of representation" to understand issues that continue to be present in schools today.
- Reflect on current crucial educational issues to understand them as a fabric of Western civilization and therefore as part of our heritage.
- Present pros and cons of current educational issues as introduced in the text, Critical Issues in Education: Dialogues and Dialectics.
- Examine their school/district in terms of how the issues raised are manifested in the school's explicit, implicit and null curricula
- Determine implications for educational change, enlightened by knowledge of the cultural heritage of an issue and its current manifestation.
- Make an argument to relevant stakeholders, based on implications for change, for these recommendations.

Embedded Field Experiences:

- Identify and teach about a candidate-selected site in Rome. Explore a site for its representation of cultural themes and related educational issues today. Lead group in discussion of inherent cultural themes and pose reflective questions for related instructional decision-making.

SREB Critical Success Factor(s)
CSF 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: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:

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

CSF 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: 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.

Functions:

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

CSF 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 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.

Functions:

A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations

B. Create a comprehensive, rigorous, and coherent curricular program

C. Create a personalized and motivating learning environment for students

D. Supervise instruction

E. Develop assessment and accountability systems to monitor student progress

F. Develop the instructional and leadership capacity of staff

G. Maximize time spent on quality instruction

H. Promote the use of the most effective and appropriate technologies to support teaching and learning

I. Monitor and evaluate the impact of the instructional program

CSF 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: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions:
   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

Year 2/Summer 2: CIEP 473: Instructional Leadership for Multicultural Schools

Course Content:
Candidates will gain an understanding of:

- The role of education in preparing to become valuable members of society
- Global perspectives and the diversity of people in our society and our dedication to the goal of achieving equity for all
- Moral leadership with an emphasis an ethic of critique – the voice not heard.
- Mobilizing research and theory into tools that can be used by leaders and practitioners to foster and improve student performance while decreasing the achievement gap between majority and minority cultures, languages and races.
- Issues of equity and justice as they manifest themselves in migrant, refugee and immigrant populations in our schools.

Embedded Field Experiences:

- Create and lead a book-study around one piece of literature representing a child within a marginalized population. From this discussion, make recommendations for an intake program to provide services for this child for a smooth transition into your school.
- Visit a Chicagoland migrant or refugee center. Make-an iMovie introducing colleagues to the services and support systems offered at this center for students and families.

SREB Critical Success Factor(s)

CSF 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: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:

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

CSF 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:   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.

Functions:

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

CSF 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 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.

Functions:

A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations

B. Create a comprehensive, rigorous, and coherent curricular program

C. Create a personalized and motivating learning environment for students

D. Supervise instruction

E. Develop assessment and accountability systems to monitor student progress

F. Develop the instructional and leadership capacity of staff

G. Maximize time spent on quality instruction

H. Promote the use of the most effective and appropriate technologies to support teaching and learning

I. Monitor and evaluate the impact of the instructional program

CSF 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:   An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions:

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

Year 3/ Semester 1: CIEP 432: Three-Tiered Interventions: Secondary and Tertiary Supports

Course Content:
Candidates will gain an understanding of:

- How to provide leadership that creates a multi-tier system of support for students P- 12
- How to lead faculty in establishing and supporting research-based practices for Tier 2 and 3 interventions for schools P -12

Embedded Field Experiences:

- Review services provided within Tier 2 and Tier 3 interventions
- Using these data, make recommendations for continued student academic and behavioral success
- Communicate these recommendations to the problem-solving team, administration and parents

SREB Critical Success Factor(s)
CSF 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: 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.

Functions:
A. Collect and analyze data and information pertinent to the educational environment

CSF 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: 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.

Functions:
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

CSF 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: 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.

Functions:
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

CSF 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 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.

Functions:
A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
B. Create a comprehensive, rigorous, and coherent curricular program
C. Create a personalized and motivating learning environment for students
D. Supervise instruction
E. Develop assessment and accountability systems to monitor student progress
F. Develop the instructional and leadership capacity of staff
G. Maximize time spent on quality instruction
H. Promote the use of the most effective and appropriate technologies to support teaching and learning
I. Monitor and evaluate the impact of the instructional program

CSF 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: 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.

Functions:
  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

CSF 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: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions:
  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

CSF 13: The school leader is able to continuously learn from and seek out colleagues who keep them abreast of new research and proven practices.

Aligns with 2008 ISLLC 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.

Functions:
  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

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Year 3/Semester 1: ELPS 568: Principal Internship 3

<u>NCATE/ELCC SPA Assessment</u>:   Assessment #4: Formative Weekly and Summative Reflection on Internship

Assessment #5 – Host Administrator Evaluation (performed by host administrator – not candidate's school site)

<u>IL State Mandated Internship Assessments</u>: Under direction of the university supervisor, host administrator and coach, continue aligned assessment activities as legislated in State Assessments 3IL State Mandated Internship Assessments: Under direction of the university supervisor, the internship mentor principal, and the internship coach begin aligned assessment activities as legislated in the State Assessments #3. The candidate will also complete any "non-meets" standards from State Assessment #2. A candidate who **fails** to achieve a " **meets the standards"** on any of the standards from Assessment Rubric #2 must be completed by the end of the first semester of Year 3. If the candidate fails to meet the standards from Assessment #2 for a second time in the first semester of Year 3, he/she will not be able to successfully complete the program.

<u>McCormick LINC Grant Assessments Project.</u>

In addition to working on completion of State Assessment Rubric #3, the candidate will also begin work on the assessment activities in the McCormick LINC Grant Assessments Project. The McCormick LINC Grant Assessments Project rubric will be completed throughout the four semesters of the Internship.

The candidate will participate in his/her practicum within a school site that is NOT his/her own. This practicum site should represent grade levels that the candidate does NOT currently work in. Under the supervision of the university supervisor, host administrator and coach, the candidate will complete the following SREB activities.   The order of these activities is built on the previous, knowledge, skills and dispositions taught in the aforementioned coursework and experienced within the previous embedded field experiences.

3a: Using a variety of strategies to analyze and evaluate the quality of instructional practices being implemented in a school

3e: Working with a school team to monitor implementation of an adopted curriculum

8a: Working with faculty and staff in professional development activities

8b: Inducting and/or mentoring new teaching staff

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

11b: Developing schedules that maximize student learning in meaningful ways with measurable success

6a: Analyzing and communicating school progress and school achievement to teachers, parents and staff

6b: Gathering feedback regarding effectiveness of personal communication skills.

Year 3/ Semester 2: ELPS 484: Law, Policy, and Community for Principals

Course Content:
Candidates will gain an understanding of:

- State and federal laws, regulations and case law affecting Illinois public schools
- State and federal laws, regulations and case law regarding programs for students with disabilities and English language learners
- How school law is then promulgated into policies at the state and local level
- How school administrators promulgate policies and procedures that can best serve P-12 students and their families
- Stewardship of resources through the facility's development and maintenance
- How to work with school boards and local school councils
- How to create partnerships with parents, community and business stake holders

Embedded Field Experiences:

- Conduct a building tort walk (NCATE assessment)
- Analyze a Hot legal topic current affecting the school
- Review the Building's student handbook for alignment to district policy and recent legislation.
- Attend a school board meeting and reflect on the policies discussed that directly affect students and/or families.

NCATE/ELCC SPA Assessment: Assessment #6 Tort Walk

SREB Critical Success Factor(s)
All CSF with special attention to:

CSF 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:   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.

Functions:

  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

CSF 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: 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.

Functions:

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

CSF 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 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.

Functions:

A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
B. Create a comprehensive, rigorous, and coherent curricular program
C. Create a personalized and motivating learning environment for students
D. Supervise instruction
E. Develop assessment and accountability systems to monitor student progress
F. Develop the instructional and leadership capacity of staff
G. Maximize time spent on quality instruction
H. Promote the use of the most effective and appropriate technologies to support teaching and learning
I. Monitor and evaluate the impact of the instructional program

CSF 10: The school leader is able to organize and use time in innovative ways to meet the goals and objectives of school improvement.

E. Ensure teacher and organizational time is focused to support quality instruction and student learning

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CSF 11: The school leader is able to acquire and use resources wisely.
Aligns with 2008 ISLLC 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.

Functions:
  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

CSF 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: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions:
  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

CSF 13: The school leader is able to continuously learn from and seek out colleagues who keep them abreast of new research and proven practices.

Aligns with 2008 ISLLC 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.

Functions:
  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 partner

Year 3/Semester 2: ELPS 569: Principal Internship 4

<u>NCATE/ELCC SPA Assessment</u>:   Assessment #4: Formative Weekly and Summative Reflection on Internship
                                        Assessment #5 – Host Administrator Evaluation

<u>IL State Mandated Internship Assessments</u>: The candidate must complete all standards on State Assessment Rubric #3.

<u>McCormick LINC Grant Assessments Project.</u>

The candidate will complete work on the assessment activities in the McCormick LINC Grant Assessments Project. The McCormick LINC Grant Assessments Project rubric must be completed by the end of Internship 4.

<u>Course Content</u>:
The candidate will begin his/her practicum within his/her school site. Under the supervision of the university supervisor, host administrator and coach, the candidate will complete the following SREB activities. The order of these activities is built on the previous, knowledge, skills and dispositions taught in the aforementioned coursework and experienced within the previous embedded field experiences.

  1b: Working with the administration to develop, define and/or adapt best practices based on current research that supports the school's vision

  8c: Building a "learning community" that includes all stakeholders

  11a: Writing grants or developing partnerships that provide needed resources for school improvement

  7a: Working in meaningful relationships with faculty and parents to develop action plans for student achievement

  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

  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

The North Central College (NCC) Redesign of the Principal Preparation Program

Kristine Servais, Monica Vuksanovich, and Robin Miller Young

Context of the Program

Located in the western Chicago suburb of Naperville, North Central College (NCC) is a private liberal arts college with an enrollment in 2012-2013 of 2755 undergraduates and 287 graduate students. Historically, the graduate leadership program at NCC has had a reputation of being a demanding program and tends to attract high performing teachers who desire to be leaders in their districts. Many of the candidates are teachers in NCC partner districts of Naperville (#203), Indian Prairie (# 204) and East Aurora (#131). The Principal Preparation and Leadership Program at NCC develops *candidates of excellence,* and graduates of the program are competitive candidates for school district leadership positions.

North Central College currently has two full-time faculty members in the Leadership and Administration Master's Program including Dr. Kristine Servais and Kathleen King. A newly hired faculty member, Dr. Kimberly Leverette-Brown, will join the program in Fall 2013. Program team members eagerly anticipate the addition of the third team member, who has served as a principal in a diverse *Turn Around* school in Illinois. Dr. Leverette-Brown's experience as a school leader will be a valuable addition to the NCC program and will further strengthen the program's ability to prepare future principals in the areas of growing need, including schools with culturally and linguistically diverse populations.

The Education Department at NCC has developed a culture in which leadership is shared and collaborative. Dr. Maureen Kincaid, associate professor, is the chairperson of the Teacher Education Department and Dr. Kristine Servais is the Graduate Coordinator of the Education Leadership programs. A third faculty member oversees the Teacher Education program, and the

three make up a unique model of collaborative leadership. This model is based on the work of Joseph Raelin, author of *Creating Leaderful Organizations: How to Bring Out Leadership in Everyone* (2003), who suggests that organizations are more effective when they are collaborative, collective, and concurrent. The process to lead collaboratively was under the direction of Kristine Servais, and began slowly, and with great intentionality, to share decision making and responsibilities. As a faculty member, Kristine has demonstrated collective leadership with other members of the department, knowing that while empowerment demands a slower process, it also tends to yield greater results. The results of a collaborative style of leadership can be seen in departmental meetings, in shared decisions in program changes, and in collective assessment responsibilities. The Education Department has accomplished significant curriculum reform and program changes by empowering its faculty to individually and collectively contribute to the preparation of future teachers and leaders.

NCC is smaller than many other principal preparation programs in Illinois. It is able to emphasize quality and recruitment of many of the top preservice and inservice teachers from schools within a fifty-mile radius of the college. The NCC graduate programs embrace foundations in liberal arts and interdisciplinary learning, integrating human, ethical and societal issues into their programs. Moreover, there is a strong emphasis on leadership, ethics and values at NCC in both undergraduate and graduate education, designed to blend intellectual inquiry (theory) with essential professional skills (practice).

Partnerships. NCC has had a long history of working collaboratively with its community partners. The collaborative work of school partnership districts and NCC has resulted in mutual goals of developing high quality educators through pre-service education (e.g., placement of student teachers with district teachers, cohorts developed within districts, courses

offered in district buildings, etc.), and in-service education (e.g., presentation of district institute sessions and professional development by NCC faculty). In some cases, these partnerships are informal arrangements and in other cases, formal *Memos of Understanding* have been written. The MOU helps to define the roles and responsibilities of both partners and how all learners can benefit through shared commitments (see NCC Artifact Appendix, Item 1, *North Central College Tool Kit for School Leaders, Section I, Partnership Memorandum of Understanding – MOU* of the NCC Tool Kit for an example).

When the Principal Preparation Program Redesign effort commenced, NCC was able to call upon existing partners to support the redesign process. This support is especially evident where districts have agreed to participate in the selection of candidates, mentors, and sites for internship experiences. To become effective leaders for all children, leadership candidates must have field experiences along the entire PK-12 grade continuum; moreover, the candidates need to become competent in meeting the schooling and educational needs of English Language Learners (ELLs), preschool-aged children and students with disabilities. This was not possible under the previous leadership program which tended to produce candidates who had completed all field work in his/her home school under one mentor. More information on the NCC internship is provided later in this narrative.

North Central College (NCC) Redesign Process Description

The redesign process at NCC consisted primarily of incorporating new curriculum, activities, and assessments into existing courses, plus adding a second internship course of three credits. The program remains a 36-hour master's degree, divided into 30 hours of coursework and six hours of internship time. A standards matrix was developed that aligned the standards to all courses (see NCC Artifact Appendix, Item 2, *ISLLC Matrix- NCC*). The matrix format

allowed existing content (including objectives, activities, etc.) to be moved or revised to make way for the new knowledge (aligned with the new Illinois State requirements). Additions to course content to identify and meet the unique instructional needs of ELLs were completed and infused by the LINC Task Force. Key questions, model rubrics, and recommended resources for principal candidates were identified. The ELL curriculum was then used as a template for changes that identified instructional needs for early childhood learners and students with disabilities. Finally, leadership faculty examined existing courses' syllabi for the Principal Preparation Program and proposed changes to reflect the new Illinois state requirements and recommendations by the LINC Task Force for leadership preparation in ELL, early childhood, and children with disabilities.

The most significant modification took place in the design and planned delivery of the internship. NCC continued its one-year internship but divided it into two courses of three credits each for a total of six credits, including a two-week school residency. More detail on the internship and residency is provided in a separate section below.

A component of the Principal Preparation Program that is unique to NCC is the entry leadership course offered to students considering leadership development in either the Principal Preparation or a Teacher Leadership Master's Degree (see NCC Artifact Appendix, Item 1, *North Central College Tool Kit for School Leaders, Section G, Leadership for the 21st Century Master Course Outline* of the NCC Tool Kit). Particular care and attention was given toward developing the content of this course, as it serves to prepare all types of educational leaders, including future principals and teacher leaders. This entry-level leadership course, *Leadership for the 21st Century,* along with two other leadership courses, was offered as a tuition discount of fifty percent to its partner districts. This discount was offered with two primary goals in mind:

(a) attracting more qualified teachers to leadership; or (b) helping graduate students explore leadership career options (principal or teacher leader) they would like to pursue at an affordable cost. A teacher might say, "I want to lead more, perhaps in my own department, but I know I don't want to be a principal." The Teacher Leader program would be an appropriate program for this type of career goal. Developing the concept of reduced tuition courses for school partners was an initiative that would be offered for one year, 2012-2013. At the end of the first (discounted) leadership entry course in fall of 2012, twenty-six teachers had enrolled, thirteen were interested in teacher leadership, seven planned to take the two additional discounted courses, and six of the students enrolled in the Principal Preparation Program. The college has agreed to review discounted courses with its partnership districts again at the end of the 2012-2013 academic year.

The discounted courses were proposed by the leadership faculty with numerous benefits in mind. They were designed to help address these three issues: (a) increasing leadership capacity in schools knowing the vital role of teacher leaders; (b) providing an alternative teacher career track with varied levels of leadership, such as teacher leadership; and (c) providing a meaningful benefit to the partnership schools and districts in return for their role in hosting pre-service teachers and leadership candidates. The discounted tuition was only offered to the three district partnership with formal Memorandums of Understandings (see NCC Artifact Appendix, Item 1, *North Central College Tool Kit for School Leaders, Section I, Partnership Memorandum of Understanding - MOU* of the NCC Tool Kit for an example). Among these partners, District #203 in Naperville showed the greatest interest. The NCC course offerings were distributed by the District #203 office to its teachers and interested teachers were informed that the discounted courses would be approved for graduate credit. Representatives from NCC and the district office

sat down together and envisioned the potential and process of the program to prepare leaders for the district. A process was collaboratively developed to involve the district in participation in the NCC admission process and the selection of principal mentors for each of the candidates.

Participants in the redesign efforts. Dr. Kristine Servais, faculty member in Educational Leadership and the redesign process, identified potential members for the LINC Task Force. Dr. Servais recruited two additional NCC faculty members to the Redesign Team including Dr. Maureen Kincaid, who has expertise in school administration and teaching children with disabilities, and Dr. Monica Vuksanovich, from NCC's Department of Modern and Classical Languages, who was selected for her expertise in the area of English Language Learners (ELLs). School partners and area school specialists were invited to join the LINC work and these new team members brought with them a rich combination of expertise and experience: Eugenie Matula, Principal, Ann Reid Early Childhood Center, District #203; Dr. Robin Miller Young, Student Services Coordinator, Prairie Children Preschool, District #204; Dr. Kellie Sanders, Principal, Walker's Grove Elementary School, Plainfield #202; Kim Stephens, Principal, Georgetown Elementary School, District # 204: Ann Sassano, Special Services Department Chair, District #99, and Erica Vuilleumier, Assistant Principal, Scullen Middle School, District #204. Next, successful alumni in leadership roles were considered and invited. NCC alumni who joined the group included Tarah Allen, Assistant Principal, Ann Reid Early Childhood Center, District #203; Amy Gray, Assistant Principal, Stratford Middle School, Carol Stream District #93, and Adam Ferguson, Director of Special Services, District #200. Dr. Servais, graduate coordinator of the Principal Preparation Program, valued the inclusion of recent program graduates who could attest to ways in which their preparation had served them well as they transitioned into school district principal and leadership roles.

In Fall 2011, the NCC leadership faculty held an evening alumni event and approximately 15 Principal Preparation Program alumni attended the meeting and completed a written needs assessment, based on the three focus areas of the McCormick Foundation's _Leadership to Integrate the Learning Continuum (LINC)_ grant. A review of the results revealed that the attendees overwhelmingly felt they needed more knowledge in meeting the needs of ELLs, and a moderate need on how to lead programs for students with disabilities and early childhood learners. A LINC Task Force was then developed including selected alumni, assistant principals, and principals in partnership schools. Once the Task Force was formed and assembled, the members divided into three working subgroups, each composed of individuals who had knowledge, skills and background in one of the three LINC focus areas. The ELL group, under the leadership of Dr. Monica Vuksanovich, developed the following program components: (a) key questions; (b) framework and alignments; (c) resources; and (d) recommended course curriculum. This template was also adopted by the other subgroups.

At times, the subgroups met separately to complete work on the template, and at other times, the "committee-of-the-whole" met to review the planned changes proposed by other groups. This process was judged to be an efficient use of task force members' time, as ideas could be developed within the smaller, single focus group and then brought back to the large group for discussion, validation or revision. Efforts were made at the onset to understand organizational cultural differences between higher education and PreK-12. The common bond quickly became the shared values to improve education for the often underserved subgroups of ELLs, early childhood learners, and students with disabilities, which was far greater than the organizational cultural differences of the Task Force members. Meetings were moved from the traditional college classroom to a principal's teacher lounge with a catered dinner and to area

restaurants. The three groups, ELL, Special Education, and Early Childhood, developed their own norms and working guidelines. A celebratory *final meeting* is planned following the conclusion of the two-year LINC grant and the state symposium.

Length of time to complete process. The NCC redesign team engaged in the redesign process within a college and department culture that was comfortable with an on-going change process. One of the reasons for this is because NCC is a relatively small institution and the process for adopting curricular modifications can be streamlined with greater ease than the large institutions. Secondly, the Education Department frequently examines the curricular changes needed in the field to make candidates in the program competitive and competent in *Best Practices* as identified by school partners. As a regular practice, NCC faculty members formally request curriculum changes to their College Curriculum Council. For example, a one-year internship was requested as a program change two years prior to the state mandated internship change. Therefore, the institutional change process in implementing the new Principal Preparation Program redesign requirements were viewed as another continuous process of leadership reform at NCC. The NCC program was state-approved in April 2012 and new program changes were initiated in fall of 2012. Following the first year of these changes, the LINC consortium work commenced. The next round of curriculum change will be the infusion of the LINC Task Force recommendations at the end of the grant in spring of 2013.

Challenges faced by the redesign team. One of the challenges experienced by the NCC LINC team was to ensure that all team members understood the types of changes that the state law was requiring of the training programs. Only three team members were regular higher education faculty (Drs. Servais, Kincaid, and Vuksanovich) who were accustomed to reviewing state-mandated curriculum policy, while the 10 remaining members were practitioners generally

unaccustomed to reviewing and interpreting state level policy. The LINC team, as a whole,

needed to become familiar with the many new state documents and requirements. These

documents included the state of Illinois *Internship Assessment,* the state scoring rubric for

Principal Preparation Programs, and the competencies required for leaders in ELLs, young

children, and children with disabilities. Materials were distributed in well-organized and color-

coded notebooks to be able to discuss and reference each of the documents fundamental to the

new leadership program. Eventually, understanding increased and nicknames such as the *Super*

Seven Competencies (for ELL, Early Childhood and Students with Disabilities), The Big Three

(Internship Projects), and the Critical Thirteen (Learning Factors) were humorously, but

effectively, applied to conversations at each work session. The ultimate task was to understand

the new leadership requirements and infuse LINC changes into the existing courses and syllabi.

Fortunately, the LINC team members were relentless and provided insights on ways to embed

the new LINC curriculum into almost every course, sometimes as a textbook, an assignment or

an assessment. Much of their valuable input included formative efforts for courses to better

prepare students for the state internship requirements.

Revised NCC Principal Preparation Program Description

The NCC LINC team developed numerous products during the two-year grant to be

shared with stakeholders. First, a "Toolkit" of ideas and strategies for curriculum infusion into

Principal Preparation Programs was designed for NCC and other institutions that may benefit

from improving curriculum as a continuum of learning for future leaders (see NCC Artifact

Appendix, Item 1, *North Central College Tool Kit for School Leaders*). Second, considering the

critical need for increased teacher competency in ELL, a workshop for pre-service teachers on

best practices for working with ELL/Bilingual students was planned for May 2013 (see NCC

Artifact Appendix, Item 1, *North Central College Tool Kit for School Leaders, Section D,*

Workshop for Pre-service Teachers: Best Practices for ELL/Bilingual Education of the NCC

Tool Kit). Third, a leadership academy entitled *Building a Continuum of Learning: Early*

Childhood, English Language Learners, and Special Education was organized. This academy

will be offered in fall of 2013 to principals and assistant principals as school partners (see NCC

Artifact Appendix, Item 1, *North Central College Tool Kit for School Leaders, Section E,*

Administrative Academy: Building a Continuum of Learning for Students with Disabilities, Early

Childhood, English Language Learners of the NCC Tool Kit). A real value of the NCC LINC

team is that products were developed not only for the benefit of the university's program design,

but also for the needs of the partnering districts based on their local assessment. The value-add

of this work definitely was mutually beneficial.

Candidate recruitment and selection processes. Candidates who wish to pursue the

Educational Leadership program degree and/or certification must meet *Phase I* (#1-4) and *Phase*

II (#5-6), of the new state requirements:

1. A four-year undergraduate degree (BA/BS)
2. A minimum of two years of post-graduate experience related to education;
3. A completed application form
4. Two recommendations regarding the candidate's capacity to master the six principal leadership standards as delineated on the NCC Educational leadership recommendation form
5. An interview by two faculty members of Education Department, review of a portfolio, and submission of a writing sample
6. An orientation/scheduling session

The first Fall 2012 leadership class was designed to focus on teachers in the Naperville

partnership. A part of this effort was the development of discounted tuition courses for teachers

in the school partnership districts and the other was to host the class in the district administrative

building. In the meantime, the partner school district's Human Resources Director was invited to

also participate in interviewing candidates from the district who were interested in entering the Principal Preparation Program. This began as a concern from the district for the process and quality of the candidates entering the program. The HR Director requested a meeting with NCC leadership faculty and other district leaders to discuss these concerns and the perceived challenge of identifying principal mentors. A potential shortage of principal mentors was discussed, depending on the number of candidates that would enter the program, since not all had the experience or conditions to be a NCC principal mentor. Within the admission procedures, it was agreed that NCC would inform the district of when and who was scheduled for *Phase Two* of the admission process (interview, submit portfolio, and conduct writing sample). The district HR director would meet with the candidates and/or sit in on the NCC admission process. District personnel would also be invited to attend the training sessions for the principal mentors. This early involvement helped to determine to what degree principal mentors as a resource would be needed. This began the first of many shared responsibilities in selecting and preparing both candidates and principal mentors from the district.

The admission of the first candidates required special attention to communication with their districts. The NCC leadership faculty had already adopted the State admission requirements to determine potential leadership competency through the admission portfolio, interview, writing sample and entry leadership course. The district's purpose was to screen candidates to determine who might be most likely to emerge as future leaders in the district and to carefully share the most competent principals as mentors without over-extending principals as a highly valued district resource.

Course content descriptions. Courses were significantly modified in the redesign process. The NCC LINC team reviewed the courses and identified curriculum from each of the

three focus areas that could also be infused. The list of courses included in the 36-hour master's

degree at NCC is provided below:

      EDN 500 Leadership for the 21st Century (3)
      EDN 515 The Institutional and Political Environment of Schools (3)
      EDN 522 Navigating Issues in Special Education & School Law (3)
      EDN 534 Leadership for Supervision & Instruction (3)
      EDN 536 School, Home, and Community (3)
      EDN 610 School Operations and Management (3
      EDN 620 Program Assessment (3)
      EDN 630 Schools as Learning Communities (3)
      EDN 690 The Internship I (3)
      EDN 691 The Internship II (3)
      Liberal Studies Elective (3)
      EDN 696 The Education Leader Capstone (3)

One outcome of the redesign process, according to the leadership faculty, was that the

program course structure and curriculum have become more cohesive. Also, each course now

has a "Master Course Outline" whereby each instructor and adjunct is provided with the core

requirements, thus improving the continuity and integrity of the program outcomes. The

multiple phases of the admission process, standards matrix and the Internship Handbook are also

program tools that provide the candidate with a more coherent path through the program. Please

also see the *ISLLC Matrix – NCC* document in the NCC Artifact Appendix, Item 2, in which

information on the cross-referencing of each NCC course to the Interstate School Leaders

Licensure Consortium (ISLLC) standards and competencies is provided.

Internship. As a result of having developed long-term partnerships with several local

school districts, NCC will be able to place students in multiple internship sites, including sites

outside of their home school and home district. That is, interns will be able to achieve mastery

of the leadership competencies required to lead communities along the full P-12 continuum, for

ELLs, students with disabilities, and children in early childhood programs. NCC also requires a

two-week, full-time summer residency as part of the internship. The summer residency has

already been conducted as a pilot, assuming the state requirements would mandate it. When the State did not require it, the NCC faculty determined that it had been so successful, that it should be included in the new program changes. Focus groups were held and students indicated how much they had learned by spending two full weeks with a principal, and seeing all the summer preparation, hiring, and planning for the pending school year. Students especially favored the highly job-embedded work and the principal availability to provide mentoring, support and coaching to the candidates.

Assessment. NCC recognizes that selection of mentor principals is a crucial component of the internship experience. The institutional supervisors and principal mentors must play primary roles in observing and identify performance data, analyzing it, and then sharing the data with the intern in a process that results in continued professional growth. Ultimately, principal preparation programs will need to determine what evidence indicates that a candidate will be an effective principal. Input from field practitioners/principals will be critical in assessing candidates' competencies. Presently, the field practitioners/principals have too little time or ownership to fully develop the leadership skills and competencies of the candidates they supervise. In the future the use of the Internship Assessment document and engagement in the collaborative agreements between NCC and the partner districts to support the reallocation of time to support leadership development will be helpful.

Program evaluation/continuous improvement. The essential focus will be on how to assess whether candidates, after graduating, are really better than the current alumni in leading effective learning communities where all children can achieve high standards of academic achievement. Specifically, programs will need to measure whether the redesigned program is really more effective and efficient than the last program. NCC plans to gather formative and

summative information to see how the various pieces of evidence can be analyzed and synthesized to impact how leadership skills are taught and assessed.

At this time, there are six candidates who entered the program in fall of 2012. NCC will start to look at answering the questions of program evaluation with this first group under the new requirements, and maintain a continuous improvement process. Training for the mentors will be provided in spring of 2013 and students will begin the internship in summer of 2013. NCC has also been invited to partner with the ISBE in a project to study innovative practices for assessing leadership candidate performance. This project will provide coaches as resources to assist NCC to review present and future assessment practices that can eventually be shared with other institutions.

Innovative and Best Practices

The North Central College Redesign Team has identified six "Innovative and "Best Practices" that are noteworthy aspects of their program.

1. Diverse LINC Task Force for the Early Childhood, ELL, and Special Education program content that included six (6) district experts from four (4) districts and three (3) NCC alumni.

2. Inclusion of alumni with feedback into redesign process that engaged them not only with gathering feedback but integrating into the implementation of the program as mentors and internship sites.

3. Mutually-beneficial partnerships that included value-added benefits to both NCC and the district, included discounted tuition for introductory course for district partners, development of a ELL toolkit, offering of ELL workshop for districts, and the development of an IAI course from the work.

4. Bridging faculty from multiple departments as evidenced by ELL products and program components facilitated by a faculty member from NCC's Department of Modern and Classical Languages.

5. A culture of continuous improvement within the department that made program changes a regular part of program improvements even prior to state mandates.

6. Use of program documents like Master Course Outlines and shared resources for faculty and adjuncts that made the program more cohesive.

References

Raelin, J.A. (2003). *Creating leaderful organizations: How to bring out leadership in everyone.* San Francisco, CA: Berrett-Koehler Publishers, Inc.

Recommended citation for this section of the Tool Kit:

Servais, K., Vuksanovich, M., & Young, R.M. (2013). The North Central College (NCC) redesign of the principal preparation program. In R.M. Young, E.L. Hunt, and L. Hood (Eds.), *The Leadership to Integrate the Learning Continuum (LINC) Tool Kit: Redesigning principal preparation programs across four Illinois institutions* (pp. 1-16). Normal, IL: Center for the Study of Education Policy, Illinois State University.

North Central College (NCC) Artifacts Appendix Index

Item 1 = North Central College Toolkit for School Leaders: Leadership to Integrate a Learning Continuum: Meeting the Needs of Students with Disabilities, English Language Learners and Early Childhood

Item 2 = ISLLC (Interstate School Leaders Licensure Consortium) Matrix - NCC

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North Central College Toolkit for School Leaders

Leadership to Integrate a Learning Continuum:
Meeting the Needs of Students with Disabilities, English Language
Learners and Early Childhood

Funded by the McCormick Foundation

2011-2013

Introduction

As a participating academic institution in the 2011-2013 McCormick LINC grant, one of the first steps taken by North Central College (NCC) was to invite involvement by NCC faculty, school partners, NCC leadership program alumni, area school leaders, and pre-service teachers. To assess the need to improve school leadership, an alumni event was held in the fall of 2011. The primary goal of this event was to provide a forum for recent graduates of the North Central College Principal Preparation Program and area school leaders to evaluate their preparation and effectiveness as leaders in the areas of English Language Learners (ELL), early childhood (EC), and special education (SPED). The results evidenced a compelling need to expand the program's coursework, particularly in the area of ELL, followed by early childhood, and thirdly, special education.

A LINC Task Force of NCC faculty, alumni and school partners was formed. Over the course of the two-year grant project, three products/events were designed by the Task Force. These three products/events will be shared with LINC stakeholders and the three additional participating grant institutions (Illinois State University, Loyola University - Chicago, and Western Illinois University). The products/events include the following items. One, a "Toolkit" containing curriculum recommendations was designed for NCC and other interested institutions. This Artifact Appendix contains selected products from the comprehensive "Toolkit", including an extensive ELL template. Selected recommendations for curriculum adjustments for students with disabilities and early childhood learners are also included. Two, based on the critical need for greater teacher competency in ELL, a workshop on *Best Practices for ELL/Bilingual Education* for pre-service teachers will be offered at North Central in spring of 2013 as an extension of this grant work. Three, a leadership academy on *Building a Continuum of Learning: Early Childhood, English Language Learners, and Children with Disabilities* is also included as an extension of this grant work. The leadership academy will be offered in fall of 2013 to principals and assistant principals as school partners.

This document reflects work that was carried out by the LINC Task Force to support the training of school leaders and foster development of competencies required by the Illinois Redesign for Principal Preparation. This work was guided by the following core ISBE competencies:

Illinois Principal Competencies

Competency A: 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

Competency B: 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)

Competency C: 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

Competency D: works 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)

Competency E: 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

Competency F: 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

Competency G: 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.

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Appreciation and Recognition

In the fall of 2011, North Central College formed a LINC Task Force as the initial step in the LINC project funded by the McCormick Foundation. The Task Force was facilitated by Dr. Kristine Servais, and included membership of NCC faculty, school principals, educators, and alumni. Recognition for their hard work and ground-breaking curriculum development goes to: Dr. Maureen Kincaid, Dr. Monica Vuksanovich, Dr. Kristine Servais, Dr. Kellie Sanders, Kim Stephens, Tarah Allen, Jeannie Matula, Dr. Robin Miller Young, Amy Gray, Adam Ferguson, Ann Sassano and Erica Vuilleumier.

Section A
Curriculum Template and Recommendations for
English Language Learning (ELL)

An important first step in any program evaluation process is to identify the key questions. Following are the key questions for school leaders to consider regarding English Language Learners/Bilingual students.

1). Key Questions for School Leaders and Related Topics
(Questions and Topics adapted from: http://www.schoolsmovingup.net/einstitute/ellleadership/Stanford-WestEd_ELL_Institute_Outline.pdf)

a). *Why is it my responsibility to address the needs of ELLs? How can I most effectively lead staff and collaborate with colleagues in my school and district to address these needs?*
Related Topics: Definitions of an ELL; civil rights law; ESEA (NCLB); state laws and policies; English language proficiency and subject matter content standards; teacher education, induction, and professional development; assessment and accountability policies and systems; addressing failing schools.

b). *What should my staff know about language, and how can this knowledge be used to develop organizational mission and trust among my staff and colleagues? What do policies require in terms of my responsibilities for developing English language proficiency for ELLs? What tools do I have at my disposal? What is the status of policies about bilingual education and the use of the native language of students in instruction?*
Related Topics: Multiple levels of language (sounds, words, phrases, sentences, meaning, discourse, social stratification); first and second language acquisition; bilingualism; academic language(s); myths about language; bilingual education and ESL, motivations behind and outcomes of restrictive language policies; language policy orientations: language as problem, right, and resource.

c). *What are the main differences between an English language arts and an English language development curriculum? What are my options on how can I best use my ESL/ELL instructional resources to promote student engagement, second language development, and academic achievement? How do I know if I am on the right track?*
Related Topics: Relationship of ESL to ELP standards, and academic language demands of other subject matter content standards; explicit ESL instruction, and its connection to sheltered content instruction; textbook standards as an approach to inter-relating ESL and academic content; implementing and monitoring strong ESL programs.

d). *How can I help my instructional staff develop a vision of supporting challenging academic content learning for all students, including ELLs? What can I learn from the new science of learning that brings trust and collaboration to my staff? Where does language fit in? What are policymakers saying about expectations for ELL achievement, and how can I make this a realistic goal for my staff?*
Related Topics: how people learn; modularity and multiple intelligences; situated learning and community funds of knowledge; state content standards, common core standards, academic language within content areas; skills and advantages of bilingualism.

e). *How can I support the effectiveness of all teachers who teach ELLs across the content areas? What can I demand of teacher education programs, and what can I provide in induction support and*

professional development? How do I keep the instruction and learning for ELLs at a sufficiently engaging and challenging level?
Related Topics: Sheltered instruction, scaffolding strategies, and academic language development.

f). *How can I create trust and understanding among my staff to look at student data and act on this information? What unique issues are introduced when assessing ELLs? How can I best make sense of Title I and Title III assessment data for my ELLs, and what should I be looking for in terms of school improvement? How can I take advantage of accommodation practices? How do I build a culture that promotes and values reclassification of students as English proficient?*
Related Topics: Kinds and degrees of reliability and validity; language and content assessments; formative and benchmark assessments; building trust through data. Setting expectations for language growth and proficiency; and academic progress and proficiency. Understanding strengths and limitations of Title I and Title III assessment & accountability, strengthening accommodations, addressing classification/reclassification issues.

g). *How do I lead staff to make better use of formative assessments and other kinds of data especially for ELLs? How should I use student data to guide student placement decisions? How can I use my knowledge about ELL theory, policy and practice to advance a community of trust and positive attention to the needs of ELL students?*
Related Topics: Goal setting and progress monitoring; formative and benchmark assessments; student placement, instructional services and settings, ACCESS/WIDA, ISAT /CCSS testing.

Essential in planning and preparing leaders for their work with ELLs/Bilingual students is the identification of resources. Following are links to standards relevant to teaching ELL/Bilingual education.

2). Supportive Frameworks and Alignments

a). ELL Standards
Teachers of English to Speakers of Other Languages (TESOL) Standards:
http://www.tesol.org/advance-the-field/standards

World Class Instructional Design and Assessment (WIDA) Standards:
http://wida.us/standards/eld.aspx

Illinois English Language Proficiency (IL-ELP) Standards:
http://www.isbe.net/bilingual/htmls/elp_standards.htm

b). ISLLC Standards
Illinois Performance Standards for School Leaders:
http://www.isbe.state.il.us/peac/pdf/il_perf_stds_school_leaders.pdf

c). CCSS Standards
Crosswalk of WIDA English Language Development Standards and Common Core State Standards from Sept 2012: http://www.ccsso.org/Resources/Publications/The_Common_Core_and_English_Language_Learners.html

Additional WIDA and CCSS crosswalks: http://www.wida.us/research/agenda/alignment/

The Task Force's curriculum recommendations were evaluated within the context of these larger frameworks.

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3). Evaluation Frameworks

a). Danielson's Framework for Teaching (http://www.danielsongroup.org/)

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility:

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

Each component defines a distinct aspect of a domain; two to five elements describe a specific feature of a component. Levels of teaching performance (rubrics) describe each component and provide a roadmap for improvement of teaching. The Framework may be used for many purposes, but its full value is realized as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching. The Framework may be used as the foundation of a school or district's mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners.

Domain 1: Planning and Preparation	**Domain 2: Classroom Environment**
1a Demonstrating Knowledge of Content and Pedagogy	2a Creating an Environment of Respect and Rapport
1b Demonstrating Knowledge of Students	2b Establishing a Culture for Learning
1c Setting Instructional Outcomes	2c Managing Classroom Procedures
1d Demonstrating Knowledge of Resources	2d Managing Student Behavior
1e Designing Coherent Instruction	2e Organizing Physical Space
1f Designing Student Assessments	
Domain 4: Professional Responsibilities	**Domain 3: Instruction**
4a Reflecting on Teaching	3a Communicating With Students
4b Maintaining Accurate Records	3b Using Questioning and Discussion Techniques
4c Communicating with Families	3c Engaging Students in Learning
4d Participating in a Professional Community	3d Using Assessment in Instruction
4e Growing and Developing Professionally	3e Demonstrating Flexibility and Responsiveness
4f Showing Professionalism	

b). Nineteen Domains and Preliminary Dimensions of Comprehensive School Reform for Schools Serving Language Minority Students (Berman et al., 2000):

A. School Vision
  1. A Coherent and Shared Vision
  2. Values and Beliefs about Student Learning
  3. Connection to Students' Culture(s)

B. Curriculum and Instruction
  4. Curriculum Goals and Standards
  5. Meaningful Curriculum
  6. Instruction for Engaged Learning
  7. Use of Technology
  8. Assessment and the Use of Data

C. Language Development
  9. Equity of Access to Core Curriculum
  10. Pathways to Mastery of Academic English
  11. Qualifications of Instructional Staff

D. School Structure
  12. Schoolwide Organization
  13. Use of Time

E. Organizational Culture
  14. Decision-Making
  15. Teacher Collaboration
  16. Professional Development

F. Community Relations
  17. Parent and Community Involvement
  18. External Partnerships
  19. Integrated Services

Berman, P., Aburto, S.,Nelson, B., Minicucci, C., & Burkhart, G. (September, 2000). Going schoolwide: Comprehensive school reform inclusive of limited English proficient students. Washington, DC: Institute for Policy Analysis and Research and the Center for Applied Linguistics, Center for the Study of Language and Education, The George Washington University. RUBRICS available at:
http://www.ncela.gwu.edu/files/rcd/BE021085/NCBE_Going_Schoolwide.pdf

The ELL team of the NCC Task Force reviewed text resources for future leaders. This section is organized by highly recommended, suggested, and additional supporting texts. Suggested internet resources for ELL/Bilingual education and ELL leadership are also included.

Highly Recommended Texts

- Alford, B. and Mary C. Nino (2011). "Leading Academic Achievement for English Language Learners: A Guide for Principals." Corwin. ISBN-10: 1412981603 ISBN-13: 978-1412981606
- Smiley, P. and Trudy Salisbury. (2007). "Effective Schooling for English Language Learners: What Elementary Principals Should Know and Do." Eye on Education. ISBN-10: 1596670304 ISBN-13: 978-1596670303
- Hamayan, E. and Rebecca Freeman Field (Editors) (2012). "English Language Learners at School: A Guide for Administrators." ISBN: 978-193400004-5. Caslon Publishing.

Suggested Additional Texts

- Houk, Farin. (2005). "Supporting English Language Learners: A Guide for Teachers and Administrators." Heinenman. ISBN-10: 0325006997 ISBN-13: 978-0325006994
- "Prek-12 English Language Proficiency Standards." (2006). TESOL. ISBN-10: 93118531X ISBN-13: 978-1931185318
- Lindsey, R., Nuri-Robbins, K., and Raymond Terrell. (2009). "Cultural Proficiency: A Manual for School Leaders." Corwin Press. ISBN-10: 141296363X ISBN-13: 978-1412963633
- Theoharis, G. (2009). "The School Leaders Our Children Deserve: Seven Keys to Equity, Social Justice, and School Reform." Teachers College Press. ISBN-10:   0807749516 ISBN-13: 978-0807749517
- Wagner, S. and King, T. (2012). *Implementing Effective Instruction for English Language Learners: 12 Key Practices for Administrators, Teachers, and Leadership Teams.* ISBN: 978-193400010-6. Caslon Publishing.

Additional Supporting Texts

- Berman, P., Aburto, S.,Nelson, B., Minicucci, C., & Burkhart, G. (September, 2000). *Going schoolwide: Comprehensive school reform inclusive of limited English proficient students.* Washington, DC: Institute for Policy
- Analysis and Research and the Center for Applied Linguistics, Center for the Study of Language and Education, The George Washington University.
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- Whelan Ariza, Eileen N. "Not for ESOL Teachers: What Every Classroom Teacher Needs to Know About the Linguistically, Culturally, and Ethnically Diverse Student" Second Edition.

Internet Resource List for Leadership and English Language Learners
- Breiseth, L., Robertson, K., and Lafond, S. (2011, August) *A Guide for Engaging ELL Families:Twenty Strategies for School Leader.* Written for Colorín Colorado: http://www.colorincolorado.org/pdfs/guides/Engaging-ELL-Families.pdf
- ASCD resource site for leadership and ELL: http://www.ascd.org/research-a-topic/english-language-learners-resources.aspx
- TESOL (http://tesol.org/s_tesol/index.asp) : Teachers of English to Speakers of Other Languages (TESOL) is the primary professional development organization in the field of English language acquisition.
- ACTFL (http://actfl.org/i4a/pages/index.cfm?pageid=1): American Council on the Teaching of Foreign Languages is the primary professional development organization in the field of foreign language acquisition. ACTFL also address the teaching and learning of English as a Second Language.
- National Institute for School Leadership http://www.nisl.net/institutes/elli/content.php
- Illinois State Board of Education Division of English Language Learning (DELL Division) http://www.isbe.net/bilingual/default.htm
- District Administration Online "Successful Strategies for English Language Learners" http://www.districtadministration.com/viewarticle.aspx?articleid=2686&p=1#0
- Accommodations on ISAT for ELLs http://www.isbe.state.il.us/assessment/pdfs/2011/ell_assess_pres.pdf
- WIDA Consortium World-class Instructional Design and Assessment (http://www.wida.us): Home page of the Consortium Illinois belongs to for English language proficiency standards and the identification and annual assessment used to measure ELL English language proficiency
- National Clearinghouse for English Language Acquisition (http://www.ncela.gwu)
- Center for Applied Linguistics (http://www.cal.org): Operated by the Center for Applied Linguistics (CAL), the ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL) disseminates

information on current developments in education research, teacher training, and assessment of several language and linguistic areas.

- The University of California's Center for Research on Education, Diversity & Excellence (CREDE) (http://crede.berkeley.edu/) focuses its research and development on critical issues in the education of linguistic and cultural minority students and those placed at-risk by factors of race, poverty, and geographic location
- Consortium for Language Policy and Planning http://ccat.sas.upenn.edu/plc/clpp/
- Institute for Language Education Policy http://www.elladvocates.org/
- Language Policy Research Unit, Arizona State University http://www.asu.edu/educ/epsl
- Reading Rockets www.readingrockets.org; the Spanish version: Colorin/Colorado http://www.readingrockets.org/spanish
- Early Childhood Research Institute on Culturally and Linguistically Appropriate Services (CLAS) http://clas.uiuc.edu/
- James Crawford's Website: http://www.languagepolicy.net
- Jim Cummins ESL and Second Language Learning Web: http://www.iteachilearn.com/Cummins
- Kathy Escamilla: http://nepc.colorado.edu/author/escamilla-kathy
- Fred Genesee's website: http://www.psych.mcgill.ca/perpg/fac/genesee/fredad.html
- Kenji Hakuta's website: http://www.stanford.edu/~hakuta/
- Jill Kemper Mora's website: http://coe.sdsu.edu/people/jmora/
- Sonia Nieto's homepage: http://sonianieto.com/

Articles on ELL Leadership
- http://www.tesol.org/s_tesol/trc/uploads/Other/119485/389_LeadershipisNotAboutPosition-LeadingfromBehind-NeilAnderson.pdf
- http://www.ascd.org/publications/educational-leadership/apr09/vol66/num07/Best-Practices-for-Adolescent-ELLs.aspx
- http://www.districtadministration.com/viewarticle.aspx?articleid=2686

This section includes specific ELL curriculum recommendations in the context of current Leadership courses.

I. EDN 500 ~ Leadership for the 21st Century

Recommended Course Curriculum : **EDN 500**

Title: Leadership for the 21st Century

Description: This course emphasizes an introduction of school culture, standards, and building a learning community for the principal. It is designed to foster development in future principals about the decisions they will make about their practice and how those decisions will affect students and teachers. Emphasis is given to community building, school effectiveness, building leadership capacity, and the process of change.

Objectives/Purpose:

TLWBAT

- Assess the school's English Language Learning context: population, capacity, instructional program, and plan for improved student achievement
- Promote the incorporation of well-researched instructional best practices into ELL curricula
- Lead educators in creating effective language and content classrooms for all ELLs
- Design leadership strategies to promote fair assessment for ELLs
- Develop strategies to increase teacher capacity for the instruction of ELLs
- Begin action planning for professional development and overall English Language Learning excellence in the school or district.

Alignment to Standards

Learning Activities

- Interview ELL staff or leaders
- Interview a district-level ELL administrator
- Observe in a bilingual (TBE/TPI), dual language or sheltered instruction classroom
- ELL terminology/acronyms
- Title III
- Program types
- Best practices in second language acquisition theory/working with second language learners
- Alford Text Ch.1 on Positive School Culture

Assessment: See appendix for rubric templates.

Texts:

Alford, B. and Mary C. Nino (2011). "Leading Academic Achievement for English
Language Learners: A Guide for Principals." Corwin. ISBN-10: 1412981603 / ISBN-13: 978-1412981606

Smiley, P. and Trudy Salisbury. (2007). "Effective Schooling for English Language
Learners: What Elementary Principals Should Know and Do." Eye on Education.
ISBN-10: 1596670304 ISBN-13: 978-1596670303

II. EDN 515 ~ Institutional and Political Environment of Schools

Recommended Course Curriculum: EDN 515

Title: Institutional and Political Environment of Schools

Description: The governance of schools today is characterized by a fundamental shift in structure, organization, and administration. This course examines these changes and the political, social, and business context in which school administrators make decisions. The course includes the historical foundations and evolution of schools as a social institution, as well as the issues that shape policy-making at the local school level.

Objectives/Purpose:

TLWBAT

- Assess the school's English Language Learning context: population, capacity, instructional program, and plan for improved student achievement
- Promote the incorporation of well-researched instructional best practices into ELL curricula
- Lead educators in creating effective language and content classrooms for all ELLs
- Design leadership strategies to promote fair assessment for ELLs
- Develop strategies to increase teacher capacity for the instruction of ELLs
- Begin action planning for professional development and overall English Language Learning excellence in the school or district.

Alignment to Standards

Learning Activities:

- Understanding the role of culture as it relates to learning and behavior
- Connecting ELL (WIDA) English Language Development (ELD) Standards and Common Core Standards
- Understanding current policies and mandates that impact the growing ELL population
- Interview leader, staff member, parent or student
  - Describe the culture and climate in the school setting as it relates to your ELL population.
  - What does the school community do well in this area?
  - What suggestions do you have to improve the culture of our ELL community?

Assessment: See appendix for rubric templates.

Texts:

Alford, B. and Mary C. Nino (2011). "Leading Academic Achievement for English
      Language Learners: A Guide for Principals." Corwin. ISBN-10: 1412981603 / ISBN-13: 978-
      1412981606

Hamayan, E. and Rebecca Freeman Field (Editors) (2012). "English Language Learners at
      School: A Guide for Administrators." ISBN: 978-193400004-5. Caslon Publishing.

Smiley, P. and Trudy Salisbury. (2007). "Effective Schooling for English Language
      Learners: What Elementary Principals Should Know and Do." Eye on Education.
      ISBN-10: 1596670304 ISBN-13: 978-1596670303

III. EDN 522 ~ Navigating Issues in Special Education and School Law

Course Curriculum for Possible Inclusion: EDN 522

Title: Navigating Issues in Special Education and School Law

Description: This course focuses on an analysis of selected general legal principles, case and statute law, and lawmaking agencies that impact schools and educational leaders. Federal and state constitutions, statutes, and case law are related to the responsibilities of teachers, principals, supervisors, central office administrators, superintendents, and school board members. This course provides a broad overview of the essential elements of state and national legal frameworks as outlined by Illinois Standards for Principals and the Interstate School Leaders Licensure Consortium (ISLLC). Students become informed about professional codes of ethics, the process and management of litigation, policy development at the district level, and constitutional, statutory, and regulatory provisions that bear on the operation of a school district.

Objectives/Purpose:

TLWBAT

- Assess the school's English Language Learning context: population, capacity, instructional program, and plan for improved student achievement
- Promote the incorporation of well-researched instructional best practices into ELL curricula
- Lead educators in creating effective language and content classrooms for all ELLs
- Design leadership strategies to promote fair assessment for ELLs
- Develop strategies to increase teacher capacity for the instruction of ELLs
- Begin action planning for professional development and overall English Language Learning excellence in the school or district.

Alignment to Standards

Learning Activities:

- ELL and Civil Rights (language rights) Lau vs. Nichols
- Federal, state, and local policies [Smiley Ch 1]
- Case study Report: Understanding legal requirements and guidelines

Assessment: See appendix for rubric templates.

Texts:

Alford, B. and Mary C. Nino (2011). "Leading Academic Achievement for English
    Language Learners: A Guide for Principals." Corwin. ISBN-10: 1412981603 / ISBN-13:
    978-1412981606

Hamayan, E. and Rebecca Freeman Field (Editors) (2012). "English Language Learners at
    School: A Guide for Administrators." ISBN: 978-193400004-5. Caslon Publishing.

Smiley, P. and Trudy Salisbury. (2007). "Effective Schooling for English Language
    Learners: What Elementary Principals Should Know and Do." Eye on Education.
    ISBN-10: 1596670304 ISBN-13: 978-1596670303

IV. EDN 534 ~ Leadership for Supervision and Instruction

Course Curriculum for Possible Inclusion: EDN 534

Title: Leadership for Supervision and Instruction

Description: This course is designed to examine the educational leader's role as a facilitator of learning. The primary objective of the course is to explore the broad area of school reform through the lenses of curriculum, pedagogy, assessment, standards, and the dilemmas that reform in these areas can create. Throughout there is an emphasis on the concepts and skills of leadership that are required to enhance and extend student learning.

Objectives/Purpose:

TLWBAT

- Assess the school's English Language Learning context: population, capacity, instructional program, and plan for improved student achievement
- Promote the incorporation of well-researched instructional best practices into ELL curricula
- Lead educators in creating effective language and content classrooms for all ELLs
- Design leadership strategies to promote fair assessment for ELLs
- Develop strategies to increase teacher capacity for the instruction of ELLs
- Begin action planning for professional development and overall English Language Learning excellence in the school or district.

Alignment to Standards

Learning Activities:

- Understanding of sheltered instruction, content knowledge in English and Native language - "Leading Academic Achievement for English Language Learners"
- SIOP Model
- "Advocacy" - Alford Text Ch.2
- Alford Text Ch.3: Second Language Acquisition
- Create a bridge document between Danielson and SIOP. Use this document during teacher observation and evaluation.

Assessment: See appendix for rubric templates.

Texts:

Alford, B. and Mary C. Nino (2011). "Leading Academic Achievement for English Language Learners: A Guide for Principals." Corwin. ISBN-10: 1412981603 / ISBN-13: 978-1412981606

Hamayan, E. and Rebecca Freeman Field (Editors) (2012). "English Language Learners at School: A Guide for Administrators." ISBN: 978-193400004-5. Caslon Publishing.

Smiley, P. and Trudy Salisbury. (2007). "Effective Schooling for English Language Learners: What Elementary Principals Should Know and Do." Eye on Education. ISBN-10: 1596670304 ISBN-13: 978-1596670303

V. EDN 536 ~ Home, School, and Community

Course Curriculum for Possible Inclusion: EDN 536
Title: Home, School, and Community
Description: An interactive, participatory graduate course designed to explore the administrator's role in the school, home, and community relationship. Through discussion, interactive exploration, group analysis, and networking, students experience ways to be educational leaders in this triad. Focus is on parent and community involvement, communication with stakeholders, school-business partnerships, school board relations, and additional areas of interest that involve the community as a key component.
Objectives/Purpose:
TLWBAT

- Assess the school's English Language Learning context: population, capacity, instructional program, and plan for improved student achievement
- Promote the incorporation of well-researched instructional best practices into ELL curricula
- Lead educators in creating effective language and content classrooms for all ELLs
- Design leadership strategies to promote fair assessment for ELLs
- Develop strategies to increase teacher capacity for the instruction of ELLs
- Begin action planning for professional development and overall English Language Learning excellence in the school or district.

Alignment to Standards (see syllabus of course)
Learning Activities:

- ELL parents - Helping Them Navigate Schools and our Culture
- What does an ELL Learner look like at year 1-12 in schools?
- Community Resources for ELL students families
- Importance of Communication with ELL families - translators, navigating the American Education System, How? (Given cultural norms)
- Alford Text Ch.5
- Smiley Text Ch. 2 p. 94-101
- Parent Survey on Communication/Participation preferences; Smiley Text p. 163
- Communication and Collaboration (staff, parents, community)
- Field Experience: Attend PTA meeting
- Follow up from the PTA meeting with bilingual parents

Assessment: See appendix for rubric templates.
Texts:
Alford, B. and Mary C. Nino (2011). "Leading Academic Achievement for English Language
    Learners: A Guide for Principals." Corwin. ISBN-10: 1412981603 / ISBN-13: 978-1412981606
Hamayan, E. and Rebecca Freeman Field (Editors) (2012). "English Language Learners at
    School: A Guide for Administrators." ISBN: 978-193400004-5. Caslon Publishing.
Smiley, P. and Trudy Salisbury. (2007). "Effective Schooling for English Language
    Learners: What Elementary Principals Should Know and Do." Eye on Education.
    ISBN-10: 1596670304 ISBN-13: 978-1596670303

VII. EDN 620 ~ Curriculum and Program Assessment

Course Curriculum for Possible Inclusion: **EDN 620**

Title: Curriculum and Program Assessment

Description: This course is designed to increase the students' understanding of program assessment and the use of technology as a tool in pursuit of data driven decision-making. The course focuses on how to conduct program assessment. Students gain an understanding of data collection and analysis and how to use that information in the decision-making process. Using data collected through program assessment, students learn how to use data to formulate a school improvement plan for the improvement of instruction and learning. Students also learn how technology can be used to support the management function of the principal. Prerequisite: EDN 500.

Objectives/Purpose:

TLWBAT

- Assess the school's English Language Learning context: population, capacity, instructional program, and plan for improved student achievement
- Promote the incorporation of well-researched instructional best practices into ELL curricula
- Lead educators in creating effective language and content classrooms for all ELLs
- Design leadership strategies to promote fair assessment for ELLs
- Develop strategies to increase teacher capacity for the instruction of ELLs
- Begin action planning for professional development and overall English Language Learning excellence in the school or district.

Alignment to Standards

Learning Activities:

- Staff needs assessment in ELL and develop a P.D. plan for staff mtg. Smiley Text p.164
- Assess one subject area and grade level and evaluate through the lens of ELL
- Language differences vs. Sp. Ed Issues
- Alford Text ch.4 - Quality Professional Development
- use of data for ELLs in making instructional decisions
- Sheltered instruction, bilingual, and dual language classroom visits
- Placement (Home language survey, W-APT, ACCESS)
- Program types

Assessment: See appendix for rubric templates.

Texts:

Alford, B. and Mary C. Nino (2011). "Leading Academic Achievement for English Language Learners: A Guide for Principals." Corwin. ISBN-10: 1412981603 / ISBN-13: 978-1412981606

Hamayan, E. and Rebecca Freeman Field (Editors) (2012). "English Language Learners at School: A Guide for Administrators." ISBN: 978-193400004-5. Caslon Publishing.

Smiley, P. and Trudy Salisbury. (2007). "Effective Schooling for English Language Learners: What Elementary Principals Should Know and Do." Eye on Education. ISBN-10: 1596670304 ISBN-13: 978-1596670303

VIII. EDN 630 ~ Schools as Learning Communities

Course Curriculum for Possible Inclusion: **EDN 630**

Title: Schools as Learning Communities

Description: This course is a study of the myriad and complex interactions that take place within a school community. The emphasis is on the school as a learning organization. It examines basic theories, attributes, and functions of human organizations, issues related to motivation, the management of group dynamics and human relations, organizational change, and the nature of leadership within the school environment. The course considers the application of organizational theories, notably systems thinking, to central issues in K-12 education.

Objectives/Purpose:

TLWBAT

- Assess the school's English Language Learning context: population, capacity, instructional program, and plan for improved student achievement
- Promote the incorporation of well-researched instructional best practices into ELL curricula
- Lead educators in creating effective language and content classrooms for all ELLs
- Design leadership strategies to promote fair assessment for ELLs
- Develop strategies to increase teacher capacity for the instruction of ELLs
- Begin action planning for professional development and overall English Language Learning excellence in the school or district.

Alignment to Standards

Learning Activities:

- After studying the SIP, create an indicator and tasks to address the achievement gap for ELLs
- ELL Accountability under Title I, Title III - Assessments, Accommodations
- BIP Team Participation (Field Experience)

Assessment: See appendix for rubric templates.

Texts:

Alford, B. and Mary C. Nino (2011). "Leading Academic Achievement for English
    Language Learners: A Guide for Principals." Corwin. ISBN-10: 1412981603 / ISBN-13: 978-
    1412981606

Hamayan, E. and Rebecca Freeman Field (Editors) (2012). "English Language Learners at
    School: A Guide for Administrators." ISBN: 978-193400004-5. Caslon Publishing.

Smiley, P. and Trudy Salisbury. (2007). "Effective Schooling for English Language
    Learners: What Elementary Principals Should Know and Do." Eye on Education.
    ISBN-10: 1596670304 ISBN-13: 978-1596670303

IX. Sample Internship Activities

In order to demonstrate effective best practice in the field of ELL Leadership, each candidate will be assessed on the following competencies (based on the *Checklist of Requirements for the Illinois Principal Preparation Program Approval Application.)*

TITLE 23 PART30: 30.45 A4

The program describes <u>the assessment system and instruments</u> used to ensure that each candidate will be assessed on the following competencies:
Competency A: 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
Competency B: 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)
Competency C: 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
Competency D: works 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)
Competency E: 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
Competency F: 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
Competency G: 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.

Sample Assignment 1: School Overview Report

Select one school in Illinois (preferably your school). Identify the school's ELL programming for students and teachers. Become the subject matter expert (SME) on that district's ELL programs. Which schools in that district offer ELL programs? What type of ELL/Bilingual instruction (TBE, TPI, SIOP, SDAIE, Dual-Language, etc) is offered? Who are the ELL teachers? What ELL resources are available at that school (including printed, visual, or auditory materials and online resources appropriate to the content areas and the reading needs and levels of each student)? What are the challenges that ELL teachers in this district might face? What exams will ELLs take in that district for placement and on an on-going basis? Are there any current ELL-related job postings? Clearly describe the district's demographics (home languages spoken, district boundaries, SES, WIDA/ACCESS scores, ISAT scores, NCLB status, etc. [You may find the Illinois Interactive Report Card (http://iirc.niu.edu/) helpful]. Use the following questionnaire to help guide your research.

Core Competency B: 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)
Competency F: 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
Competency G: 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.
{**(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. This includes the recognition of the individual needs of students by working with general education, certified staff, 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.}

School Overview Report Questionnaire
(Adapted from http://leadershiplinc.illinoisstate.edu/downloads/LINCPrincipalSurvey_HardCopy_withELHedits.pdf)

Background Questionnaire for Principal

1. Please choose the best descriptor of where your school is located.
   ___ Chicago
   ___ Collar County (Cook, DuPage, Kane, Lake, McHenry, and Will)
   ___ Large Town (population over 25,000)
   ___ Small Town/Rural (population less than 25,000

2. What grade levels does your school enroll? _____

3. Does your district have an ELL program? ___ Yes ___ No

4. If yes, where is the ELL program in your district located?
   ___ In my school
   ___ In another elementary school
   ___ In another school (not elementary)
   ___ In a district owned stand-alone building
   ___ Other (please specify): _____

5. What type of ELL programs are offered in your school (TBE, TPI, Bilingual, Dual Language or other type of support to English Language Learners)?
   ___ Not Applicable   Program Types: _____

6. In total, how many students does your school enroll? _____

7. Estimate the percentage of children in each category: (The total should equal 100%)
   ___ African American ___ Asian/Pacific Islander ___ Caucasian
   ___ Hispanic ___ Native American ___ Multi-racial ___ Other

8. What percent of your students qualify for free- or reduced-lunch? _____

9. How many years have you been a principal? _____

10. What grade level(s) did you teach prior to becoming a principal (check all that apply)?
    ___ Pre-K ___ K-3 ___ 4-9 ___ High School
    ___ Other (please specify): _____

11. What are your teaching credentials? ___ Type 03 ___ Type 04 ___ Special Education
    ___ Other (please specify): _____

12. Approximately what percentage of teachers in your school hold the following credentials?
    Type 03 _____   Type 04 _____   Type 29 _____
    Other (please specify): _____

13. When you are hiring teachers in ELL positions, what criteria do you consider most important?

School Policies and Practices

The purpose of the following questions is to identify policies and practices in your school aimed at coordinating and aligning your school and community. Please rate the extent to which the following statements apply to your school.

To no extent	To minimal extent	To some extent	To a great extent
0	1	2	3

☐ My school has a written policy or policies that recognize the learning and development of English Language Learners.

☐ Our school improvement plan includes goals and activities for working with programs and services that children experience before they enter our school.

☐ My school has criteria for measuring a child's proficiency in English.

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- ☐ I make sure that the culture in my school focuses on educating the whole child, which includes using teaching strategies that develop children's motor, social, cognitive, language, and emotional development.
- ☐ I make sure that the staff in my school use the bilingual education field to provide appropriate learning resources that inform our school's teaching and learning practices.
- ☐ I make sure that teachers in my school have adopted curricular practices and teaching strategies from second language acquisition and ESL education theories.
- ☐ The curriculum in the elementary classrooms in my school is aligned with the Illinois English Language Proficiency standards (IL-ELP) and WIDA English Language Development (ELD) standards.

Curriculum and Teaching Practices

The purpose of the following questions is to explore the current practices of your school in coordinating and aligning the curriculum practices within grade levels. Please rate the extent to which you do the following.

To no extent	To minimal extent	To some extent	To a great extent
0	1	2	3

- ☐ I monitor and evaluate classrooms, the school building, and other learning environments to ensure they are conducive to student development and learning.
- ☐ I observe classroom activities to ensure that they are age appropriate.
- ☐ I include ELL/bilingual teachers in common planning time with mainstream teachers.
- ☐ I encourage mainstream teachers to observe each other's classrooms to learn about the teaching practices and curricular expectations in other grades.
- ☐ I encourage ELL/bilingual teachers to observe mainstream classrooms to learn about the expectations and learning experiences of students in mainstream classrooms.
- ☐ I encourage mainstream teachers to observe ELL/bilingual teachers to learn about the learning experiences of students in ELL/bilingual classrooms.
- ☐ I encourage my teachers to research and adopt teaching and learning practices from ELL and bilingual educators.

Professional Development Practices

The purpose of the following questions is to explore current professional development practices of your school that supports efforts to coordinate and align teaching and learning experiences within grade levels, across grade levels, and with early care and education providers in your community. Please rate the extent to which your school does the following.

To no extent	To minimal extent	To some extent	To a great extent
0	1	2	3

- ☐ Within-grade level teams of teachers participate in professional development activities together.
- ☐ Across-grade level teams of teachers participate in professional development activities together.
- ☐ Professional development is offered to teachers focused on aligning curriculum, teaching practices, and assessments across grade levels.
- ☐ Professional development is offered to teachers on ELL learning theories and how to adopt these theories in their classroom.
- ☐ Professional development is offered to teachers about theories and practices for educating the whole child.
- ☐ Professional development opportunities are offered to ELL/bilingual teachers and providers in your community on curriculum and teaching practices in your school.

☐ I expect teachers to share aggregated student data with fellow teachers in their grade level to guide discussions on strengthening classroom practice.

☐ I expect teachers to use student data to identify learning problems and modify teaching based on data results.

☐ My school uses aggregated student data results to guide professional development.

☐ I expect teachers to share aggregated student data with fellow teachers across grade levels.

☐ I expect mainstream teachers to share aggregated student data with ELL teachers to guide discussions on strengthening classroom practice.

☐ I expect teachers to share aggregated student data with ELL teachers in our community to guide discussions on strengthening classroom practice at the elementary grade levels.

☐ I expect teachers to use individual child's assessment data to guide discussions with parents and set learning and development goals.

Student Assessments

The purpose of the following questions is to explore your school's current practices in using student data to improve and align your school's teaching and learning experiences and students' readiness to learn within grade levels and across grade levels. Please rate the extent to which your school does the following.

To no extent	To minimal extent	To some extent	To a great extent
0	1	2	3

☐ Teachers share aggregated student data with fellow teachers in their grade level to guide discussions on strengthening classroom practice.

☐ Teachers use student data to identify learning problems and modify teaching based on data results.

☐ My school uses aggregated student data results to guide professional development.

☐ Teachers share aggregated student data with fellow teachers across grade levels.

☐ Teachers share aggregated student data with ELL teachers to guide discussions on strengthening classroom practice at the elementary grade, middle and high school levels.

☐ Our school allows student information to be shared with other schools and agencies to provide them with data on students' English language proficiency levels.

☐ Teachers use individual child's assessment data to guide discussions with parents and set learning and development goals.

Barriers to Aligning and Coordinating Learning Experiences

The purpose of the following questions is to identify those issues that serve as a barrier to your school's work with ELLs to align and coordinate teaching and learning experiences for children as they navigate the ELL process. Please rate the extent to which your school does the following.

To no extent	To minimal extent	To some extent	To a great extent
0	1	2	3

☐ Differing philosophies between your ELL program and the K12 schools (for example, curriculum, pedagogy, purpose)

☐ ELL/Bilingual community is so vast that I do not know where or how to start building partnerships

☐ Not enough time to build partnerships

☐ Not a priority for my school and/or district

☐ Teachers do not receive their student enrollment lists in time to be able to meet with children's ELL/bilingual teachers
☐ Lack of awareness of the ELP/ELD Standards
☐ Lack of knowledge of developmentally appropriate ELL teaching practices
☐ NCLB accountability demands inhibit using certain teaching and learning practices (e.g., play-based, hands-on learning)
☐ FERPA laws inhibit sharing student information
☐ Language and/or cultural barriers between my school, the district, and home

Please list any other barriers not listed above:
_____

What polices (state and/or local) would reduce the barriers that inhibit your school's ability to work with the local ELL community?
_____

Sample Assignment 2: ELL Observation Report

The principal candidate will observe a minimum of one class for each of the ELL teachers at his/her school. The report should reflect the overarching themes of your observation (with a focus on assessment, methods, and materials) and should be 5 pages max (for all teachers). This observation and report will help inform your presentation. Identify one or more of the internship requirements below that you have addressed.

Competency B: 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)
Competency F: 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
{**(Focus Area: 1.3)** Work with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan including using student data to work collaboratively with teachers to evaluate and modify curriculum and instructional strategies to meet the needs of each student, including ELLs, at-risk early childhood students, and students with disabilities and to incorporate the data into the School Improvement 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. This includes the recognition of the individual needs of students by working with general education, certified staff, 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.}

Sample Assignment 3: ELL Teacher Interview Report

You will meet with the ELL teachers at your school to discuss your observations and your school's ACCESS and ISAT test scores. You should discuss the appropriateness of the current ELL programs for your student population, test scores (including the achievement gap), available resources for ELLs, and steps for student improvement. The report should reflect the overarching themes of your discussion and should be 10 pages max. Identify one or more of the internship requirements below that you have addressed.

Competency A: Uses student data to work collaboratively with teachers to modify curriculum and instructional strategies to meet the needs of each student, including ELLs
Competency C: 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
Competency D: Works 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)
Competency F: 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

Competency G: 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.

(Focus Area: 1.3) Work with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan including using student data to work collaboratively with teachers to evaluate and modify curriculum and instructional strategies to meet the needs of each student, including ELLs, at-risk early childhood students, and students with disabilities and to incorporate the data into the School Improvement Plan.

Sample Assignment 4: Family Interview Report

You will meet with ELL parents/guardians of at least 2 different students (from 2 different families) at your school to discuss their perceptions of the school and participation from the community. The report should reflect the overarching themes of your discussion and should be 10 pages max. Identify one or more of the internship below that you have addressed.

Competency E: 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

Competency F: 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

Competency G: 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.

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 by evaluating the use of a wide range of printed, visual, and auditory materials and online resources appropriate to the content areas and the reading needs and developmental levels of each student including ELLs, students with disabilities, early childhood students, and struggling and advanced readers to ensure their use in the school.

Sample Assignment 5: PTA/HSO Meeting Report

You will attend a PTA meeting; identify issues important to ELL/bilingual parents, teachers and community. The report should reflect the overarching themes of your discussion and should be 10 pages max. Identify one or more of the internship requirements below that you have addressed.

Competency E: 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

Competency F: 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

Competency G: 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.

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 by evaluating the use of a wide range of printed, visual, and auditory materials and online resources appropriate to the content areas and the reading needs and developmental levels of each student including ELLs, students with disabilities, early childhood students, and struggling and advanced readers to ensure their use in the school.

Sample Assignment 6: Presentation

Report your findings to your classmates, colleagues, ELL teachers and administrators from your school through a formal presentation. Prepare a PowerPoint presentation to enhance your discussion. The case study presentations should be a maximum of 60 minutes in length, including time for recommendations and questions/comments. Identify one or more of the principal requirements below that you have addressed.

Competency A: Uses student data to work collaboratively with teachers to modify curriculum and instructional strategies to meet the needs of each student, including ELLs

Competency C: 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

Competency D: Works 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)

Competency E: 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

Competency G: 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.

(Focus Area: 1.3)

Work with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan including using student data to work collaboratively with teachers to evaluate and modify curriculum and instructional strategies to meet the needs of each student, including ELLs, at-risk early childhood students, and students with disabilities and to incorporate the data into the School Improvement Plan.

(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 by evaluating the use of a wide range of printed, visual, and auditory materials and online resources appropriate to the content areas and the reading needs and developmental levels of each student including ELLs, students with disabilities, early childhood students, and struggling and advanced readers to ensure their use in the school.

Section B
Curriculum Recommendations for Special Education (SPED)

Title – Meeting Competency for Special Education Administrators

Description – Future administrators will attend a variety of special education meetings and work through the objectives in order to complete a project that displays knowledge from meeting attendance.

Objectives/Purpose - Attend a variety of meetings in order to gain exposure to the format/type of meeting. In addition, reflect and make observations based on the rubric. Attend a minimum of five meetings to satisfy this portfolio requirement. This aligns with the following course objective: Students will apply basic school law principles to factual situations and governance processes and models in a variety of educational contexts.

State Competencies Addressed:

> **Competency A:** works with teachers to develop a plan which focuses on the needs of the the school to support services required to meet individualized instruction for students special needs (i.e., students with IEPs, IFSPs, or Section 504 plans, ELLs, and students identified as gifted)
> **Competency B:** 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
> **Competency C:** 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
> **Competency D:** 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.

Learning Activities
Meeting options:

- full case study evaluations
- initial domain
- re-evaluation
- placement review
- annual review
- manifestation/determination
- transition
- post-secondary outcomes
- anticipated date of graduation
- Behavior Support Plan (BSP)
- Problem-solving meetings (RtI Tier 2, RtI Tier 3, data review)

Assessment:
 Answer these questions in all presentation formats:

>*What did you learn about this type of meeting?*

>*What were the legal principles within the meeting?*

>*What area(s) of the special education competencies was/were addressed?*

Procedures:
Address the following components of the meeting:

o   Purpose of the meeting

o   Who is in attendance at the meeting (administrator, nurse, social worker, etc.)

o   Roles and responsibilities within the meeting

o   Outcomes of the meeting

o   Agenda for the meeting

Make certain to include your general reactions of the meeting and reflections upon the conclusion.

Prepare a Presentation Using one of these Options:

1. Write a reflection paper from each meeting you attended. This should be no longer than one page, per meeting.
2. Create a Power Point or Prezi presentation as your reflection. This should be no longer than 15 slides. This presentation must include at least one video clip and one song that relates to what you learned while attending the meetings. This presentation will be a display of your reflection from all meetings you attended.
3. Create your own rubric for each meeting you attended. Remember to include point values and how to achieve each point value. Consider what makes a meeting successful.
4. Create a meeting-focused board game. Consider what it takes to "win" the game. Incorporate what you learned from each meeting. Combine all the meetings you viewed into one game.

Sample Grading Rubric: Meeting Attendance Presentation (50 points)

FAR EXCEEDS	EXCEEDS	MEETS	SOMEWHAT MEETS	DOES NOT MEET
50 - 48	47 - 45	43 - 40	39 - 37	36 - 0
Presentation evidences superior insight, critical thought & exceptional effort. All required information is presented in a highly thoughtful, clear, & creative manner. This report could serve as an exemplar in future classes.	Presentation shows very good insight, critical thought and outstanding effort. All required information is presented in a very thoughtful, clear, and creative manner.	Presentation demonstrates insight, critical thought and good effort. All required information is presented in a thoughtful, clear, and creative manner.	Presentation demonstrates little critical thought & some effort.	Presentation does not evidence critical thought or effort.

Presentation is missing or late. |

Discipline for Students with Disabilities

Examine the discipline policies and procedures for students with disabilities in your school. Conduct an interview with an administrator to discuss the discipline issues shown below.

Special Education Discipline Chart

Suspension		Interview student; provide opportunity for student to respond
	___	Interview student; provide opportunity for student to respond
	___	Notify parent verbally and in writing
	___	Offer parent opportunity to request a hearing to appeal issuance of the suspension Ten (10)
	___	consecutive school days maximum for each infraction
	___	Services need not be provided to student during days 1-10
		→ *If over 10 days cumulative in school year:*
	___	Conduct MDR (manifestation determination)
	___	Draft FBA/BIP (or review/revise existing FBA/BIP)
	___	Provide services
Expulsion	___	Suspend student for 10 school days (see above)
	___	Place student in 45-day IAES (if conduct meets requirements, see below)
	___	Conduct MDR
	___	Draft FBA/BIP (or review/revise existing FBA/BIP)
	___	IEP team determines placement during expulsion (therapeutic day school), in event board expels student from school (services are required)
	___	Letter to parent scheduling expulsion hearing
	___	Conduct expulsion hearing (before hearing officer or board)
	___	Board meeting to consider hearing officer's report/board action
	___	Letter to parent summarizing board action and expulsion period
45-School Day IAES Placement	___	**Weapon on school grounds or at a school function:** "a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2½ inches."
	___	**Drug offense:** knowingly possessing or using an illegal drug or selling or soliciting the sale of a controlled substance while at school or a school function. "Illegal drug" is defined as a controlled substance, but it does not include a substance that is legally possessed or used under the supervision of a licensed healthcare professional.
	___	**Serious bodily injury:** substantial risk of death; extreme physical pain; protracted and obvious disfigurement; **or** protracted loss or impairment of the function of a bodily member, organ, or faculty.
	___	**Dangerous student:** a hearing officer must determine that the district has demonstrated by substantial evidence (more than a preponderance of evidence, *i.e.*, more than 51%) that maintaining the current placement of the student is substantially likely to result in injury to the student or others.
Knowledge	___	The parent has expressed concern in writing to supervisory personnel or a teacher that the child is in need of special education prior to the misconduct; or
	___	The parent has requested an evaluation prior to the misconduct; or
	___	The child's teacher, or other personnel has expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education or other supervisory personnel (child find process).

Due Process Chart

Hearing Request	School district must file "District Request for an Impartial Due Process Hearing Officer" form (19-86 revised 8/06). If parent requests hearing, form must be sent to ISBE within 5 calendar days of parent's request
Written Response	If the school district files, the parent must transmit a written response to the school

10 calendar days	district and the hearing officer that specifically addresses the issues raised in the due process request. _If the parent files_, the school district must transmit a copy of any "prior written notice" of its decision, including all supporting documentation to the parent and the hearing officer. If no "prior written notice" exists, the school district must submit a written response that includes: - An explanation of why the district proposed or refused to take the action raised in the due process request; - A description of other options the IEP team considered and the reasons why those options were rejected; - A description of each evaluation procedure, assessment, record, or report the school district used as the basis for the proposed or refused action; and - A description of the factors that are relevant to the school district's proposal or refusal.
Notice of Dismissal 15 calendar days	_If the school district files_, the parent may seek dismissal of the due process request if the school district fails to provide the following information: - The name, address, and telephone number of the student/parent, and of the person making the request on behalf of the school district; - The nature of the controversy to be resolved; and - The remedy being sought. _If the parent files_, the school district may seek dismissal of the due process request if the parent failed to provide the following information: - The child's name, address, name of the school attended; - A description of the nature of the problem relating to the proposed ore refused initiation or change, including facts relating to the problem; - A proposed resolution of the problem, to the extent known; and - Whether the parents will be represented by legal counsel.
Resolution Session 15 calendar days	The parties are required to convene a resolution session to discuss resolution of the issues (or alternatively participate in mediation). The parties may agree to waive the resolution session in writing. The resolution session must include: - Parents; - Student, at the request of the parent; - A school district representative with full decision-making authority; and - Members of the IEP team who have specific knowledge of the facts identified in the due process hearing request. School district's attorney may not attend unless the parent brings an attorney If agreement is reached, it must be committed to writing Either party may void the agreement within 3 business days Parties must contact the hearing officer within 3 business days with a status report
Mediation 15 calendar days	Mediation may be convened as an alternative to the Resolution Session Either party may bring an attorney The mediation agreement may not be revoked or otherwise voided Parties must contact the hearing officer within 3 business days with a status report

Section C
Curriculum Recommendations for
Early Childhood Education

Essential Knowledge

- Identify the Illinois Early Childhood Standards
  www.isbe.state.il.us/rules/archive/pdfs/235ark.pdf
- Early Childhood AYP and state reports
- Standardized Assessments used at EC (Teaching Strategies GOLD, Preschool Numeracy Indicators, Individual Growth and Development Indicators)
- Be familiar with different research-based EC curriculums (Creative Curriculum, etc.)
  And Types of EC programs (at-risk, instructional, blended)
- Examine State grants available at the EC level (Preschool for All, Prevention Initiative)
- Understand State Mandates impacting Early Childhood
  - 0-3 Early Interventions
  - Child Find Screening
  - ECHO

Foundations of Early Childhood Education, Part II
Assignment: Getting to Know the Standards
Overview
A variety of standards provide educators, caregivers, and leaders with information about what to strive for in early childhood education. In this exercise, you will learn about three important sources of standards and recommended practices: The Illinois State Board of Education (ISBE), Division of Early Childhood Education, the National Association for the Education of Young Children (NAEYC), and the DEC recommended practices.

- The Illinois Early Learning Standards are organized to parallel in content the Illinois Learning Standards for K-12 education. Included are benchmarks for learning in Language Arts, Mathematics, Science, Social Science, Physical Development and Health, Fine Arts, Foreign Language, and Social/Emotional Development. These standards can be found at
  http://www.isbe.state.il.us/earlychi/pdf/early_learning_standards.pdf . This is a long document, but the meat of it is 30 easy-to-skim pages.
- The standards developed by the National Association for the Education of Young Children (NAEYC) are foundational to early childhood education, and all educational leaders from throughout the birth to grade 12continuum should have a basic understanding of what they are and the rationale behind them. A summary of these standards can be found at
  http://www.naeyc.org/files/academy/file/OverviewStandards.pdf
- The recommended practices developed by the Division for Early Childhood (DEC) identify practices that result in better outcomes for young children with disabilities, their families, and the personnel who serve them. A good source of information for aspiring leaders is at
  http://www.dec-sped.org/uploads/docs/about_dec/recommended_practices_tools/Administrator%27s%20Essentials.pdf

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Directions

Read the three documents above. Come to class prepared to discuss:

- What are the underlying philosophy and principals implied or stated in these standards?
- How would you compare and contrast these sets of standards in terms of scope, use, philosophy, etc?

Section D
LINC/McCormick Grant Extension Work – ELL

Workshop for Pre-service Teachers: *Best Practices in ELL/Bilingual Education*

ELL/Bilingual Panel Discussion
Hosted by North Central College
Sponsored by the McCormick Foundation
Tuesday May 7th, 2013
4:00-6:00PM
on the campus of North Central College

Join North Central College for a panel discussion featuring local ELL/Bilingual experts. Topics related to ELL/Bilingual Education, including pre-service ELL/Bilingual teacher preparation, motivation and assessment for ELL/Bilingual students, and parent/community involvement will be featured in the discussion.

Time	Topic	Person
4:00-4:05PM	**Welcome**	Dr. Monica Vuksanovich (NCC) Dr. Kristine Servais (NCC)
4:05-4:15	**ELL/Bilingual teacher background**	Panelists
4:15-4:40	**Topic 1:Engaging and motivating ELL/Bilingual Students**	Discussion Lead by Panelist: Mrs. Jennifer Nelkony, MA 6-8 ELL Teacher Jefferson Jr. High Jnelkony@naperville203.org
4:40-5:05	**Topic 2:Best Practice ELL Methods**	Discussion Lead by Panelist: Ms. Melissa Eaton. M of Ed, NBCT K-5 ELL Teacher Cowlishaw Elementary melissa_eaton@ipsd.org
5:05-5:30	**Topic 3: Technology for ELLs**	Discussion Lead by Panelist: Mrs. Deborah Sternecky 6-8 ELL Teacher Jefferson Jr. High dsternecky@Naperville203.org
5:30-5:55	**Topic 4: Recommendations for new ELL/Bilingual teachers**	Discussion Lead by Panelist: Mr. Eric Havinga Bilingual 2nd Grade Teacher Georgetown Elementary eric_havinga@ipsd.org
5:55-6:00PM	**Concluding remarks**	Dr. Monica Vuksanovich (NCC)

Section E
LINC/McCormick Grant Extension Work – Leadership

Administrative Academy: *Building a Continuum of Learning: Early Childhood, English Language Learners, and Special Education*

Purpose: This Administrative Academy is designed for principals and assistant principals who wish to improve knowledge and performance in developing a successful continuum for early childhood, English Language learners, and learners with special needs. The session will include new Illinois state requirements and strategies for school leaders to provide effective learning experiences for all students. Participants will leave with practical ideas to implement, evidence of his/her leadership competencies, and professional development. Reference: *The Courage to Grow: Leading with Intentionality*

Objectives/Participants will be able to:
1. Provide an overview and understanding of new leadership requirements in Early Childhood, ELL, and Special Education.
2. Identify the role of the instructional leader to increase teacher understanding of Early Childhood, ELL, and Special Education through effective professional development.
3. Identify activities leaders can use to demonstrate competencies in Early Childhood, ELL, and Special Education.
Program Overview
I. Discuss the New Illinois Principal Requirements and Impact on School Leaders
      A. Continuum for Learning: Early Childhood, English Language Learners, and Special Needs
      B. Evidence of Leadership Competencies using the Principal Evaluation Standards

II. Identify what school leaders need to know and be able to do in a *Continuum for Learning*
      A. Early Childhood? English Language Learners? Special Needs?
III. What should teachers know and be able to do in a *Continuum for Learning?*
      A. Identify professional development strategies for instructional leaders to develop teachers
     who are able to contribute to a Continuum for Learning; Develop a Professional Development Plan
IV. Identify evidence school leaders could/should have to show evidence of knowledge and competency in a
      Continuum for Learning for all students

Note: Materials generated during this session will be shared with participants to take home. Materials will also be provided for participants who wish to earn Administrative Academy credit.

Workshop Activity

The following chart highlights professional learning experiences where engaged learning processes can be utilized to develop a continuum of learning. Participants will identify learning processes best suited for professional learning in their school environment for a continuum of learning. (Source: *The Courage to Grow: Leading with Intentionality)*

Engaged Learning Processes	Brain Storming	Change Process	Team building	Communication	Culture	Reflective Practice
World Cafe Process	X	X	X	X	X	X
Brain-Breaks			X		X	
Ice-breakers			X	X	X	
Four Square Process	X	X	X	X	X	X
Clock buddies	X	X	X	X	X	X
Carousel Process	X	X	X	X	X	
Story Board	X	X	X	X	X	X
Jig-sawing		X	X	X	X	
Teambuilding Activities		X	X	X	X	X

Learning Walks / Collegial Conversations	X	X		X	X	X
Movie Clips		X	X	X	X	X
Decision Making Process Activity (LJ)	X	X	X	X	X	X
Keep, Drop, and Create	X	X	X	X	X	X
Book Talks		X	X		X	X
Learning Dimensions to set up learning experiences				X		
Myers-Briggs Process		X	X	X	X	X
Colors Activity		X	X	X	X	X
Learning through Metaphors (puzzles, children's books, etc.)		X	X	X	X	
Use of props to build a model of process		X	X	X	X	
Coins for Conversations	X	X	X	X	X	X
Fist to Five	X	X	X	X	X	
Bridge Activity	X	X	X	X	X	X
Pick-up sticks		X	X	X	X	X
Blind fold Processes		X	X	X	X	X
Enjoyment and Laughter	X	X	X	X	X	X

Section F
Matrix of NCC Curriculum Infusion

This section includes a cross-walk of NCC Leadership and Administration Courses and curriculum recommendations.

Courses	ISLLC Standards	Key Course Topics	State Required Content/Curriculum (Section 30.50)	Field Experiences or Internship Requirements	Primary Assessments
EDN 500 Leadership for the 21st Century	1a, 2c, 3d, 4d, 5b, 6c	Vision/mission/goals Leadership Knowledge& Dispositions ISLLC standards Leadership assessments	Admission Portfolio, Interview, and Writing Sample	Interview Administrator in Future Aspirations Position	Self-survey and mentor dispositions Vision/Mission/Goal Rubric Admission Portfolio Leadership Aspiration Paper
+ELL/EC/Gifted Curriculum			EC Standards: http://www.isbe.state.il.us/earlychi/pdf/early_learning_standards.pdf	Students will Conduct an Audit of His/Her School regarding Standards for ELL, EC, SES, Gifted, Prof. Tching	
EDN 515 The Institutional and Political Environment of Schools	3c, 4b, 5c, 6a, 6b, 6c	Political/social/ cultural/ economic context		Attend a local School Board meeting and interview the superintendent or a school board member	Research Action Plan ISLLC Artifacts
+ELL Curriculum			Understanding current policies and mandates that impact the growing ELL population	Interview leader, staff member, parent or student on the school's ELL policies and practices	
EDN 522 Navigating Issues in Special Education & School Law	3a, 3c, 5a, 5b, 5d, 5e, 6a, 6b, 6c	Case law, School boards, Ethics Issues affecting today's delivery of educational services to all students, including English Language Learners and students with special needs	*State and federal laws, regulations, and case law affecting Illinois public schools* *State and federal laws, regulations, and case law regarding programs for students with disabilities and ELL students.*	Field Activity: Examine different Meeting options: Full case study evaluation initial domain re-evaluation placement review annual review manifestation/determination transition post-secondary outcomes anticipated date of graduation BSP Problem-solving meetings (Tier 2, Tier 3, data review)	School board ethics interview rubric ISLLC Artifacts
+ELL and Special Ed Curriculum			ELL and Civil Rights (language rights) including Lau vs. Nichols		
EDN 534 Leadership for Supervision & Instruction	2a, 3c, 4a, 4b, 4c, 4d, 5c, 5e, 6a	Teacher supervision & evaluation Backward by design	*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]*	Teacher Observation & Evaluation School Culture	-Teacher observation rubric -BuD Ldership disposition survey ISLLC Artifacts

+ ELL Curriculum		+ Create a bridge document between Danielson and SIOP. Use this document during teacher observation and evaluation	Assess the school's English Language Learning context: population, capacity, instructional program, and plan for improved student achievement		
EDN 536 Home, School, and Community	1c, 1d, 1e, 2b, 2d, 2e, 2f, 2g, 2i, 3b, 3e, 5a	ELL/ gifted/ special education Building & Maintaining Collaborative Relationships with home and community		Field experience with students with special needs, English - Language Learners, gifted students, students in early childhood programs, etc)	Special Ed Project Community Tool Community Resources ISLLC Artifacts
+ELL and EC Curriculum		Field Experience: Identify the settings listed below in which you haven't had teaching or leadership experience: Infancy and Toddlerhood (birth – age 3) or Early Childhood (Pre-K); Observe this setting and interview one of the faculty	Importance of communication with ELL families - translators, navigating the American education system, Culturally appropriate communication with parents/families	Develop a Community of Resources for ELL students families	
EDN 610 School Operations & Management	1c, 1e, 2g, 2h, 2i, 3a, 3b, 3c, 3d, 3e, 4a,	Time management, Budget, Bullying; Management; Discipline; School safety	*Use of technology for effective teaching, learning, and administrative needs* *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*	School-wide Management of Personnel and Resources Bullying Field Experience	Budget Behavior management system; Welfare/safety ISLLC Artifacts
+Curricular and Instructional Programming for Students with Disabilities			Examine the discipline policies and procedures for students with disabilities. Include findings including an interview with an administrator.		
EDN 620 Curriculum & Program Assessment	1b, 1c, 1d, 1e, 2b, 2e, 2h, 2i, 3a, 3e, 4a, 5a, 5d	Professional development; Data-driven decision-making; technology	*Use of technology for effective teaching, learning, and administrative needs* *Understanding numeracy skills and working collaboratively across content areas to improve problem-solving and number sense at all grade levels* *Understanding developmentally appropriate literacy skills for student learning (early literacy through adolescent literacy), including assessment for literacy, developing strategies to address reading problems, an understanding of reading in the content*		Tech Group Project Ethical Dilemma Prof Dev Plan Std Achvmnt Impact documentation ISLLC Artifacts

+ELL Curriculum			Staff needs assessment in ELL and develop a P.D. plan for staff	Assess one subject area and grade level and evaluate through the lens of ELL	
EDN 630 Schools as Learning Communities	1a, 1b, 1d, 1e, 2a, 2c, 2f, 2g, 3d, 4a, 5a	Prof. Learning Com. Cultural Change	*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; monitors the effectiveness of instruction proposed for students identified as at risk; and modifies instruction as needed to meet the needs of each student*	Investigate in a high needs school: SIP, ELL, SpEd, RtI, Gifted, and/or a PLC.	Culture Assignment; Case study of a high needs school including SIP, ELL, SpEd, RtI, and PLC ISLLC Artifacts
+ELL Curriculum			Required Textbook: Smiley, P. and Trudy Salisbury. (2007). "Effective Schooling for English Language Learners: What Elementary Principals Should Know and Do." Eye on Education.	After studying the SIP, address the recommendations & achievement gap for ELLs Accountability under Title I, Title III - Assessments, Accommodations	Assess the school's English Language Learning context: population, capacity, instructional program, and plan for improved student achievement
EDN 690 The Internship	SREB/ ISLLC Standards/ /ELL, SpED, Early Childhood		Projects 1 SIP Project 5 Two Week Residency (summer) Project 4 Specialized Student Programming-ELL, Gifted, SpED and EC 25% of Critical Success Factors		Rubrics: Internship Projects; SREB Critical Success Factors; Special Programming Areas: ELL, SpEd, Early Childhood ISLLC Artifacts
+ELL Curriculum		**+ School ELL Overview Questionnaire & Assessment**	Required Textbook: Smiley, P. and Trudy Salisbury. (2007). "Effective Schooling for English Language Learners: What Elementary Principals Should Know and Do." Eye on Education.		
EDN 691 The Internship II	SREB/ ISLLC Standards/ELL, SpED, EC.		Project 2 Teacher Development Project 3 Management 75% of Critical Success Factors	Internship Projects; SREB Critical Success Factors; Special Programming Areas: ELL, SpEd, Early Childhood	Rubrics: Internship Projects; SREB Critical Success Factors; Special Programming Areas: ELL, SpEd, Early Childhood ISLLC Artifacts
EDN 696 The Capstone Experience: the Educational Leader	1a, 2h, 3d, 5b, 6b, 6c	Portfolio, research, leadership dispositions			Transition Artifacts to Final Portfolio; Leadership platform paper; Leadership disposition data ISLLC Artifacts

Section G
Leadership for the 21st Century Master Course Outline

North Central College
Leadership and Administration Master's Program
Course Title: Leadership for the 21st Century

Mission
The Department of Education
prepares undergraduate teacher candidates and practicing teachers
to facilitate the learning of all students, enabling both teachers and their students
to act as informed, involved, principled and productive citizens
and leaders over a lifetime.

Course: EDN 500 Leadership for the 21st Century
Meeting Information: Tuesday, 4:30-8:30; Crouse Education Center, District 204 Administration Building, Board Room B5
Instructor Information: Dr. Kristine Servais; kservais@noctrl.edu; 630-637-5746;
Office Hours: Tuesday 3:00-4:15 and 8:30-9:00 at Crouse Education Center

Required Text:

Sergiovanni, Thomas J. (1995). *The Principalship: A Reflective Practice Perspective* (5th edition). Boston: Allyn and Bacon.

Servais, K. and Sanders, K (2006). *The Courage to Lead: Choosing the Road Less Traveled.* Roman and Littlfield.

Strand, P. and Halper, A. and Christenson, J. (2006) Schools of fish. Hyperion.

I. Course Description:

Leadership for the 21st Century emphasizes the development of future school leaders, including the roles of principal, assistant principal, department chair, team leader, and student coordinator. EDN 500 is a pre-admission course to either a master's degree in Leadership and Administration for the certification of a future principal/assistant principal or a master's degree in Teacher as Leader in Curriculum and Instruction for the teacher leader who desires a role in leadership from the classroom. Students will examine school culture, standards, organizations, and the learning community, and the importance of increasing leadership capacity to achieve success in schools today. The course is designed to foster development and competencies in future leaders regarding decisions they will make about their practice and how those decisions will affect students, teachers, and the community. Emphasis is given to the leader's role in building a learning community, the development of human resources, defining

school effectiveness, and the process of change. This course introduces a variety of standards as frameworks for teacher development, school curriculum, and leadership.

An overview and application of the following standards will be conducted in this course: the Illinois Professional Teaching Standards, ISLLC leadership standards, social and emotional standards, English Lanaguage Learner standards, early childhood standards, and new principal evaluation standards.

At the conclusion of this course, students may determine to seek out a certification as a principal or assistant principal, a master's program in teacher leadership with an endorsement in supervision (pending State approval of the certification and program), or return to the classroom with additional leadership skills for roles such as team leader or student coordinator. Note: It is anticipated that the State Board of Education will announce the *Teacher as Leader Endorsement* in fall of 2012.

II. <u>Objectives:</u>

Leadership candidates will:

1. Understand and apply standards as a framework in the development and preparation for the role of a school leader; and apply the following standards: the Illinois Professional Teaching Standards, ISLLC leadership standards, social and emotional standrds, English Lanaguage Learner standards, early childhood standards, National Board Standards, the ISLLC Leadership standards, and new Illinois principal evaluation standards.
2. Understand the roles and responsibilities of specific school personnel such as the superintendent, principals, central office staff, and board members and factors that produce changes in these roles. Specific emphasis will be placed on the role of the principal and the impact of this role on other personnel and the school community.
3. Understand the role of the principal and other instructional leaders, as a resource provider, communicator, decision-maker, and visual presence.
4. Understand the effective schools research and other school assessments to foster improvement of school performance and student achievement.
5. Understand the role of school leaders in staff development and a professional learning community.
6. Identify and apply knowledge, attitudes, and experiences from the leadership standards/indicators aligned to this course.
7. Understand the significance of comprehensive leadership in knowledge, dispositions, and performance using T. Sergiovanni's model of the head, heart, and hand.
8. Identify personal goals and aspirations for a future career in leadership through field experience(s) in the study, observation, and analysis of a future desirable leadership position.

III. ISLLC Standards Alignment:

Students will be expected to show evidence of knowledge and/or skill development in the indicators aligned to this course. These indicators are listed below:

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
1.A Collaboratively develop & implement a shared vision & mission
Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
2.C Create a personalized and motivating learning environment for students

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
3. D Develop the capacity for distributed leadership
Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
4.D Build and sustain productive relationships with community partners
Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
 5.B Model principles of self-awareness, reflective practice, transparency, and ethical behavior

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. 6. C Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

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IV. Conceptual Framework
The mission of the department states, *The Department of Education prepares undergraduate teacher candidates and practicing teachers to facilitate the learning of all students, enabling both teachers and their students to act as informed, involved, principled, and productive citizens and leaders over a lifetime.*

This course explores a variety of ways that leadership can be developed and a variety of ways leaders' roles impact the success of a school. Students will deepen their abilities as educational leaders by immersing themselves in the knowledge necessary to be an effective administrative leader while undertaking projects that directly impact the environmental context of learning. Leadership candidates will identify leadership strategies that will deepen their understanding of student characteristics and how to support student success through a deeper understanding of effective best practices.
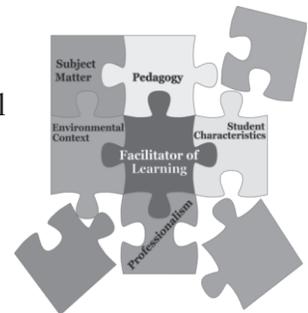
V. Summary of Course Assignments and Assessments

Assignments	Focus	Assessment
1. Gain Leadership Knowledge through Readings and Reflections	Candidates will identify knowledge acquired through leadership readings in Sergiovanni, Servais, and Sanders	*Reflection paper criteria provided for Sergiovanni; Workbook chapter completion will be discussed each session and support leadership identity development.
2. Candidate Artifacts	Candidates will compile evidence for six areas leadership as evidence from his/her classroom	*Admission Portfolio Rubric; State Admission Requirement
3. Two Leadership Dispositions-Self and School Leader	Leadership dispositions inventory will be completed and assessed at it relates to a desired leadership position.	*Leadership Dispositions Rubric
4. Leadership Development of Mission, Vision, Beliefs, Values and Goals	Candidates will identify leadership development through evidence of a mission, vision, beliefs, values and goals	*Leadership Development Rubric
5.Administrative Interview and Leadership Aspirations Assignment	Candidates will study a leadership position desired and define actions to attain this leadership role.	Aspirations Paper - Rubric
6. Field Experience: Understanding & Application of Standards Utilized in the Field	Candidates will identify and apply two of the following standards in his/her home school: the Illinois Professional Teaching Standards, ISLLC leadership standards, social and emotional standrds, English Lanaguage Learner standards, early childhood standards, and new Illinois principal evaluation standards.	*Rubric for the understanding and application of standards addressed in this course
7. Team Project: Students will discuss and apply the benefits of a book talk: *Fish for Schools*	Students will work as a team in many tasks throughout the term, including a book talk and cultural application of the themes from Fish for Schools.	Guidelines will be provided for the operation of effective teaming and the application of Fish for Schools.

Option: Students at the conclusion of this course may apply to the NCC Leadership and Administration Master's Program to earn state certification as a principal or assistant principal.	According to Section 30.70 of the state requirements, admission requirements for candidates will include an admissions portfolio, interview, and writing scenario
	
	Candidates who pass all admission requirements will be provided with an orientation to the program and requirements for the internship. An Internship Action Plan and mentor will be established during the program orientation.
		*Admission rubric; Required for admissions to the leadership program
		
		*Students who qualify to enroll in the leadership program will complete:
		  Interview protocol
		
		  Writing Scenario Rubric
		
		  Orientation Session

*Data required for department, admission, and/or state report

VI. Course Learning Activities and Requirements

Students will experience a multi-dimensional approach to learning and leadership in this course. Activities are designed to incorporate a variety of learning styles and leadership skills. The activities will increase leadership knowledge, attitudes, and skills and provide a constructivist approach that enhances development for learners who wish to pursue a diverse range of leadership positions.

The following is a description of the learning activities of this course:

<div align="center">

1. Course Readings, Reflections, and Response
2. Professional Growth Portfolio
3. Leadership Dispositions Inventory
4. Leadership identity (Mission, Vision, Beliefs,etc..)
5. Leadership Career Aspirations
6. Field Experience: Identify and Apply Standards in School Environment
7. Leadership Team Project

</div>

1. Course readings contribute to each student's knowledge of leadership. A variety of leadership literature will be read, including Sergiovanni's The *Principalship, The Courage to Lead* workbook, and *Fish for Schools.* Students are expected to read, discuss, and provide a written response to the assigned readings.

Reflection papers will be 1-2 (word-processed) pages and are expected to include three components: 1. a summary of the content, 2. application of the content to the student's school environment, and 3. a personal application by the reader to his/her leadership growth and development.

The Courage to Lead workbook will be read and completed by each leadership candidate to help each develop his/her leadership identity, including the development of a mission, vision, values, goals, and beliefs. Completion of all of the activities in the workbook will require the student to apply leadership skills now and prospectively in a future role.

2. Professional Portfolio Growth Artifacts This course will introduce the leadership standards as a means to chronicle evidence of each learner's leadership knowledge, dispositions, and performance. Students will identify six artifacts from the classroom that demonstrate evidence of leadership and the leadership standards. Note: These artifacts may be used for admission to the Leadership and Administration program. The portfolio artifacts required for this course are:

1. evaluations of the candidate's teaching abilities from supervisors that attest to students' academic growth;
2. evidence of leadership roles held and descriptions of the impact the candidate has had on the classroom, school or district, or the constituents served;
3. 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;
4. information on the candidate's work with families and/or community groups and a description of how this work affected instruction or class activities;
5. 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
6. evidence of curriculum development, student assessments, or other initiatives that resulted from the candidate's involvement on school committees

3. A dispositions inventory will be completed based on the ISLLC standards by each student and by a leader in a position in which he/she aspire to hold in the near future. The results will provide feedback on the aspiring role for which each student in leadership.

4. This course will support the development of each candidate's **professional mission, vision, beliefs, goals and values.** This serves as a major foundation to a prospective career leadership role and responsibilities for the future.

5. In this course each student will be asked to interview and observe a leader in a desired position in his/her **career aspirations**. An *aspirations paper* will be submitted at the conclusion of the experience citing the observations, lessons, and alignment to the standards achieved in this field experience. The primary purpose of this field experience is to allow the candidate to become more informed and aware of a leadership position that he/she may desire as a career goal.

6. As a **field experience** in this course each student will identify the use of six different standards in his/her home school environment. Each will be described in how they are used as a framework and how the use of each of the standards might be improved. The six standards studied are the following: the Illinois Professional Teaching Standards, ISLLC leadership standards, social and emotional standrds, English Lanaguage Learner standards, early childhood standards, and new principal evaluation standards. A rubric will be provided.

7. Learning Teams will be established to experience the authentic role of leaders in influencing and guiding effective teaming in a school environment. Each team will develop goals, roles, and norms that demonstrate effective teaming practices. The learning team will conduct a book study of *Fish for Schools* and will develop a team approach using the four *Fish* philosophies. A team journal will chronicle the team's discussions, applications, and responses throughout the term. The team journal must include: a team name/roles and responsibilities/guiding principles (5 points), weekly team meeting notes (10 points) and accomplishments described collectively of each team members' experience putting into practice two Fish activities (10 points); and a final team performance evaluation (5 points). A team journal will be submitted on behalf of all the members of the team.

VII. Course Assessments
See attached

EDN 500 Reflective Reading Responses
Respond to each reading by including written evidence of these three components: 1. a summary of the content, 2. application of the content to the student's school environment, and 3. a personal application by the reader to his/her leadership growth and development.

Name:

Evidence of Knowledge	Inadequate Evidence	Limited Evidence	Adequate Evidence	Strong Evidence	Proficient Evidence	
	1	2	3	4	5	Points Earned
Assigned Readings						
Reading #1						
Reading #2						
Reading #3						
Reading #4						

Reading #5						
Reading #6						
Reading #6						
Reading #7						

PORTFOLIO REQUIREMENTS Rubric

Artifacts will be submitted in the following areas:

1. evaluations of the candidate's teaching abilities from supervisors that attest to students' academic growth;

2. evidence of leadership roles held and descriptions of the impact the candidate has had on the classroom, school or district, or the constituents served;

3. 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;

4. information on the candidate's work with families and/or community groups and a description of how this work affected instruction or class activities;

5. 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

6. evidence of curriculum development, student assessments, or other initiatives that resulted from the candidate's involvement on school committees.

Criteria	Unacceptable	Basic/Acceptable	Proficient
Resume (or other documentation) which . . .			
Indicates significant leadership roles in a school environment *6.B.3*	Little to no evidence of leadership	Some clear evidence of significant leadership	Impressive leadership roles (3+)
Copy of teacher evaluation (or other documentation) indicating. . .			
Support of all students achieving high standards of learning *6.B.1*	Evidence is unclear or contrary to high expectations for all students	Evaluation clearly indicates at least one example of supporting all students achieving high standards of learning	Evaluation clearly sites more than one example of the teacher supporting high expectations for all
Evidence of accomplished classroom instruction *Part of 6.B.2*	Evidence is unclear or lacks high quality instruction	Evaluation clearly indicates at least a couple of examples of the teacher demonstrating accomplished instruction	Evaluation clearly sites several impressive examples of the teacher demonstrating accomplished instruction
Evidence of strong oral/written communication skills *6.B.4*	Missing or lacking in quality	Present and appropriate	Present and impressive
Knowledge of curriculum and instructional practices *6.B.8*	Missing or lacking in quality	Present and appropriate	Present and impressive
6.B.2 and 6.B.5 An analysis of classroom data/student scores including . . .			
Data is provided indicating at least two years of student growth within the last five years *6.B.2*	Missing or lacking in quality	Present and appropriate	Present and impressive
what standards were addressed & what outcomes were accomplished *6.B.2*	Missing or lacking in quality	Present and appropriate	Present and impressive
A description of how the data was used to inform instruction *6.B.5*	Missing or lacking in quality	Present and appropriate	Present and impressive
Evidence of the analytical skills needed to utilize data for student improvement *6.B.5*	Missing or lacking in quality	Present and appropriate	Present and impressive
Disposition Evaluations Forms			
Ratings on disposition form regarding demonstrated respect for	Missing or lacking in	Present and appropriate	Present and impressive

Criteria	Unacceptable	Basic/Acceptable	Proficient
family and community (Dispositions 4.5/4G) 6.B.6	quality		
Ratings on disposition form regarding demonstrated strong interpersonal skills (Dispositions)	Missing or lacking in quality	Present and appropriate	Present and impressive
TALLY	No more than one	No more than two	Min 6

Leadership Development Evidence: Mission, Vision, Beliefs, Values, and Goals

Identify your core educational beliefs, vision, mission, values and goals.

Use the rubric to self assessment your five examples of leadership identity. Submit the rubric and your five items for a grade. Include your examples of leadership identity in your aspirations paper.

Student Self Assessment	Leadership Evidence Description	Proficient 5	Average Evidence 3	Lacking or Limited Evidence 1-0	Score
	Vision: A statement of aspirations and ideal outcomes for the future	Leadership aspirations are inspirational & vividly stated	Leaderships aspirations are clear	Lacking in leadership aspirations	
	Mission: Statement of the day-to-day purpose of a leader; clear, concise, and action based language	Leadership purpose is well defined; Action based language; Clear and concise statement(s)	Leadership purpose is identified; Clear statements provided	Leadership purpose is lacking and unclear	
	Belief Statements: Personal and professional concepts and guiding principles for leaders	Seven to ten statements are clearly stated as guiding principles to action.	Four to six statements are identified as a guide to action	Less than four statements are provided but lack clarity as a guide to action	
	Values: Strongly held belief that inspires and impacts behavior; Strong values are goal centered in order to produce results and achievement	Five or more values are identified and congruent with beliefs and goals	Four or more values are identified and congruent with beliefs and goals	Values are not identified or clear.	
	Goals are stated that illustrate the leader's purpose, SMART goals defined; Specific, Measurable, Attainable, Realistic, Time-bound	4-5 goals are clearly stated using the five components of SMART goals	Multiple goals are stated using components of SMART goals	Goals are limited in number, clarity and lacking in SMART components	
Total:					**Total:**

Aspirations Paper Rubric

Write a *Leadership Aspirations* paper of six to eight pages based on what you have learned about yourself in this course and the interview/observations of a school leader. Identify areas of your leadership identity, leadership qualities and skills suited for a specific desired leadership position and your leadership goals.

Student Self Assessment	Topics Required	Proficient Evidence 10	Average Evidence 5	Lacking or Limited Evidence 1-0	Score
	Definition of personal mission, vision, goals, beliefs & values	Five specific leadership areas are clearly defined in the paper: mission, vision, goals, beliefs & values	Four of the five leadership areas are clearly defined: mission, vision, goals, beliefs & values	Limited development of leadership areas: mission, vision, goals, beliefs & values	
	Skills and qualities of effective leadership identified for this position	Specific and clear description provided for more than four skills/qualities of effective leadership	An adequate description provided for less than four skills/qualities of effective leadership	Limited description provided for skills/qualities of effective leadership	
	Demonstration of proficiency in writing style and mechanics	The paper provides clear evidence of well organized ideas, paragraph and sentence quality, and proper mechanics	The paper provides basic evidence of organized ideas, paragraph and sentence quality, and proper mechanics	The paper lacks organized ideas, paragraph and sentence quality, and/or proper mechanics	
	Leadership self identify developed and communicated	Strong leadership self identity is developed and communicated	Basic leadership self identity is developed and/or communicated	Leadership self identity is limited or lacking in development and/or communication	
	Leadership aspirations and goals	Rationale for leadership aspirations and goals are well defined	Rationale for leadership aspirations and/goals are emerging	Rationale for leadership aspirations and/or goals is limited or lacking	
Total:					**Total:**

Standards Study and Application

Locate and study the use of the standards identified in the rubric provided. Determine how effectively the standards are being utilized to guide instruction, professional development, and leadership in your school environment. Rate each set of standards accordingly. Provide a recommendation for how the use of the standards might be improved.

| Standards | Proficient

Standards were readily located and utilized as a guide for learners | Adequate

Standards were located and were utilized in some capacity, | Limited

Standards were difficult to locate and were not utilized to impact learning, | Recommendation for improvement

Identify 2-3 suggestions for more effective use of the standards |
|---|---|---|---|---|
| The Professional Teaching Standards | | | | |
| The ISLLC Leadership Standards | | | | |
| The Social and Emotional Standrds | | | | |
| English Lanaguage Learner Standards | | | | |
| The early childhood standards | | | | |

Leadership Dispositions Inventory

Please honestly assess the candidate's proficiency in each of these ISLLC designated dispositions, essential to the development of an educational leader, at this point in time. Please note that it is expected that a candidate will be developing or proficient in most areas. Please only mark a candidate as exceptional if it is a particular area of strength; it is expected that a valid assessment would NOT mark a candidate as exceptional in all areas.

Please indicate "not evident" or "not familiar" if you have not yet had the opportunity to see that particular disposition evidenced by the candidate.

Candidate Name:

INDICATORS OF DISPOSITION	Not Evident or Not Familiar	Deficient Area		Developing			Proficient			Exceptional Strength	
	N/A	1	2	3	4	5	6	7	8	9	10
1.F/ 2.N/ 3.G Collaboration with all stakeholders Commitment to support all students achieving high standards of learning*											
1.G/ 2.O/ 4.E / 5.I High expectations & standards for all, including modeling high expectations											
1.H Examining assumptions and beliefs											
1.E / 2L / 5.J Continuous improvement using evidence Continuous professional growth & development Continuously improving knowledge & skills											
2.J / 2.P Learning as the fundamental purpose of school											
2.K / 6.H Diversity as an asset Build on diverse social & cultural assets											
2.M / 4.H Lifelong learning Continuous learning and improvement for all											
3.F A safe and supportive learning environment											
3.J / 3.I Management in service of staff and student learning Operating efficiently and effectively											
3.H / 6.E Equitable distribution of resources Advocate for children and education Demonstrated respect for family & community*											
4.F / 4.G Including family & community as partners Respect for the diversity of family composition											
5.F/ 5.H Ethical principles in all relationships & decisions The common good over personal interests											
5G Taking responsibility for actions											
6.F Influence politics											
6.G Eliminate barriers to achievement											
Interpersonal skills*											
Professionalism*											
Motivation*											
Reliability*											

INDICATORS OF DISPOSITION	Not Evident or Not Familiar	Deficient Area		Developing			Proficient			Exceptional Strength	
	N/A	1	2	3	4	5	6	7	8	9	10
Leadership*											
Communication skills*											

Section H
LINC November 30 Meeting-Sample Agenda

North Central LINC Meeting #2; November 30, 2011

In attendance: **Special Ed Team: Ann, Adam, Sarah, Marta**
                         ELL Team: Kellie, Kim, Monica, Amy, Tarah
Facilitator: Kris

Checking in-What are the positive things happening in your position?

1. Report progress from each team
Ann Reported out on a template and potential activities—observation, interview, Case study
Monica took brainstorming list and developed a framework of knowledge, attitudes, performance, field activities, and resources
Should an assessment be conducted of knowledge/readiness to conduct activities required for the internship; Possible pre-post assessment discussed
2. Discuss LINC website as a resource
3. Suggested template for group work:

I.   Knowledge
II. Attitudes/Dispositions
III. Performance/Field Activities
IV. Resources

4. Prepare Leadership Candidate Performance/Field Activities –ALL must be conducted during the internship using the "Super Seven" state requirements document.
5. Identify communication methods among teams/Next meeting

Minutes October 27, 2011
1. Introductions and Purpose of LINC Project
2. Introduce an IDEAL Model for Action: **Identify** needs in the three target areas (NCC alumni leaders and area school leaders); **Develop** curriculum, field projects, and activities based on the results of the needs assessment; **Engage** learners in specific curriculum/projects; **Assess** results of the implementation and outcomes; **LINC** learning outcomes and results to educate future principals, stakeholders and practicing principals who impact PK-12 students.
*Consider initial feedback from NCC alumni on October 13;
*Utilize the State LINC rubric in the development of curriculum for classrooms and activities for the internship; LINC modules available on website: http://leadershiplinc.illinoisstate.edu

3. Develop an action plan for integrating P-12 content (ELL, special education, and early childhood) into principal preparation programs to include the following:

Course content

Infuse P-12 (e.g., early childhood, special education, and ELL) within a learning continuum paradigm where this content is treated as part of the system and not outside of it. (See NCC course outlines)

Field-based and internship experiences (Embed in new State internship requirements)

Observe early childhood, special education, and ELL programs in action

Identify action research projects (and if possible, potential sites for the experience)

Determine professional development (i.e., develop modules, state leadership academy)

Working with diverse families, or developing or implementing programs for diverse families

Faculty Training

Hire, train, or partner with faculty members with experience in early childhood and early elementary programs; special education and bilingual education

4. Meet as teams to draft an action plan; determine tasks and calendar of meetings and timelines through June; exchange contact information; computer lab available to access info; report back to the group

5. Summarize action plans and determine where support and resources are needed ($).

Section I
Partnership Memorandum of Understanding (MOU)

Memorandum of Understanding

Naperville School District 203 and Education Department of North Central College

This memorandum of understanding sets forth a formal agreement between Naperville Community Unit School District and North Central college to strive together to attain excellence in education through the development of future and practicing teachers, teacher leaders, and school administrators to positively impact student achievement.

Furthermore, it is the intention of this agreement to address the most current State mandates and initiatives, including but not limited to the new requirements in principal preparation, the development of teacher leaders, teacher evaluation, and teacher preparation.

This agreement is not exclusive to other partners, as each organization works collaboratively with numerous other educational entities. This MOU will be reviewed annually and is subject to change based on the individual and/or mutual needs of each organization.

I. The Education Department of North Central College will:

a. Collaborate with the District to identify, train, and select teacher candidates both parties agree have potential to be effective classroom teachers and school leaders.

b. Collaborate with the District to identify, recruit, and select school leadership candidates both parties agree have potential to be effective school principals, assistant principals, and teacher leaders. This will be determined by a partnership committee of District administrators, principals, partnership school teachers and NCC faculty to guide and assess partnership activities.

c. Provide professional development for partnership teachers and school leaders to support annual school improvement goals and District initiatives.

d. Provide all documents required for the internship experience and faculty supervisors who will communicate on an ongoing basis with principal mentors and leadership candidates, including meeting on site at least four times during the leadership internship experience.

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e. Provide training for principal mentors and college faculty supervisors to work as partners, utilizing Illinois Performance Standards for School Leaders in the observation, development, and evaluation of internship candidate performance and dispositions (i.e., webinars, professional development, NCC leadership academies, and a handbook defining the NCC Leadership Program policies, procedures and requirements.).

f. Collaboratively work with principals and internship candidates to provide State required field experiences in diverse populations (ESL, Special Education, gifted, and economically disadvantaged), a variety of grade levels in PreK-12, teacher hiring, professional development, and supervision, and working with parents and the community. Documentation of internship candidates' assessments and evidence of leadership development will be jointly determined between the principal mentor and faculty supervisor.

g. Share available college resources including faculty for professional development, campus facilities, grant opportunities (i.e. McCormick Grant), and mutual benefits through entities such as The Associated Colleges of Illinois, Midwest Principals, Consortium for Educational Change, etc.. Discounted NCC graduate courses will be made available to school partners when resources allow.

h. Determine opportunities for NCC education courses to be held in partnership school sites as space and scheduling permits.

II. Naperville District 203 will:

a. Participate in hosting and developing district approved K-12 pre-service candidates through practicum and student teaching experiences in collaboration with the Education Department to produce highly effective teacher candidates.

b. Determine classroom space for NCC courses to be conducted on site as space permits.

c. A Steering Committee will participate in the identification, selection, and development of principals as mentors and leadership candidates as effective future principals and assistant principals (i.e., superintendent letter of support for principals as mentors and leadership candidates upon the completion of principal preparation.).

d. Invite NCC student teachers to participate in first year teacher training, as space and timelines allow.

e. Support the training and State mandated assessment of leadership candidates in extensive and authentic internship experiences that will adequately prepare them to be successful principals and assistant principals, including the assessment of the SREB critical success factors and activities, a summer residency, and rate a candidate's demonstration of having achieved the competencies listed in the *Illinois Principal Preparation Program Internship Assessment Rubric*.

f. Provide opportunities for leadership candidates to experience areas required in the State Internship Assessment Rubric: The School Improvement Plan and School goals, teacher professional development, supervision, and hiring, and the management of two or more systems within the school environment (i.e. discipline, RTI, teacher evaluation, etc…)

g. Approve and support training for principal mentors to work as partners in the selection, observation, development, and evaluation of internship candidates.

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III. Both Partners will:

a. Provide representation from both parties for a Partnership steering Committee to collaborate on the selection of leadership candidates, determine rigorous coursework/curriculum, conduct and assess high quality performance in the field, and annually review the MOU to determine continuous and/or modifications needed between partners.

b. Share resources to the greatest degree possible in the development of future leaders, professional development, mentoring, and coaching.

c. Conduct a collaborative review of leadership program syllabi to insure that curriculum, instructional methodologies and assignments are aligned and focus on school issues and leadership skills linked to student achievement.

d. Work together to assess local needs for improved student learning outcomes and to incorporate district and school data, state and local standards, adopted curriculum frameworks, current change initiatives and school reform models (i.e., teacher evaluation, principal evaluation, professional teaching standards, etc…)

e. Agree to serve as representative(s) on committees for each educational unit to provide expertise or potential contributions to benefit the goals/purpose of the work/tasks to be accomplished (i.e., professional development for principals, parent/community outreach, curriculum development, etc…).

f. Evaluate the partnership annually based on feedback from both parties, the partnership overall, the role and contributions of each partner, and improvements made based on the results of a partnership evaluation

This memorandum of understanding is agreed upon on this day,   by representative parties:

Superintendent, Naperville District 203: _____

Signature _____**Date**_____

Dean of Academic Affairs, North Central College: _____

Signature _____**Date**_____

EDUCATIONAL LEADERSHIP PROGRAM
Competency-Based Standards Assessment Matrix & Growth Portfolio Guide

Name: _____   Start Date: _____   Completion Date: _____

The portfolio requirements include standards aligned to Educational Leadership Policy Standards: ISLLC 2008 as adopted by the Illinois State Board of Education
A separate artifact is required for each indicator on the matrix.

STANDARD 1 –VISION, MISSION & GOALS *An education leader promotes the success of every student by facilitating the development, articulation, implementation, & stewardship of a vision of learning that is shared & supported by all stakeholders*	Alignment to the conceptual framework of the department of education. **Subject Matter (Leadership) Knowledge (SMK), Andragogy/ Pedagogy (P), Student Characteristics (SC), Environmental Context of Learning (ECL), and Professionalism (PR)**	**ARTIFACT** serving as evidence of knowledge/performance competency	**SELF-ASSESSED** level of competency	**COURSE** for which artifact was submitted	**VERIFICATION** by instructor & date of submission
INDICATORS					
1.A Collaboratively develop & implement a shared vision & mission 500 696	P ECL SMK		☐ Proficient ☐ Developing		
1.B Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning. 620 630 690	SC ECL		☐ Proficient ☐ Developing		
1.C Create and implement plans to achieve goals 534 620 690	SC P SMK		☐ Proficient ☐ Developing		
1.D Promote continuous and sustainable improvement 630 620 534 690	SC SMK		☐ Proficient ☐ Developing		

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Proficient: The student provides an artifact that demonstrates a thorough understanding/knowledge/performance of the indicator.
Developing: The student provides an artifact that demonstrates some understanding/knowledge/performance of the indicator.

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STANDARD 1 –VISION, MISSION & GOALS	Alignment to the conceptual framework of the department of education. Subject Matter (Leadership) Knowledge (SMK), Androgogy/ Pedagogy/ Pedagogy (P), Student Characteristics (SC), Environmental Context of Learning (ECL), and Professionalism (PR)
An education leader promotes the success of every student by facilitating the development, articulation, implementation, & stewardship of a vision of learning that is shared & supported by all stakeholders	
1.E Monitor and evaluate progress and revise plans 620 534 630 690	SC ECL ☐ Proficient ☐ Developing

Proficient: The student provides an artifact that demonstrates a thorough understanding/knowledge/performance of the indicator.
Developing: The student provides an artifact that demonstrates some understanding/knowledge/performance of the indicator.

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STANDARD 2—TEACHING & LEARNING *An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instruction program conducive to student learning and staff professional growth.*	Alignment to the conceptual framework of the department of education. Subject Matter (Leadership) Knowledge (SMK), Androgogy/ Pedagogy (P), Student Characteristics (SC), Environmental Context of Learning (ECL), and Professionalism (PR)		SELF-ASSESSED level of competency	ARTIFACT serving as evidence of knowledge/performance competency	COURSE for which artifact was submitted	VERIFICATION by instructor & date of submission
INDICATORS						
2.A Nurture and sustain a culture of collaboration, trust, learning, & high expectations 630 508		ECL PR	☐ Proficient ☐ Developing			
2.B Create a comprehensive, rigorous, and coherent curricular program 620 534		P SMK	☐ Proficient ☐ Developing			
2.C Create a personalized and motivating learning environment for students 508 500 630		ECL P	☐ Proficient ☐ Developing			
2.D Supervise instruction 534 630 508		SML P	☐ Proficient ☐ Developing			
2.E Develop assessment and accountability systems to monitor student progress 620 534 690		P ECL	☐ Proficient ☐ Developing			
2.F Develop the instructional and leadership capacity of staff 534 630 690		P ECL SML	☐ Proficient ☐ Developing			

Proficient: The student provides an artifact that demonstrates a thorough understanding/knowledge/performance of the indicator.
Developing: The student provides an artifact that demonstrates some understanding/knowledge/performance of the indicator.

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INDICATORS		**SELF-ASSESSED** level of competency	**ARTIFACT** serving as evidence of knowledge/performance competency	**COURSE** for which artifact was submitted	**VERIFICATION** by instructor & date of submission
2.G Maximize time spent on quality instruction 534 630 610 690	P ECL	☐ Proficient ☐ Developing			
2.H Promote the use of the most effective and appropriate technologies to support teaching and learning 620 696 690	P ECL	☐ Proficient ☐ Developing			
2.I Monitor and evaluate the impact of the instructional program 620 534 690	SMK P	☐ Proficient ☐ Developing			

Proficient: The student provides an artifact that demonstrates a thorough understanding/knowledge/performance of the indicator.
Developing: The student provides an artifact that demonstrates some understanding/knowledge/performance of the indicator.

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STANDARD 3—MANAGING ORGANIZATION SYSTEMS & SAFETY *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.*	**Alignment to the conceptual framework of the department of education. Subject Matter Knowledge (SMK), Pedagogy (P), Student Characteristics (SC), Environmental Context of Learning (ECL), and Professionalism (PR)**				
INDICATORS		**SELF-ASSESSED** level of competency	**ARTIFACT** serving as evidence of knowledge/performance competency	**COURSE** for which artifact was submitted	**VERIFICATION** by instructor & date of submission
3.A Monitor and evaluate the management and operational systems 525 522 620 610	ECL SMK	☐ Proficient ☐ Developing			
3.B Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources 534 525 620 610	ECL SMK P	☐ Proficient ☐ Developing			
3.C Promote and protect the welfare and safety of students and staff 536 515 522 610	PR ECL SMK	☐ Proficient ☐ Developing			
3.D Develop the capacity for distributed leadership 500 630 696 610	SC ECL PR	☐ Proficient ☐ Developing			
3.E Ensure teacher and organizational time is focused to support quality instruction and student learning 534 620 610	PR ECL SMK	☐ Proficient ☐ Developing			

Proficient: The student provides an artifact that demonstrates a thorough understanding/knowledge/performance of the indicator.
Developing: The student provides an artifact that demonstrates some understanding/knowledge/performance of the indicator.

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STANDARD 4—COLLABORATING WITH FAMILIES AND STAKEHOLDERS *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*	**Alignment to the conceptual framework of the department of education. Subject Matter Knowledge (SMK), Pedagogy (P), Student Characteristics (SC), Environmental Context of Learning (ECL), and Professionalism (PR)**				
INDICATORS		**SELF-ASSESSED** level of competency	**ARTIFACT** serving as evidence of knowledge/performance competency	**COURSE** for which artifact was submitted	**VERIFICATION** by instructor & date of submission
4.A Collect and analyze data and information pertinent to the educational environment 620 522 515 690	P SMK SC	☐ Proficient ☐ Developing			
4.B Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources 536 515	ECL PR	☐ Proficient ☐ Developing			
4.C Build and sustain positive relationships with families and caregivers 536 515	ECL PR	☐ Proficient ☐ Developing			
4.D Build and sustain productive relationships with community partners 536 500 515	ECL PR	☐ Proficient ☐ Developing			

Proficient: The student provides an artifact that demonstrates a thorough understanding understanding/knowledge/performance of the indicator.
Developing: The student provides an artifact that demonstrates some understanding/knowledge/performance of the indicator.

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STANDARD 5—ETHICS & INTEGRITY *An educational leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.*	Alignment to the conceptual framework of the department of education. Subject Matter Knowledge (SMK), Pedagogy (P), Student Characteristics (SC), Environmental Context of Learning (ECL), and Professionalism (PR)		SELF-ASSESSED level of competency	ARTIFACT serving as evidence of knowledge/performance competency	COURSE for which artifact was submitted	VERIFICATION by instructor & date of submission
INDICATORS						
5.A Ensure a system of accountability for every student's academic and social success 534 620 522 630 515	SC ECL		☐ Proficient ☐ Developing			
5.B Model principles of self-awareness, reflective practice, transparency, and ethical behavior 500 696 522 515	PR SMK		☐ Proficient ☐ Developing			
5.C Safeguard the values of democracy, equity, and diversity 536 630 522 515	SC ECL PR		☐ Proficient ☐ Developing			
5.D Consider and evaluate the potential moral and legal consequences of decision-making 522 620 515	ECL PR		☐ Proficient ☐ Developing			
5.E Promote social justice and ensure that individual student needs inform all aspects of schooling 536 522 515	SC ECL PR		☐ Proficient ☐ Developing			

Proficient: The student provides an artifact that demonstrates a thorough understanding/knowledge/performance of the indicator.
Developing: The student provides an artifact that demonstrates some understanding/knowledge/performance of the indicator.

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STANDARD 6-THE EDUCATION SYSTEM *An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.*	**Alignment to the conceptual framework of the department of education. Subject Matter Knowledge (SMK), Pedagogy (P), Student Characteristics (SC), Environmental Context of Learning (ECL), and Professionalism (PR)**		**SELF-ASSESSED** level of competency	**ARTIFACT** serving as evidence of knowledge/performance competency	**COURSE** for which artifact was submitted	**VERIFICATION** by instructor & date of submission
INDICATORS						
6.A Advocate for children, families, and caregivers 536 515 522	ECL SMK PR		☐ Proficient ☐ Developing			
6.B Act to influence local, district, state, and national decisions affecting student learning 515 696 522	ECL P PR		☐ Proficient ☐ Developing			
6.C Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies 508 500 696 515 522	SMK PR		☐ Proficient ☐ Developing			

Proficient: The student provides an artifact that demonstrates a thorough understanding/knowledge/performance of the indicator.
Developing: The student provides an artifact that demonstrates some understanding/knowledge/performance of the indicator.

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INDICATORS OF DISPOSITION	Alignment to the conceptual framework of the department of education. Subject Matter (Leadership) Knowledge (SMK), Andragogy/ Pedagogy (P), Student (Leaner)Characteristics (SC), Environmental Context of Learning (ECL), and Professionalism (PR)	SELF-ASSESSED level of competency	ARTIFACT serving as evidence of knowledge/performance competency	COURSE for which artifact was submitted	VERIFICATION by instructor & date of submission
1.F/ 2.N/ 3.G Collaboration with all stakeholders	PR	☐ Proficient ☐ Developing			
1.G/ 2.O/ 4.E / 5.I High expectations & standards for all, including modeling high expectations	PR	☐ Proficient ☐ Developing			
1.H / 5.G Examining assumptions and beliefs Taking responsibility for actions	PR	☐ Proficient ☐ Developing			
1.E / 2L / 5.J Continuous improvement using evidence Continuous professional growth & development Continuously improving knowledge & skills	PR	☐ Proficient ☐ Developing			
2.J / 2.P Learning as the fundamental purpose of school	PR	☐ Proficient ☐ Developing			
2.K / 6.H Diversity as an asset Build on diverse social & cultural assets	PR	☐ Proficient ☐ Developing			

Proficient: The student provides an artifact that demonstrates a thorough understanding/knowledge/performance of the indicator.
Developing: The student provides an artifact that demonstrates some understanding/knowledge/performance of the indicator.

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INDICATORS OF DISPOSITION		SELF-ASSESSED level of competency	ARTIFACT serving as evidence of knowledge/performance competency	COURSE for which artifact was submitted	VERIFICATION by instructor & date of submission
2.M / 4.H Lifelong learning Continuous learning and improvement for all	PR	☐ Proficient ☐ Developing			
3.F / 3.J / 3.I A safe and supportive learning environment Management in service of staff and student learning Operating efficiently and effectively	PR	☐ Proficient ☐ Developing			
3.H / 6.E Equitable distribution of resources Advocate for children and education	PR	☐ Proficient ☐ Developing			
4.F / 4.G Including family & community as partners Respect for the diversity of family composition	PR	☐ Proficient ☐ Developing			
5.F/ 5.H Ethical principles in all relationships & decisions The common good over personal interests	PR	☐ Proficient ☐ Developing			
6.F Influence politics	PR	☐ Proficient ☐ Developing			
6.G Eliminate barriers to achievement	PR	☐ Proficient ☐ Developing			

Proficient: The student provides an artifact that demonstrates a thorough understanding/knowledge/performance of the indicator.
Developing: The student provides an artifact that demonstrates some understanding/knowledge/performance of the indicator.

Revised 6/1/10

The Western Illinois University (WIU) Redesign of the Principal Preparation Program

Dean Halverson, Rene Noppe, Carol Webb, Stuart Yager and Robin Miller Young

Context of the Program

Western Illinois University (WIU) is a public university located in Macomb, Illinois, in the west-central part of the state, not far from the Mississippi River. It is comprised of several campuses, in order to bring the course offerings to the students living and working in a wide, rural geographic area as well as the urban areas of the "Quad Cities" (Davenport, IA; Bettendorf, IA; Moline, IL; and Rock Island, IL). Unlike other Principal Preparation Programs in the LINC Consortium, WIU attracts candidates from multiple states, including Iowa, Wisconsin, Missouri, and Illinois. Although founded as a teacher's college, it now offers a variety of degree programs at the bachelor's, master's, specialist, and doctoral level, including a doctoral degree in educational leadership. Approximately 12,200 students were enrolled at WIU in 2011.

The redesign process was led by the Department Chairperson and all full-time Educational Leadership faculty members served as Redesign Team members: Dr. Dean Halverson, Dr. Jess House, Dr. Lloyd Kilmer, Dr. Rene Noppe, Dr. Bridget Sheng, Dr. Sandra Watkins, Dr. Carol Webb, and Dr. Stuart Yager. Program faculty members all have experience as building principals, superintendents, central office administrators, or a combination of these leadership positions with expertise in curriculum and instruction, school improvement, finance, data-based decision-making, and organizational management.

Potential students are attracted to WIU because the College of Education and Human Services (COEHS), where the Educational Leadership Department is housed, is particularly strong in distance learning initiatives and integrating technology into teacher education. Of the students who enroll at WIU to become educational leaders, the vast majority have enrolled in the

master's level program in order to obtain state of Illinois principal certification or licensure through reciprocal agreements with neighboring states.   Those who pursue a doctorate tend to be those who want to become a superintendent of a local school district.

An additional notable aspect of the WIU student demographics is their age; the most recent Principal Preparation Program candidates are in their 20s, whereas until a few years ago, the candidates were generally in their 30s. WIU has also had candidates apply who were not well-grounded in the Common Core State Standards (CCSS) and who did not have extensive experience and background about the public education system due to their entry level training and assignments (e.g., athletic director, counselors, etc.), and that posed some redesign challenges that are described in a following section.

Western Illinois University (WIU) Redesign Process Description

The WIU Principal Preparation Program faculty had participated in the state redesign advisory committee work and that connection to the state-wide work helped to set the stage for the redesign work of WIU's own program. Specifically, process and product recommendations, committee progress, and discussions from the state committee were shared at WIU faculty department meetings. These insights gave the faculty members a solid foundation of the issues, the focus, and the intent of the new requirements from the beginning. Having this information available from the outset gave faculty members the opportunity to consider various ideas and begin building background knowledge for the work that was eventually necessary for crafting the proposal as presented for state board approval. The initial review of syllabi for outcomes, using Educational Leadership Constituent Council (ELCC) Standards for NCATE accreditation, assessments, course content, and course objectives was done in 2009-2010. As the State guidelines for the final proposal were not available until 2010-2011, the WIU faculty worked on

the redesign of their specialist degree first, and set aside the task of working on the Principal Preparation Program redesign for a year.

During the time when the redesign work was suspended, faculty members reflected on the work that had been completed without any requirements to complete various redesign tasks on a schedule. This opportunity to reconsider the nature, scope, and sequence of their initial work resulted in a thoughtful redesign process and development of critical elements when the work resumed, thus enhancing the final proposal that was eventually presented to ISBE. The year-long suspension also led to a more cohesive program with faculty members much more knowledgeable of individual course content and how the various pieces fit together, including the eventual transfer into the superintendent preparation program once work resumed.

Redesign team meetings were held at least monthly and often twice a month, so the consistency in working on the task contributed to shared faculty decision making. The faculty started with the end in mind knowing that it would be necessary to align the program to meet the criteria and standards of various stakeholder groups. These criteria and standards included the ELCC standards to meet accreditation criteria, the Illinois State Board of Education (ISBE) criteria to obtain program approval, consensus of the WIU constituency and professional partner memberships to maintain program integrity and viability, and best practices from the research on effective principal preparation programs to produce instructional administrators. All faculty members were involved in the program review and data analysis, so consensus was reached after a thorough understanding of all perspectives. The process occurred over a three-year period, however, and there was a turnover in faculty so various components had to be revisited to inform newcomers as well as to respond to new directives from ISBE.

The major components in the principal preparation redesign process are presented next. While these components are somewhat sequential, faculty moved back and forth among the various components as new information became available, parameters were identified, and consensus was developed on various issues. First, faculty members reviewed current research on effective principals, particularly in instructional leadership, and key findings were determined. Then, an indigenous list of beliefs and values for the new program, based on instructor experiences and information solicited from students, was developed. Third, faculty members reviewed the Illinois School Code to set the framework for determining changes and the impact those changes would have in demands on the department, program, and students. Fourth, the ELCC Standards were reviewed and aligned with current course content and outcomes.

Next, in-the-field administrators, who were WIU program graduates, reflected on their course of study and, within the context of their positions, identified which outcomes had been most essential to "hit the ground running". From their perception, they validated or rejected current program outcomes and content and helped the faculty incorporate suggestions and ideas from the day-to-day challenges and mandates in the schools. The next step was to conduct a gap analysis between what was currently being taught and what needed to be taught so that missing elements could be identified. A spreadsheet of course objectives was created and aligned with ELCC standards, best practices, ideas from in-the-field administrators, and faculty beliefs to accomplish this task. The "gap analysis" led to syllabi being rewritten to meet the agreed upon objectives, standards, and beliefs. Finally, necessary changes were made to meet the state guidelines.

Participants in the redesign efforts. In addition to the faculty members described earlier, members of the Educational Leadership Department's Program Advisory Council (PAC)

also contributed mightily to the redesign efforts. The department has had a standing PAC so the concept of in-the-field professionals providing suggestions and guidance for the program was a familiar one. The PAC was expanded for the 2009-2010 work to be certain that there was adequate representation from small rural districts, large urban districts, and the variations of school enrollments in-between. The value of active partners cannot be emphasized enough. Their perceptions of what critical content and skills needed to be mastered enabled the redesign team to move beyond traditional course content to more current problems and issues. It also diminished the "ownership" of certain courses always being taught by the same professors and the concept of "academic freedom"—the idea that once I'm in my classroom I teach what I want. This "on the wall" publication of everything from texts to assessments helped the faculty acknowledge where there was duplication, where there were gaps in curriculum, and where assessments were needed.

Formal partnerships with members of area communities were also crucial to the program redesign process. The WIU Principal Preparation Program developed two designated partnerships for the purpose of meeting the ISBE criteria for screening and program evaluation. Administrators in these two districts—one located closer to the Quad-Cities campus and the other located closer to the Macomb campus—will help with monitoring and evaluating the program. These two representatives will help review applicant files, evaluate the screening process, and help determine any needed changes. They will also review assessment data and internship logs as an outside evaluator to determine whether the program is accomplishing its objectives. It is anticipated that these partners will meet at least twice each year with faculty and will also receive reports from the department after each term.

Finally, the LINC Consortium and project staff members constitute other collegial partners who shaped the WIU redesign process. Without that involvement, the WIU faculty may not have realized the promise and potential benefits of looking outside the Educational Leadership Department within the College of Education for additional support in designing the program. The examples of inter-departmental collaboration shared by the LINC Consortium partners and the gentle, persuasive restatement of the law's focus to prepare principals who could effectively lead learning communities along the P-12 continuum, including children with disabilities, ELLs, and preschool-age children, served to awaken an interest in looking for resources and additional expertise beyond their department boundaries.

Length of time to complete process. Faculty started redesigning the program in the Fall of 2009 and worked through August of 2010. The final rules had not yet been distributed, so faculty worked on the redesign of the Education Specialist degree program throughout 2010-2011. More direction became available and finalizing work began in earnest in the fall of 2011. The final rubric from the state came out in February of 2012; adjustments were made to meet some additional guidelines and artifact requirements, and the final proposal was presented to the Illinois State Board of Education on September 7, 2012, and approved. During this time of program change, the redesign team identified 150 students who had enrolled under the original program requirements and the WIU faculty worked to ensure that every one of those students will graduate before the September 2014 sunset of the old program. Basically, an individually designed degree plan was created for each student to ensure that they had access to the needed courses to graduate on time. In addition to the above, there was extensive work done for the university to meet the requirements for course and program changes and presentations were made to the various university committees that approve program modifications.

Challenges faced by the redesign team. Challenges faced by the WIU design team included the need and desire to operate the current program to meet the needs of already enrolled students while designing and preparing for a new program. WIU continued to accept students through the summer of 2012 so this became a significant challenge. As a result, team members gave careful attention to the course delivery mechanism, including a judiciously developed semester-by-semester course schedule format (e.g., face-to-face, on-line or a hybrid format) so that students' coursework needs could be met.

Several other challenges were also encountered. These included: (a) developing a plan to include the additional content such as the Southern Regional Education Board's (SREB) 13 Critical Success Factors for Effective Principals (and corresponding 36 school-based activities) that needed to be covered in coursework and in the internship; (b) determining how to meet the requirements for multiple and extensive experiences in leading learning communities for young children, children with disabilities , and English Language Learners (ELLs); (c) aligning both ISLLC Standards required by ISBE with the ELCC Standards required by NCATE, the university's accreditation body; (d) solving the logistical challenges of having partners involved in the screening and program evaluation processes; (e) aligning all of the field studies, course objectives, and assessments to the Illinois Professional Teaching Standards (IPTS) and the ISLLC and ELCC Standards, Standard Elements, and Standard Functions; and (f) connecting the screening to the program content to the internship in order to provide a preparation program for the twenty-first century. The most likely challenge, that is yet to be confronted, is that of competition for applicants. The program is designed to take three years to complete; other programs are offering graduation after two years. The WIU program consists of a total of forty hours, and this may be financially daunting for students compared to the costs of other programs.

Challenges were confronted by constantly revisiting the Illinois School Code to regain focus. With so many pieces to align and coordinate, it was easy to get buried in the details and forget the intent. From time to time, the redesign team returned to the Illinois School Code, to their backward design, and to their partners for help in staying on course. Faculty found this somewhat like a puzzle in which you find pieces that seem to be alike, but in the end do not fit. Courses, objectives, outcomes, and standards had to be examined carefully to identify where they fit together to create WIU's "picture" of principal preparation.

Revised WIU Principal Preparation Program Description

As the WIU redesign team came together and embarked on the project to redesign their program, three separate foci emerged from their efforts. First, they wanted to create a cohesive program, rather than developing a sequence of courses. As a result, they developed a cohort model in which strategies/models/components may be introduced in one course, and then the skills and content are practiced or applied in the next course and then mastery is targeted in a third course. This varies from two-course sequences to four-course sequences with culminating events occurring during the internship. As a redesign team, they looked for the natural connections that would result in seamless sequencing of coursework within their program. A second focus was the total commitment to the development of instructional leaders rather than to the development of principals who could only manage a building or program. A third focus was to maintain a very practical approach to course design and instructional delivery; for example, the faculty wanted to retain instructional activities such as examining case studies, applying content to scenarios, conducting role plays, and engaging the students in situational learning.

Due to the length of class meetings often conducted for whole days on the weekend, this kind of practical approach is highly desired among the WIU faculty and students. As a product

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of this highly intentional planning process, the WIU Principal Preparation Program consists of thirteen 3-hour courses and four credit hours of internship sequentially developed in a cohort model designed to be completed in three years. Course assessments and field experiences are designed to prepare students for the internship experience, a capstone assessment. (See WIU Artifact Appendix for Item 2, *Program Sequence and Time Frame*; Item 3, *Principal Preparation Program Coursework Description and Purpose*; and Item 4, *Alignment of Field Experiences to ISLLC Standards and Time Required*.)

Even though faculty members have each been an administrator in a school district and understand the full range of skills and knowledge that is needed, they typically have taught the same courses year after year—courses in which the faculty member has a specific strength or research interest. One goal is to cross-train faculty members so that the instructor of a course in a particular area can share his/her strengths with another instructor. This model also maintains the big picture of the program and the components within the various courses so that course articulation develops naturally. To support the integrity of the program, course specification sheets were created to maintain course objectives and outcomes. In addition, the Illinois School Code specifications and ISBE requirements are listed for each course to provide a solid foundation for adjunct or faculty who may be teaching the course. It is anticipated that adjunct faculty may need to be hired when students reach the internship phase as not all educational leadership faculty have the requisite principal background to meet the requirements for supervision. This is also likely to create the need for a shift in workload to balance internship supervisory needs with teaching workload.

Candidate recruitment and selection processes. The WIU selection process follows the ISBE criteria including the portfolio; the documentation showing the applicant's successful

record of improving achievement for two of the last five years; an interview with at least two faculty members; a written response to an administrative scenario; documentation from the candidate's principal that he or she has reviewed the portfolio, scored it, and agrees to serve as the applicant's mentor during the internship; documentation from the superintendent that the principal has the requisite qualifications to serve as the mentor principal; and that the district will support the applicant throughout the program by providing access to data and other information needed by the applicant to complete field experiences and other assignments.

Course content descriptions. The program consists of twelve courses designed to meet ISBE and ELCC standards. (See WIU Artifact Appendix for Item 1, *Sample Course Specification Sheet*.) A change from the previous required courses was a shift from courses dealing with management issues to courses covering teaching and learning—the focus of the instructional leader. The SREB essential competencies for a building leader include the following: (a) a comprehensive understanding of school and classroom practices that contribute to student achievement; (b) the ability to work with teachers and others to design and implement a system for continuous student achievement; and (c) the ability to provide the necessary support for staff to carry out sound school, curriculum and instructional practices. These three competencies were adopted by the faculty to form the foundation for program courses.

For example, the objectives from the old personnel course have been replaced with objectives covering collaboration, teamwork, and having difficult conversations. The legal aspects of personnel were placed in the course on school law. Similarly, the Leadership for Special Needs course is now dedicated to leadership for student subgroups including children with disabilities, English Language Learners (ELLs), students from poverty, students who are gifted, early childhood learners, and students from diverse cultures. The legal aspects are

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covered in the school law class and then reviewed in the Special Needs course. The focus of the Special Needs course is now on best teaching and learning practices for these subgroups, classroom and building interventions, selecting highly qualified teachers, program evaluation, partnerships with various community and civic organizations, establishing good parent relationships, and the role of the principal in creating an inclusive school climate. Changes in candidates' characteristics were also responded to by program changes; specifically, the redesign team added a course in literacy and numeracy, more field experiences in regular coursework, more experiences at other levels than current position (now licensed for PK-12), and they created changes in course content to address the national educational agenda. (See WIU Artifact Appendix for Item 6, *EDL 504: Leading the Core Curriculum Course Syllabus*.)

Internships. As indicated above, WIU followed the ISBE criteria in outlining the requirements for the internship. The WIU-QC campus is fortunate in that it is situated in an urban area. One of the larger districts has adopted a year-round calendar that has afforded interns an opportunity to gain experiences when their districts are not in school that they wouldn't otherwise have been able to do. The demographics of this particular district are quite diverse, thus providing a microcosm of experiences with a wide range of subgroups. The district has been most supportive in providing many of the WIU students with experiences that cannot be had in their own districts. As students get to the internship phase of the new program, this resource will become even more valued.

The internship is designed to be completed during the third year in conjunction with a course entitled The Principal as Instructional Leader. Instead of the three-weekend model during a single semester, the course will be delivered on six Saturdays or Sundays spread across an entire year. The course is designed as a capstone application course in which the candidate is

exercising leadership within PK-12 districts and demonstrating proficiency in both concepts and knowledge embedded in the internship assessments.

Assessments. Each course includes assessments to evaluate content knowledge and leadership skills. A master assessment plan includes both formative and summative data. Formative assessments are scored by the course instructor and used for course grades. In addition, there are five program performance assessments that meet the ELCC requirements for accreditation that are given at specified points throughout the program: *Planning School Improvement, Improving Instruction, Managing the Organization, Understanding School Context,* and *Developing Leadership.* These summative assessments are holistically scored by at least two and not more than four faculty members (number is determined by enrollment). Data are collected by the accreditation coordinator each term for the assessments that were given and scored. The scored assessments are placed in the candidate's e-portfolio. (See WIU Artifact Appendix for Item 7, *ePortfolio Tutorial.*). Course-related field experiences to connect classroom theory with practice in the school setting were carefully constructed and aligned to the ISLLC standard elements. These are also assessed and the student performance and evaluations are included in the student's e-portfolio. Assessment data are collected by the accreditation coordinator and spreadsheets are created to aggregate these data for review. The information is analyzed by the faculty and program partners.

Program evaluation/continuous improvement. The ISLLC standards are the basis of the design for the WIU Principal Preparation Program evaluation. Principals who can perform the ISLLC standard functions competently have been found to be principals who lead schools whose students have higher levels of achievement. Therefore, the three phases of program

evaluation are aligned to the ISLLC standard outcomes. (See WIU Artifact Appendix for Item 5, *Program Evaluation Design: Phases I, II, and III*.)

The first phase is applicant screening. ISLLC-aligned rubrics are used to score the applicant's portfolio and the writing response to a situational prompt about leadership. Applicants are required to interview with at least two faculty members and a rubric is used to score the interview. In addition to the requirements described above, demographic data will be collected for the purpose of tracking candidate enrollment by district and school size, candidate ethnicity, candidate undergraduate major and minor, years of teaching experience, and the undergraduate college or university attended by the candidate. These data will be collected for purposes of program evaluation, recruitment, and research.

The second phase of program evaluation is linked to both ISLLC and ELCC standards through performance assessment. Formative evaluation occurs within the coursework phase of the program and assesses knowledge and skills required for proficiency on the standards. Data from these assessments are collected by the department assessment coordinator, aggregated, displayed, and then reviewed each semester by tenure-track faculty members and program partners. Course Specification Sheets were developed to provide content and instructional stability and to maintain the internal consistency of the program. University faculty and adjunct faculty will be required to adhere to the learning objectives, the topics, the field experiences, and the assessments outlined in the document. The Course Specification Sheet will be compared with assessment results to identify any needed changes in topics, learning activities, or assessments that could lead to better performance. These data will be reviewed annually by university faculty and partner districts. Summative evaluation occurs as part of NCATE accreditation, meeting the knowledge and performance requirements for ELCC.

The third phase of program evaluation is that of post-program performance with the focus on the extent to which candidates become school and district leaders. The information that will be collected includes the following: (a) the number of graduates who assume a leadership position; (b) the types of leadership positions filled; (c) the length of time between graduation and assuming a leadership position; and (d) demographic data: gender, race/ethnicity, rural/urban schools, and school enrollment. These data and the Illinois Interactive Report Card (IIRC) will be analyzed to measure academic impact. In addition, follow-up surveys will collect self-reported data from graduates and perception and performance data from their supervisors through the Educational Administration Graduate Assessment Survey (IADPCE).

Innovative and Best Practices

The Western Illinois University (WIU) redesign team has identified the following four "Innovative and Best Practices" of their redesign work.

1. The development of a course devoted to leading the core curriculum, specifically literacy and numeracy, was based on a need identified when looking at the current teaching positions of about fifty percent of our applicants. A significant number were not teachers in core subject areas. To be an effective instructional leader who can help teachers improve their teaching in areas in which our schools are judged proficient (reading and math), it is critical that principals have a basic understanding of literacy and numeracy best practices; how to work to develop PK-12 programs to meet the needs of all students; how to work with various consultants and special needs teachers including Title I, Special Education, and ELL; and how to evaluate programs for effectiveness.

2. Another innovation was the development of five benchmark assessments to be administered throughout the program that meet the requirements for ELCC. These assessments will be scored by a team of faculty members to ensure consistency of expectations and rigor.

3. In addition, the university acquired an ePortfolio option with its Learning Management System, Desire2Learn. This capability will allow a continuous collection of assessment and project artifacts that will provide resources for the intern's work as well as provide a portfolio of leadership accomplishments to assist in job interviews.

4. Another process integrated into the new principal preparation program is the redesign of the Principal as Instructional Leader course as a two-semester course students take during their internship. The extended delivery of this course during the actual work of being a principal will support students during their internship as well as provide a summative course in dispositions and the best behaviors and habits of principals.

Recommended citation for this section of the Tool Kit:

Halverson, D., Noppe, R., Webb, C., Yager, S., & Young, R.M. (2013). The Western Illinois University (WIU) redesign of the principal preparation program. In R.M. Young, E.L. Hunt, and L. Hood (Eds.), *The Leadership to Integrate the Learning Continuum (LINC) Tool Kit: Redesigning principal preparation programs across four Illinois institutions* (pp. 1-16). Normal, IL: Center for the Study of Education Policy, Illinois State University.

Western Illinois University (WIU) Artifact Appendix Index

Item 1 = Sample Course Specification Sheet

Item 2 = Program Sequence and Timeframe

Item 3 = Principal Preparation Program Coursework Description and Purpose

Item 4 = Alignment of Field Experiences to ISLLC Standards and Time Required

Item 5 = Program Evaluation Design: Phases I, II, and III

Item 6 = EDL 504: Leading the Core Curriculum Course Syllabus

Item 7 = ePortfolio Tutorial

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Western Illinois University

Department of Educational Leadership

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Course Specification Sheet

EDL 540 School Improvement

Catalog Description: EDL 540 School Improvement (3 Credits); Required. School improvement process, qualities of an effective change agent, mission and vision alignment, planning for implementation of school change.

Prerequisite: Admitted to the Program; EDL 500, EDL 504, EDL 508, and EDL 510; or Permission of the Instructor

Class Time: This course meets for three weekends (Saturday 8:00 A.M.-5:00 P.M. and Sunday 8:00 A.M.-1:30 P.M.) and is normally taught in the fall and spring semesters.

Readings Allison, E. (2010). *Data teams: The big picture*. Englewood, NY: Leadership and Learning Center.

Covey, S. (1989). *7 habits of highly effective people*. New York, NY: Simon and Schuster.

Reeves, D. *The learning leader: How to focus on school improvement for better results*. Alexandria, VA: ASCD.

Course Topics

1. Seven Habits
2. Kiersey Temperament Sorter
3. Balanced Leadership Introduction, AYP - NCLB
4. Spotlight Schools
5. Antecedents of Excellence
6. School Visioning
7. Organizational Change
8. Collective Efficacy
9. Instructional Practices Inventory
10. Survey Basics
11. Data Teams

Course Field Experiences (30.50 b)

1. **Building Visioning Plan**. Outline a building visioning plan for the school.
2. **Exceptional Leader I**. Conduct an interview with an exceptional leader of a school which has been identified as an Illinois Spotlight School (or other recognition). Write a two page summary of the information gathered from him/her and comment on the leader's vision for his/her school.
3. **Exceptional Leader II**. Conduct an interview with an exceptional leader of a school which has been identified as an Illinois Spotlight School (or other recognition). Write a two page summary of the information gathered from him/her and comment on the leader's explanation of how continuous and sustainable improvement is possible.
4. **Exceptional Leader III**. Conduct an interview with an exceptional leader of a school which has been identified as an Illinois Spotlight School (or other recognition). Write a two page summary of the information gathered from him/her and comment on the leader's explanation of how he or she monitors and evaluates progress and the decision-making model used in revising plans.

Course Learning Objectives

1. Access data from the IIRC and the Iowa School Profile websites and conduct a climate/culture survey to set forth a plan of action for school improvement.
2. Analyze and describe current instructional and student support strategies in use in the building as well as the future strategies that need to be employed to catapult student learning and student achievement.
3. Analyze data on school culture and climate.
4. Analyze publicly displayed data (district, school, and Illinois State Report Card) of preschool, elementary, middle school/junior high, and high school students in general education and for students with IEPs, IFSPs, Section 504 Plans, culturally diverse students, and those identified for ELL and talented and gifted services to identify areas for improvement.
5. Analyze the complex causes of poverty and other disadvantages and how they affect families, communities, children, and learning.
6. Articulate the purpose and process of aligning the school mission and vision to the district mission and vision to create a culture of high student achievement.
7. Conduct data collection of the external community and its cultural, social and economic context.
   Create a plan for the implementation of a change in a school.

8. Demonstrate the ability to implement a professional learning community to include developing a vision, mission, vision, core values and SMART goals in a school building.
9. Explain the role of the school vision in the school improvement planning process.
10. Identify the challenges of meeting the academic and social-emotional needs of diverse preschool, elementary, middle school/junior high, and high school regular education students and for students with IEPs, IFSPs, Section 504 Plans, culturally diverse students, and those identified for ELL and talented and gifted services.
11. Identify the knowledge and skills for leading change in various change models.
12. Promote a belief in equality and accessibility of educational opportunities for all preschool, elementary, middle school/junior high, and high school students, including students with IEPs, IFSPs, Section 504 Plans, culturally diverse students, and those identified for ELL and talented and gifted services.
13. Select and defend research-based interventions which contribute to higher student achievement in several specific contexts in preschool, elementary, middle school/junior high, and high school education.

Illinois Code Section 30.30 General Program Requirements: Course Alignment to Requirements

1. 30.30.d.1 Each program shall offer curricula that address student learning and school improvement and focus on: 1) all grade levels (i.e., preschool through grade 12)
2. 30.30.d.2 Each program shall offer curricula that address student learning and school improvement and focus on: 2) the role of instruction (with an emphasis on literacy and numeracy), curriculum, assessment and needs of the school or district in improving learning
3. 30.30.d.5 Each program shall offer curricula that address student learning and school improvement and focus on 5) collaborative relationships with all members of the school community (e.g., parents, school board members, local school councils or other governing councils, community partners)

Illinois Code Section 30.45 Assessment of the Internship: Course Alignment to Assessment

1. 30.45.a.1 The candidate conveys an understanding of how the school's mission and vision affect the work of the staff in enhancing student achievement. He or she understands and is able to perform activities related to data analysis and can use the results of that analysis to formulate a plan for improving teaching and learning.
2. 30.45.a.3 The candidate demonstrates the ability to understand and manage personnel, resources and systems on a school-wide basis to ensure adequacy and equity, including contributions of the learning

environment to a culture of collaboration, trust, learning and high expectations; the impact of the budget and other resources on special-needs students, as well as the school as a whole; and management of various systems (e.g., curriculum, assessment, technology, discipline, attendance, transportation) in furthering the school's mission.

Illinois Code Section 30.50 Coursework Requirements: 8 Essential Required Coursework Areas

1. 30.50.a.1 State and federal laws, regulations, and case law affecting Illinois public schools
2. 30.50.a.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

SREB Critical Success Factors
1. SREB 1a-working with teachers to implement curriculum that produces gains in student achievement as defined by the mission of the school.
2. SREB 1b-working with the administration to develop, define and/or adapt best practices, based on current research that supports the school's vision.
3. SREB 1c-working with the faculty to develop, define and/or adapt best practices based on current research that support the school's vision.
4. SREB 1d-assisting with transitional activities for students as they progress to higher levels of placement (e.g., elementary to middle, middle to high school, high school to higher education).
5. SREB 2a-developing/ overseeing academic recognition programs that acknowledge and celebrate student's success at all levels of ability.
6. SREB 2b-activities resulting in raising standards and academic achievement for all students and teachers.
7. SREB 3d-working with a group of teachers to unwrap adopted standards and develop assignments and assessments aligned with the standards.
8. SREB 3e-working with a school team to monitor implementation of an adopted curriculum.
9. SREB 3f-involvement in the work of literacy and numeracy task forces
10. SREB 3g-working with curriculum that is interdisciplinary and provides opportunities for students to apply knowledge in various modalities across the curriculum.
11. SREB 4b-collaborating with adults from within the school and community to provide mentors for all students.
12. SREB 4c-engaging in activities designed to increase parental involvement.
13. SREB 4d-engaging in parent/ student/ school collaborations that develop long-term educational plans for students.
14. SREB 5a-analyzing data (including standardized test scores, teacher assessments, psychological data, etc.) to develop/refine instructional activities and set instructional goals.
15. SREB 5b-facilitating data disaggregation for use by faculty and other stakeholders.
16. SREB 6a-analyzing and communicating school progress and school achievement to teachers, parents and staff.
17. SREB 6b-gathering feedback regarding the effectiveness of personal communication skills.
18. SREB 8c-building a "learning community" that includes all stakeholders.
19. SREB 9a-study groups, problem solving sessions and/or ongoing meetings to promote student achievement.
20. SREB 11a-writing grants or developing partnerships that provide needed resources for school improvement.
21. SREB 11b-developing schedules that maximize student learning in meaningful ways with measurable success.
22. SREB 12a-working with faculty to communicate with school board and community stakeholders in a way that supports school improvement.

23. SREB 12b-working with faculty, parents and community to build collaboration and support for the school's agenda.
24. SREB 13a-working with faculty to implement research-based instructional practices.
25. SREB 13b-working with professional groups and organizations.

Performance Assessment

Planning School Improvement

Aligned to ISLLC and ELCC Standard 1

This is an individual case study project, although you will need the assistance and cooperation of many people to successfully complete it. You may work in small groups, but the ISLLC scored areas must be completed individually and turned in as such. This entire project must be submitted in the form of a written paper. Provide created artifacts (agendas, pictures, committee minute, etc.). Tie leadership beliefs into responses to this issue. For example, how does leadership style fit with what has been decided? How was it done? Why was it done? How would leadership style impact the stakeholders?

Simulation

You have just been hired as the new principal in a restructured building. The previous five years of decreasing academic performance, declining enrollments, and increasing poverty levels within the district had resulted in major restructuring under NCLB. The building was restructured from a K-3 building to a K-8 building. You have a "new" faculty and a whole new culture and climate to establish within your building and community. Who is this new school? What do they believe about learning? What is their new community? Who are the new community members? They need you to help them create their school. The bulk of the work will focus on visioning. How can you create an effective school improvement plan without a gap analysis – this is where we are and this is where we are going (vision)? Restructuring data are included.

The administration that was terminated in the restructuring did not leave quietly. Before leaving the district and several schools, offices (including file cabinets and computers) were wiped clean. Only a few pieces of test data can be found—the new superintendent has contacted the testing company, but they have just experienced a merger and their systems are in the process of being "merged and updated." They will be able to get you the trend data but not for 4-6 months.

Grades four through six (intermediate) and grades seven and eight (traditional junior high) students from the two buildings are from the neighborhood and had been bussed to buildings 10 miles and 9 miles from this building. Bussing will be provided for the special education students only. In the past 5 years, 27% of the faculty has retired and been replaced with all zero-experienced teachers. Teacher mentoring depended upon the building level administration to support. The Board of Education tried hard not to terminate any teachers as a result of the restructuring. However, four teachers were released and two new teachers were hired (certification needs). Everyone has only had since March to adjust to these new changes (when the state stepped in and said, "No more doing what you have always done – it is by the research now!").

Teachers are discouraged and fearful; parents are confused; and even though this was "coming" no one seems emotionally prepared for it. Three years ago the largest employer in the community closed up shop and went

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to Mexico – 1300 employees were given six weeks' notice before they began drawing unemployment. Slowly the community has adjusted, although the income levels remain lower and hundreds of families have relocated for employment. A meat packing plant has been working with the local chamber of commerce to buy the old plant and retrofit it into a modern meat-packing plant. This would bring in approximately 1200 jobs. The community's reaction has been mixed. Two mandates have been given to the new administration by the oversight board (which is being monitored by the state): 1) all special education students will be fully included into regular classrooms, and 2) the school is to become more of a focal point of the neighborhood. Your contract starts July 1 – you signed your contract today, June 10.

As the principal, you must plan, organize, monitor, and evaluate an instructional improvement plan for a major area of weakness reflected in your school's scores. However, before you can start developing the SIP you need to develop the vision for your building. Some of the data that you will need for your meetings is included in the assignment. You will need to lead your community through a comprehensive visioning process. The proof of the success of an effective principal would be realized in the improvement of the quality of instruction in this area as reflected in improved test scores (i.e. reading, math, science), as requested in the school board's mandate when they hired you. Use research, whenever possible, to support your suggestions.

Include the following components in the school improvement plan:

1. Develop a list of questions that you would be asking various stakeholders. These might include the secretary, faculty, superintendent (who is also new), parents, students, community members
2. Outline the process you would follow to "bring this building and community together"
3. Tell how you will involve the student body in program development
4. Graphically represent the data used to select the area of improvement
5. Provide the vision statement and the detailed process followed to create the vision.
6. Explain how you will create the school's vision of learning
7. Explain how you will articulate the school's vision to all stakeholders
8. Explain the community involvement in the development of this plan
9. Explain how you will involve all of the school's stakeholders (personnel, families, students, community-at-large in the project
10. Explain how you will implement the school's vision of learning
11. Analyze how time is used during the school day, beyond the school day, and beyond the "normal" school year to support quality instruction and student learning
12. Identify the external resources (community, regional, state, federal) needed to accomplish the project
13. Explain how the needed materials and supplies will be funded
14. Explain how you will monitor, evaluate, and revise the mission, vision, goal(s), steps
15. Describe the teaching techniques/strategies of the proposed program
16. Identify the staff development components of the program

Program Sequence – Referent Standards Per Course

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EDL 500 Leadership Development ❸, ❺	EDL 508 Technology for School Leaders ❸	EDL 515 Fundamentals of School Law ❺, ❻	EDL 525 Integrating Curriculum, Instruction, & Assessment ❷	EDL 530 Managing School Finance, Facilities, & Contracts ❸, ❻	EDL 545 School, Parent, & Community Relations ❶, ❹, ❻
EDL 504 Leading the Core Curriculum ❶	EDL 510 Data for School Leaders ❶, ❷	EDL 520 Leadership for Special Needs ❷, ❹	EDL 528 Supervision of Instruction ❷, ❸, ❺	EDL 540 School Improvement ❶, ❹	EIS 500 Research Methods

EDL 550 Principal as Instructional Leader ❹, ⑤, ⑥

EDL 555 Internship ❶ ② ③ ④ ⑤ ⑥

ISLLC Standard Key

❶ 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.

❷ 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.

❸ 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.

❹ 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.

❺ An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

❻ An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Principal Preparation Program Coursework: Description and Purpose

Course	Description and Purpose
EDL 500 Leadership Development	**Description:** Assessment of leadership capability in tandem with leadership theory, followed by development of leadership in others, participative leadership, and distributive leadership. From there, the broader issue of organizational (school) capacity development follows, which leads into staff development, followed by hiring and other personnel functions.
	Purpose: Candidates will understand and practice the theories of management and effective leadership and reflect on the talents, abilities, and experiences they bring to school level leadership. This course will provide candidates with experiences in leading professional and support staff in the school setting. Candidates will learn the importance of school culture, climate, and communication.
EDL 504 Leading the Core Curriculum	**Description:** Best practices in core curriculum instruction; program and individual progress monitoring; assessment; integrating literacy and numeracy across the curriculum; and classroom observation models for principals.
	Purpose: The purpose of this course is to develop educational leaders who 1) have functional knowledge of how PK-12 students learn literacy and numeracy skills in core curricular areas; 2) have functional knowledge of literacy and numeracy instructional strategies 3) are able to collaboratively lead math and reading teachers through processes to evaluate and select appropriate programs and assessments to monitor progress; 4) are capable of coaching and evaluating PK-12 teachers in effective literacy and numeracy strategies; 5) are committed to the belief that each and every student, regardless of real or perceived challenges or disabilities, is capable of learning to read, write, and solve problems; and 6) understand the unique challenges diverse learners bring and proactively serve all students and their families with equity and honor, advocating on their behalf by ensuring an opportunity to learn.
EDL 508 Technology for School Leaders	**Description:** Educational applications of available and developing technology. Utilization of existing technologies and Web 2.0 resources for administration and supervision.
	Purpose: Technology and technology applications are a necessary aspect of an administrator's resources. This course provides candidates with resources and experiences in using technology as an administrative tool. There will be extensive web-based reading and writing assignments throughout the course. Participation includes attendance at face-to-face classes and asynchronous participation on a daily basis throughout enrollment in the course. Blogs, social bookmarking tools, wikis, web-based collaborative learning tools will be experienced, as well as creating and analyzing online surveys, creating podcasts and blogs, and searching the Internet for multi-media clips. Personal, professional technology or electronic tools may be used (Blackberry, Smartphones, PDA, etc.).
EDL 510 Data for School Leaders	**Description:** Uses of data for school improvement. Data collection, data analysis, data interpretation, action plan research process, and leadership strategies for planning, implementing, and monitoring school improvement plans.
	Purpose: Huge amounts of data are generated by schools, and the skilled use of data is a key factor in effective leadership in today's schools. This course is designed to introduce future principals to the collection, analysis, interpretation, and use of data for school improvement using an action research approach.
EDL 515 Fundamentals of School Law	**Description:** Legal context of PK-12 public elementary and secondary schools. Rights and responsibilities of teachers and administrators, case law, statutory law, due process, equity, safety, FERPA, federal and state regulations.
	Purpose: The purpose of this course is to develop the skills and dispositions to effectively embrace the legal issues facing

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Course	Description and Purpose
	public and private education in an ever-changing process of decisions of law-making bodies and law-interpreting courts.
EDL 520 Leadership for Special Needs	**Description:** Principles and practices necessary for an inclusive school environment in which each student can be successful. Regulations, programs, and services for special needs groups; evidence-based instructional practices; intervention models for literacy, numeracy, and behavior; school-wide programs that foster high levels of student achievement; and professional learning. **Purpose:** The purpose of this course is to develop educational leaders who understand disability, giftedness, and diversity; who demonstrate an ethical disposition toward a configuration of education that meets the needs of all learners; and who have identified practical strategies and skills to provide sound educational programming and an inclusive school culture for all children.
EDL 525 Integrating Curriculum, Instruction, and Assessment	**Description:** Components of curriculum design; evidence-based instructional strategies; standards-based curriculum, instruction, and assessment alignment; curriculum auditing; research-based intervention models; culture and climate of the school organization; AYP subgroup best practices; and developmental needs of Pre-K-12 students. **Purpose:** The purpose of this course is to prepare principals with the requisite knowledge, skills, and dispositions to become instructional leaders. This course provides students with the working knowledge of how to facilitate a vision of learning; create a school culture that is inclusive and focused on learning; utilize a standards-based framework for designing and evaluating the curriculum; facilitate professional development and learning communities to achieve goals, document success, and improve practice; provide coaching and support for action research that validates teachers' choices of best instructional practices; and support a continuous model of improvement for the PK-12 students, and specifically AYP subgroups.
EDL 528 Supervision of Instruction	**Description:** Supervisory function in elementary and secondary schools. Evaluation and improvement of classroom instruction. **Purpose:** Effective teacher supervision and evaluation is critical to the improvement of schools and for creating a learning environment that enhances student learning. This course is designed to introduce future principals to effective techniques that can be utilized in the supervision and evaluation of teachers.
EDL 530 Managing School Finance, Facilities, and Contracts	**Description:** Fiscal, facility and contract management. Illinois funding, budgeting, and fiscal reporting requirements. Budget administration of local, state, and federal grant programs and revenue/expenditure process. Facility management related to student learning, instructional practices, and student safety/compliance issues. Collective bargaining agreements. **Purpose:** School districts continue to be held accountable for limited resources (revenues) and the utilization of those resources (expenditures). This course is designed to introduce future principals: to the financial role played by building administrator within the framework of the school district budget; to the building administrator's responsibilities in facility management; and to the principal's role relative to the collective bargaining agreement (CBA).
EDL 540 School Improvement	**Description:** School improvement process, qualities of an effective change agent, mission and vision alignment, planning for implementation of school change. **Purpose:** The purpose of this course is to develop the skills and dispositions to effectively analyze the purpose and

Course	Description and Purpose
	operation of an educational organization and develop a plan for school improvement.
EDL 545 School, Parent, and Community Relations	**Description:** Effect of school-community relations on student achievement. Essential elements to enable regular, purposeful, and effective communication with diverse community publics. **Purpose:** The changing role of the effective school leader requires an understanding of school-community relations. The most successful principals are skilled at developing a strong school-community relations plan. As school leaders, principals must possess the knowledge, skills and dispositions necessary to effectively engage and collaborate with diverse publics within the community. The course highlights the crucial elements integral to the development of a well thought out school-community relations plan that fosters an awareness of public opinion and determines the needs of students and families. Topics include: trends in public opinion; internal and external communication and collaboration; social networking/online technologies impacting communication methods; impact of out-of-school factors on achievement; and the role of staff members in representing the school to the community.
EDL 550 Principal as Instructional Leader	**Description:** Tools for principals to assist teachers in improving instruction. Research on effective instruction, conferencing skills, lesson plan and instructional materials' evaluations, and formative and summative evaluation of teaching. Application of a research-based model for assessment of instructional artifacts and instructional evaluation. **Purpose:** The principal's most important role is that of instructional leader. Research indicates that, next to classroom teachers, the principal has the most impact on student achievement. The course emphasizes working with marginal teachers, change leadership, and other tools that assist principals in improving instruction.
EDL 555 Principal Internship	**Description:** Demonstration of knowledge and skills for effective school leadership. Meets requirements for 23 Illinois Administrative Code 30 for licensing Illinois school administrators. **Purpose:** This course will provide candidates with experiences in leading professional and support staff in the school setting. Candidates will learn the importance of school culture, climate, and communication.

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Alignment of Field Experiences to ISLLC Standards and Time Required

ISLLC Standards — An education leader promotes the success of every student by...	ISLLC Standard Function	Field Experience	Field Experience Course	Hours Required
1. ...facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.	A. Collaboratively develop and implement a shared vision and mission	• **Building Visioning Plan.** Outline a building visioning plan for the school. It will include at least the following: • A list of questions and processes used to gather information about the school from the school staff, faculty, community members, parents and students • An outline of the process of how to "bring the community together" • A plan to involve the students in school improvement • A list and graphic representing the data that would be used to create a building improvement plan • A vision statement • A brief summary of the methods used to communicate this vision to all stakeholders • A brief summary of a plan to involve the community in the development of the plan • Appendices describing the interviews, communication artifacts, publicity fliers and other artifacts	EDL 540 School Improvement	10
	B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning	• **School Data Analyses.** Describe results of various analyses of school data, such as formative assessments, summative assessments, and diagnostic assessments for all AYP subgroups, particularly those for identifying and monitoring special education, early childhood, and ELL/ESL students, in literacy and numeracy.	EDL 510 Data for School Leaders	5
	C. Create and implement plans to achieve goals	• **Exceptional Leader I.** Conduct an interview with an exceptional leader of a school which has been	EDL 540 School	5

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ISLLC Standards An education leader promotes the success of every student by...	ISLLC Standard Function	Field Experience	Field Experience Course	Hours Required
		...identified as an Illinois Spotlight School (or other recognition). Write a two page summary of the information gathered from him/her and comment on the leader's vision for his/her school.	Improvement	
	D. Promote continuous and sustainable improvement	• **Exceptional Leader II.** Conduct an interview with an exceptional leader of a school which has been identified as an Illinois Spotlight School (or other recognition). Write a two page summary of the information gathered from him/her and comment on the leader's explanation of how continuous and sustainable improvement is possible.	EDL 540 School Improvement	5
	E. Monitor and evaluate progress and revise plans	• **Exceptional Leader III.** Conduct an interview with an exceptional leader of a school which has been identified as an Illinois Spotlight School (or other recognition). Write a two page summary of the information gathered from him/her and comment on the leader's explanation of how he or she monitors and evaluates progress and the decision-making model used in revising plans.	EDL 540 School Improvement	5
2. ...advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations	• **Data Teams.** Meet with a small group of teachers to analyze student data and work collaboratively to modify and adapt curriculum and instructional strategies to meet the needs of a student in need; analyze the process and the impact on the student's achievement and write a written summary of the experience and how you would implement the process building-wide.	EDL 504 Leading the Core Curriculum	5
	B. Create a comprehensive, rigorous, and coherent curricular program	• **Curriculum Evaluation.** Evaluate the school's or district's published curriculum designed for specific PK-12 AYP subgroups, i.e., ELL, special education, students from poverty, cultural subgroups, gifted, and early childhood using the Core Curriculum standards and auditing tools.	EDL 525 Integration of Curriculum, Instruction, and Assessment	6
	C. Create a personalized and	• **Culture and Climate Audit.** Conduct a building	EDL 520	4

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ISLLC Standards — An education leader promotes the success of every student by…	ISLLC Standard Function	Field Experience	Field Experience Course	Hours Required
	motivating learning environment for students	learning environment audit using a culture and climate checklist, analyze the data, and write a report recommending changes.	Leadership for Special Needs	
	D. Supervise instruction	• **Clinical Supervision.** Conduct clinical supervision sequences with two different teachers. (The experience will be enhanced if one is a relatively new teacher and the other is a teacher with considerable experience.) Bring to class the following items from each conference: a. Recording of pre-conferences b. Notes from classroom observations c. Pre and post conferences questions and responses d. Recording of post-conferences e. A mutually developed professional growth plan for one of the observed teachers. f. A separate reflection over each clinical supervision sequence that includes: • Information about the teacher, students, and lesson objective • The pre-conference • The lesson • The post-conference • What was learned from the process (including the development of the professional growth plan for the one teacher)	EDL 528 Supervision of Instruction	12
	E. Develop assessment and accountability systems to monitor student progress	• **Assessment.** Describe results of various analyses of school data, including formative assessments, summative assessments, and diagnostic assessments for all AYP subgroups, particularly those for identifying and monitoring special education, early childhood, and ELL/ESL students, in literacy and numeracy. Explain differences among school, district, and state averages and identify trends. Include recommendations for closing achievement gaps or improving	EDL 510 Data for School Leaders	6

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ISLLC Standards — An education leader promotes the success of every student by... (ISLLC Standard Function)	Field Experience	Field Experience Course	Hours Required
	achievement for multiple AYP subgroups.		
F. Develop the instructional and leadership capacity of staff	• **Professional Development.** Create a professional development plan for the school that responds to the school's data, both academic and demographic, review it with the principal, and provide the rationale for the plan.	EDL 525 Integration of Curriculum, Instruction, and Assessment	6
G. Maximize time spent on quality instruction	• **Core Curriculum.** Analyze the fundamental elements, i.e., conceptual frameworks and core curriculum that influence and control the content and organization of the PK-12 curriculum in the school.	EDL 525 Integration of Curriculum, Instruction, and Assessment	5
G. Maximize time spent on quality instruction	• **Management.** Interview the operations manager, the chief financial officer, and the building principal about the building inventory, purchasing procedures, and employee and student schedules as they relate to student learning, safety and security, and ADA compliance.	EDL 530 Managing School Finance, Facilities, and Contracts	7
H. Promote the use of the most effective and appropriate technologies to support teaching and learning	• **Technology I.** Research, identify, and present information on available software and websites that can be used as intervention strategies for students who are at-risk or performing below expected levels and for enrichment opportunities for PK-12 and ELL/ESL students.	EDL 508 Technology for School Leaders	6
I. Monitor and evaluate the impact of the instructional program	• **Student Achievement.** Describe results of various analyses of school data, such as formative assessments, summative assessments, and diagnostic assessments for all AYP subgroups, particularly those for identifying and monitoring special education, early childhood, and ELL/ESL students, in literacy and numeracy.	EDL 510 Data for School Leaders	5
I. Monitor and evaluate the impact of the instructional program	• **Program Evaluation.** Using QIC-Decide, a decision-making model, evaluate one of the school's current intervention programs, either academic or social/emotion for a specific AYP subgroup.	EDL 520 Leadership for Special Needs	6

ISLLC Standards	ISLLC Standard Function	Field Experience	Field Experience Course	Hours Required
An education leader promotes the success of every student by…				
3. …ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.	A. Monitor and evaluate the management and operational systems	• **Operations.** Interview the operations manager, the chief financial officer, and the building principal about the various management and operational systems within the school and develop a T-chart of strengths and operations that would be more efficient if they were changed.	EDL 530 Managing School Finance, Facilities, and Contracts	5
	B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources	• **Policy Review.** Examine local board policies on personnel and apply the policy to situational issues.	EDL 500 Leadership Development	3
	B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources	• **Technology II.** Research, identify, and present information on available software and websites that can be used to enhance an administrator's effectiveness in the areas of professional development, leadership, community relations, or time management.	EDL 508 Technology for School Leaders	5
	B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources	• **Budget I.** After interviewing a central office administrator and the building principal, prepare a report summarizing methods, processes, procedures used by the district to manage cash revenues from athletic activities, boosters, PTA fundraisers and vendors (pop, candy, water, coffee).	EDL 530 Managing School Finance, Facilities, and Contracts	4
	B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources	• **Budget II.** Interview an administrator about the budgeting process in the school. Prepare an analysis of the district's four operating funds. Include financial profile information and projections.	EDL 530 Managing School Finance, Facilities, and Contracts	4
	C. Promote and protect the welfare and safety of students and staff	• **Policy Review.** Analyze teacher and student handbooks for policies and procedures relevant to school safety (bullying, respect, cyberbullying, fighting, discrimination, etc.).	EDL 515 Fundamentals of School Law	3
	D. Develop the capacity for distributed leadership	• **Distributed Leadership.** Interview an administrator who is viewed as collaborative and who develops teacher leadership on how he/she accomplishes	EDL 500 Leadership Development	2

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ISLLC Standards An education leader promotes the success of every student by…	ISLLC Standard Function	Field Experience	Field Experience Course	Hours Required
		distributed leadership in his/her building.		
	E. Ensure teacher and organizational time is focused to support quality instruction and student learning	• **Instruction.** Spend at least 30 minutes doing walk-through supervision, spending about 3-5 minutes in each room to observe a variety of classrooms on three separate days. At the conclusion of the visits, write a summary that includes information on the number and variety of rooms visited and a reflection on the quality of the instruction and student learning.	EDL 528 Supervision of Instruction	4
4. …collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.	A. Collect and analyze data and information pertinent to the educational environment	• **Community I.** Interview a community leader, a veteran teacher, and a community elder to identify contextual factors that place children and families in the school community at a disadvantage and explain how these factors affect individual development and academic achievement.	EDL 510 Data for School Leaders	6
	B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources	• **Diversity.** Select a cultural, ethnic, or religious group within the school or district community; research historical context and a minimum of ten significant indicators, traits, or beliefs associated with the group by interviewing at least one member of the selected group.	EDL 500 Leadership Development	5
	C. Build and sustain positive relationships with families and caregivers	• **Building Visioning Plan.** Outline a building visioning plan for the school. It will include at least the following: • A list of questions and processes used to gather information about the school from the school staff, faculty, community members, parents and students • An outline of the process of how to "bring the community together" • A plan to involve the students in school improvement • A list and graphic representing the data that would be used to create the building improvement plan	EDL 540 School Improvement	12

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ISLLC Standards An education leader promotes the success of every student by…	ISLLC Standard Function	Field Experience	Field Experience Course	Hours Required
		• A vision statement • A brief summary of the methods used to communicate this vision to all stakeholders • A brief summary of the plan to involve the community in the development of the plan • Appendices describing the interviews, communication artifacts, publicity fliers and other artifacts		
	D. Build and sustain productive relationships with community partners	• **Partnerships.** Using a directory of agencies, religious and non-profit organizations, youth groups representing the various cultural, social, and intellectual resources in the local community, develop a partnership initiative designed to utilize community resources to benefit children.	EDL 520 Leadership for Students with Special Needs	4
5. …acting with integrity, fairness, and in an ethical manner.	A. Ensure a system of accountability for every student's academic and social success	• **Action Research.** Implement the steps in the action research process in a classroom or other school setting to evaluate the effectiveness of an intervention for improving student achievement.	EDL 510 Data for School Leaders	10
	B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior	• **Leadership Plan.** Identify personal attributes related to management, planning, and personal behaviors/habits as self-reported and seen by building colleagues to develop a Professional Growth Plan to address these attributes and also to continue personal growth toward becoming a principal.	EDL 500 Leadership Development	4
	C. Safeguard the values of democracy, equity, and diversity			
	D. Consider and evaluate the potential moral and legal consequences of decision-making	• **Budget.** After interviewing a central office administrator and the building principal, prepare a report summarizing methods, processes, procedures used by the district to manage cash revenues from athletic activities, boosters, PTA fundraisers and vendors (pop, candy, water, coffee).	EDL 530 Managing School Finance, Facilities, and Contracts	4

ISLLC Standards An education leader promotes the success of every student by...	ISLLC Standard Function	Field Experience	Field Experience Course	Hours Required
	E. Promote social justice and ensure that individual student needs inform all aspects of schooling	• **Legal Issues.** Collaborate with school personnel to determine a legal issue facing the local school and district and develop a presentation identifying the reasons for these issues, including recommendations for solutions to particular situations and applicable case law.	EDL 515 Fundamentals of School Law	6
6. ...understanding, responding to, and influencing the political, social, economic, legal, and cultural context.	A. Advocate for children, families, and caregivers	• **Advocacy I.** Observe two or three IEP, FSP, and RTI meetings to observe how children and families are advocated for and write a 1-2 page reflection on what you observed.	EDL 520 Leadership for Special Needs	3
	B. Act to influence local, district, state, and national decisions affecting student learning	• **Advocacy II.** Draft a letter to one of your district's elected officials, either state or federal, and provide an explanation of a specific problem in your district and how it could be resolved.	EDL 510 Data for School Leaders	2
	C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies	• **Community II.** Gather current and historical information from sources in the school community (parents, citizens, business leaders, senior citizens groups, etc.) to answer the following questions: 1. What are the trends, issues and potential changes in the environment in which the district operates that will impact the school? 2. How could an on-going dialogue with the community be maintained? 3. What changes in laws (state, federal) would the community like to see changed? 4. Which board policies need to be changed based on discussions with community members?	EDL 510 Data for School Leaders	6

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Program Evaluation Design

Phase I: Program Applicant Screening Process

Phase I: Pre-program Qualifications (Evaluation Prior to Program Acceptance)		
Evaluation Component	**Scoring Measures**	**Responsibility**
• Portfolio of Pre-program Teaching and Leadership Experiences	• ISLLC-aligned Rubrics	• Tenure-track Faculty • Partner School or District Delegate Review • Partner and Non-partner District Principals
• Interviews	• ISLLC-aligned Rubrics	• Tenure-track Faculty • Partner School or District Delegate Review
• Writing	• ISLLC-aligned Rubrics	• Tenure-track Faculty • Partner School or District Delegate Review
• Applicant Demographics	• Descriptive Data	• Tenure-track Faculty • Partner School or District Delegate Review • Department Assessment Coordinator
• ELCC	• Likert Scale	• Tenure-track Faculty

Phase II: Program Performance Assessments

Phase II: Program (Evaluation During Program)		
Evaluation Component	**Scoring Measures**	**Responsibility**
• Candidate Knowledge Assessments	• Course Grades • Program-developed ISLLC-aligned Rubrics	• Faculty • Partner School or District Delegate Review
• Candidate Performance Assessments	• Course Grades • Program-developed ISLLC-aligned Rubrics	• Faculty • Partner School or District Delegate Review • Department Assessment Coordinator

• Instructional Delivery
  ○ Case Studies
  ○ Problem-based Learning
  ○ Situational Analysis
	• Checklist Criteria for ISLLC Standards	• Faculty
		• Partner School or District Delegate Review

• Field Experiences	• ISLLC-aligned Rubrics	• Faculty

Phase II: Program
(Evaluation During Program)

Evaluation Component	Scoring Measures	Responsibility
• Course Content	• Comparison with Other Accredited Regional and National Universities	• Partner School or District Delegate Review • Faculty • Partner School or District Delegate Review
• Principal Internship Required Assessments	• ISLLC-aligned Rubrics	• Faculty • Partner School or District Delegate Review
• Cohort Structure	• Survey of Completers and Non-completers	• Faculty • Partner School or District Delegate Review
• ISLLC Self-reported Pre-assessment • ISLLC Self-reported Post-assessment	• Pre and Post-test Score Comparison	• Faculty • Partner School or District Delegate Review
• Illinois Content Area Test for Administrative Type 75	• Benchmark Score	• Assessment Coordinator • Faculty • Partner School or District Delegate Review

Phase III: Post-program Performance Assessments

Phase III: Post-program Performance
(Post-program Evaluation)

Evaluation Component	Scoring Measures	Responsibility
• School Leadership Position Acquisition	• Self or School District Reported • Position Type • Time from Completion to Leadership Position • Retention Span • Subsequent Positions	• Faculty • Partner School or District Delegate Review • Educational Leadership Department Staff
• Leadership Practices	• Educational Administration Graduate Assessment Survey (IADPCE) • ISLLC Self-reported Survey	• Faculty • Partner School or District Delegate Review • Educational Leadership Department Staff
• Staff and School Effects	• School Report Card on IIRC • 360° Evaluation	• Faculty • Partner School or District Delegate Review • Educational Leadership Department Staff

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Leading the Core Curriculum
EDL 504
Department of Educational Leadership
Western Illinois University

Name: <Faculty contact information>   Office:
Rank: Cell:
Department: Email:
Location: Office Hours:

Course Description

EDL 504 Leading the Core Curriculum. (3) Best practices in core curriculum instruction; program and individual progress monitoring; assessment; integrating literacy and numeracy across the curriculum; and classroom observation models for principals.

Prerequisites

Admitted to the Program; EDL 500; or Permission of the Instructor

Purpose

Effective educational leaders have: 1) have functional knowledge of how PK-12 students learn literacy and numeracy skills in core curricular areas; 2) have functional knowledge of literacy and numeracy instructional strategies 3) are able to collaboratively lead math and reading teachers through processes to evaluate and select appropriate programs and assessments to monitor progress; 4) are capable of coaching and evaluating PK-12 teachers in effective literacy and numeracy strategies; 5) are committed to the belief that each and every student, regardless of real or perceived challenges or disabilities, is capable of learning to read, write, and solve problems; and 6) understand the unique challenges diverse learners bring and proactively serve all students and their families with equity and honor, advocating on their behalf by ensuring an opportunity to learn.

Objectives

The student will

1. Analyze and use student information to research instruction that meets the diverse needs of preschool, elementary, middle school/junior high, and high school students and leads to the ongoing growth and development of all students in the core curriculum areas.

2. Demonstrate sufficient knowledge to collaborate with faculty to select programs, materials, and assessments for screening, diagnosis, progress monitoring, and mastery of core curriculum areas appropriate for the context of the building, including preschool, elementary, middle school/junior high, and high school regular education students and for students with IEPs, IFSPs, Section 504 Plans, culturally diverse students, and those identified for ELL and talented and gifted services.

3. Demonstrate the application of a decision making model for selecting materials; selecting new personnel; and using existing personnel to maximize potential for high levels of PK-12 student achievement in literacy and numeracy given prevalent factors impacting the school.

4. Research and identify best practices in literacy and numeracy instruction for regular education students in preschool, elementary, middle school/junior high, and high school and for students with IEPs, IFSPs, Section 504 Plans, culturally diverse students, and those identified for ELL and talented and gifted services.

5. Identify the components of effective literacy and numeracy lessons in preschool, elementary, middle school/junior high, and high school students' core curriculum areas to assist teachers in planning and delivering curriculum to meet the needs of regular education students and for students with IEPs, IFSPs, Section 504 Plans, culturally diverse students, and those identified for ELL and talented and gifted services.

6. Use a unit design model to determine the requisite core curricular area skills, specifically those in literacy and numeracy, for preschool, elementary, middle school/junior high, and high school students at any instructional level and from any AYP subgroup to be successful using state or national standards.

7. Use student data to work collaboratively with teachers to modify and adapt curriculum and instructional strategies to meet the needs of preschool, elementary, middle school/junior high, and high school regular education students and for students with IEPs, IFSPs, Section 504 Plans, culturally diverse students, and those identified for ELL and talented and gifted services.

8. Demonstrate sufficient knowledge to collaborate with faculty to develop a school improvement plan that includes core, supplemental, and intensive programs for core curricular areas; to develop schedules to maximize learning time and support services; to develop professional learning communities; and to select materials appropriate for the context of the building, including preschool, elementary, middle school/junior high, and high school regular education students and for students with IEPs, IFSPs, Section 504 Plans, culturally diverse students, and those identified for ELL and talented and gifted services.

Suggested Texts

Balka, D. C., Hull, T. H., Miles, R. H. (2009). *A guide to mathematics leadership: Sequencing instructional change.* Thousand Oaks, CA: Corwin.

Irvin, J., Meltzer, J., Dean, N., Mickler, M. J. (2010). *Taking the lead on adolescent literacy action steps for schoolwide success*. Thousand Oaks, CA: Corwin.

Tooms, A., Padak, N., and Rasinski, T. (2007). *The principal's essential guide to literacy in the the elementary school*. New York, NY: Scholastic.

Van de Walle, J. A., Karp, K. S., Bay-Williams, J. M. (2009). Elementary and middle school mathematics: Teaching developmentally (7th ed.). Boston, MA: Allyn & Bacon.

Calendar of Topics (Tentative)			
Date	**Topics**	**Readings**	**Due**
Day 1	Learning to Read and Reading to Learn: Process Skills for the Core Curriculum		
	School-wide Evidence-based Models of Reading		
	Evidence-based Instructional Strategies for the Core Curriculum		
	Developmental Stages of Literacy		
Day 2	Evaluating and Selecting Assessments for Screening, Diagnosis, & Progress Monitoring		
	Standardized Reading Tests		
	Reading Writing Connection		
	Writing for Understanding in the Core Curriculum		
Day 3	Content Area Literacy Strategies		
	Vocabulary and the Achievement Gap		
	Scheduling to Maximize Learning Time and Support Services		
	Creating a School-wide Learning Climate, including Budgeting (materials, support staff), Organizing (roles, responsibilities), Coordinating Action Plans and Action Research, Encouraging Innovation, Communicating with All Stakeholders, and Evaluating the Overall Impact of Programs and Personnel to Improve Student Achievement		
Day 4	Lesson Planning: Integrating Literacy Throughout the Core Curriculum		
	Collaboratively Working with School, District, or Regional Consultants		
	Supervising and Developing Strong Classroom Instruction Designed to Meet the Needs of AYP Subgroups and Gifted Students		

Calendar of Topics (Tentative)			
Date	**Topics**	**Readings**	**Due**
	Using Data to Selectively Plan and Evaluate School Improvement		
Day 5	Studying Math Sequences and Content in the Common Core		
	Studying Evidence-based Instructional Strategies for Teaching Math		
	Creating a Building-wide Focus on Problem-solving across the Core Curriculum		
	Researching Evidence-based Math Programs and Establishing Criteria for Selection and Processes for Collaborating with Teachers		
Day 6	Reviewing the Developmental Stages of Numeracy		
	Guidelines and Criteria for Collaborating with Math Teachers and Specialists to Select Math Assessments for Screening, Diagnosis, & Progress Monitoring		
	Reviewing and Critiquing Classroom Clips of Exemplary Math Instruction		
	Review Current Math Instruction Issues such as Basic Facts, Algebraic Thinking, Math Phobia, and Related Mathematical Achievement		
	Review current trends and research from nationally recognized organizations such as NCTM and NAM		

Field Experience

1. **Data Teams.** Meet with a small group of teachers to analyze student data and work collaboratively to modify and adapt curriculum and instructional strategies to meet the needs of a student in need; analyze the process and the impact on the student's achievement and write a written summary of the experience and how you would implement the process building-wide.

Assessment

Assessments	Points	Notes
Lesson Planning	20	Evaluate the components of a literacy or numeracy lesson or literacy or numeracy in a core curriculum area at a level other than current teaching assignment designed to meet the needs of a specific AYP subgroup, including students with IEPs, IFSPs, Section 504 Plans, ELLs, and gifted students.
Program Evaluation & Recommendation	20	Evaluate a building core curriculum plan, specifically targeting literacy and numeracy programs and make recommendations for improvement.
Assessment Analysis	20	Compare various reading and math assessments for screening, diagnosis, progress monitoring, and mastery; determine the most appropriate for a specific context or student body; and provide the rationale for the selection.
Coordination Plan	20	Create a written plan for coordinating the work of support staff and collaborating/supervising consultants and other professionals with core content expertise.
Modifying Curriculum and Instruction to Student Need	20	Meet with a small group of teachers to analyze student data and work collaboratively to modify and adapt curriculum and instructional strategies to meet the needs of a student in need; analyze the process and the impact on the student's achievement and write a written summary of the experience and how you would implement the process building-wide.
Final	50	Use data to design a an evidence-based core curriculum model; determine the requisite skills necessary for a student at a given level and a given AYP subgroup to be successful; plan professional learning; and design an evaluation action plan to chart growth and success in achieving goals

Grading

Percent	Grade	Notes
92-100	A	A = Superior Graduate Work
80-91	B	B = Good Graduate Work
70-79	C	C = Unacceptable Work at the Graduate Level

Additional Resources

Web Resources (Updated as needed)	URL
Appalachian Regional Educational Laboratory	http://www.edvantia.org/index.cfm
Association for Supervision and Curriculum Development	http://www.ascd.org

Web Resources (Updated as needed)	URL
(ASCD)	
Center for Occupational Research and Development (CORD)	http://www.cord.org/
Center on Instruction	http://wwwcenteroninstruction.org/
Common Core State Standards	http://www.corestandards.org/
Effective Schools (Lezotte, Edmonds, Brookover, et al)	http://www.effectiveschools.com/
International Reading Association	http://www.reading.org/
International Society for Technology in Education (ISTE) Technology Standards	http://www.iste.org/AM/Template.cfm?Section=NETS/
Leadership and Learning Center	http://www.leadandlearn.com/
Learning Point Associates	http://www.learningpt.org/
Mid-continent Regional Educational Laboratory	http://www.mcrel.org/
National Council of Teachers of Mathematics	http://www.nctm.org/
National Staff Development Council	http://www.nsdc.org/
North Central Regional Educational Laboratory (NCREL)	http://www.ncrel.org/
NCREL Pathways to School Improvement	http://www.ncrel.org/sdrs/
Northwest Regional Educational Laboratory	http://www.nwrel.org/index.php
Southeast Regional Educational Laboratory	http://www.serve.org/
Southwest Regional Educational Laboratory	http://www.sedl.org/
Teacher Leader Network	http://www.teacherleaders.org/
Teachscape	http://www.teachscape.org/
Trends in International Mathematics and Science Study (TIMMS)	http://nces.ed.gov/timss/
US Department of Education - Administrators	http://www.ed.gov/admins/landing.jhtml

Policies and Expectations

Attendance

A 500-level student who is absent for more than 50% of a scheduled day of a Weekend Academy class will be assigned a grade of incomplete (I) by the instructor and must make up the appropriate day in its entirety the next time the course is offered in order to change the Incomplete to a letter grade. If a student is absent for more than 50% of the first day of a weekend academy class, the instructor may, at his or her discretion, either exclude the student from attending the class or award an incomplete under this attendance policy.

If a 600-level student is absent for more than 50% of a scheduled day of a weekend academy, the instructor may assign an Incomplete (I) and require that the student make up the appropriate day the next time the course is offered. Under rare circumstances, the instructor may elect to assign the student additional activities to demonstrate that the student has accomplished the course outcomes missed in class. If this option is chosen, then in advance of completion, the instructor will report to the Chair the name of the student, time missed, and a summary of the work assigned as make up.

Incomplete Grade for Missing Course Requirements

An incomplete grade may be given only when a student, due to circumstances beyond his or her control, is unable to complete course requirements within the official limits of the term. The instructor may allow additional time for completion of the requirements after consideration of a written petition from the student to the instructor. The petition must include what the student will do to complete the requirement and the expected date of completion of the incomplete requirements.

Academic Accommodations

In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s) you must obtain documentation of the need for an accommodation through Disability Resource Center (DRC) and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Resource Center (DRC) at 298-2512 for additional services.

WIU Academic Dishonesty Policy

The University can best function and accomplish its objectives in an atmosphere where high ethical standards prevail. For this reason, and to insure that the academic work of all students will be fairly evaluated, the University strongly condemns academic dishonesty. The most prevalent forms of academic dishonesty are cheating and plagiarism. Dishonesty of any kind with respect to examinations, course assignments, alteration of records, or illegal possession of examinations shall be considered cheating. It is the responsibility of the student to not only abstain from cheating, but also to avoid making it possible for others to cheat. Any student who knowingly helps another student cheat is as guilty of cheating as the student he or she assists.

The submission of the work of someone else as one's own constitutes plagiarism. Academic honesty requires that ideas or materials taken from another course for use as a course paper or project be fully acknowledged. Plagiarism is a very serious offense in whatever form it may appear, be it submission of an entire article falsely represented as the student's own, the inclusion within a piece of the student's writing of an idea for which the student does not provide sufficient documentation, or the inclusion of a documented idea not sufficiently assimilated into the student's language and style.

Academic Integrity

The link to the WIU Student Academic Integrity policy is: http://www.wiu.edu/policies/acintegrity.php.

Vision and Mission Statements

Teacher and Professional Education Program Vision Statement

Our graduates will be empowered educational professionals deeply committed to continuous learning and the empowerment of all learners.

Department of Educational Leadership Vision Statement

To be one of the premiere educational leadership programs in the nation

Teacher and Professional Education Program Mission Statement

The WIU Teacher and Professional Education Program empowers candidates to become educational practitioners who engage in informed action that is grounded in knowledge and reflection; who are deeply committed to the highest standards of professional practice; who are able to adapt to emerging social, economic, and cultural landscapes; who are skilled in the use of technological tools that promote teaching and learning; and who are committed to empowering all learners.

Department of Educational Leadership Mission Statement

We will:

 Recruit a capable, diverse student body.

 Focus on continuous improvement of our programs.

 Create a more meaningful clinical internship.

 Establish a series of knowledge and application assessments.

 Cultivate effective internal and external relationships.

Instructions for Using the D2L ePortfolio

Use the "EDL 555" Collection to create your EDL 555 ePortfolio. Follow these instructions to populate your collection and share with your Faculty Supervisor.

Saving Your Documents

1. Save all your individual documentation, such as meeting minutes, data analysis, spreadsheets, agendas, notes, supporting documentation for presentations, etc. on your computer hard drive. You will import these documents as "Artifacts" into the Desire2Learn ePortfolio. **Time-Saving Tip:** Scan documents created by others, such as meeting Agendas, meeting minutes, data charts, etc. and save as PDF files into your hard drive. These PDF files can also be uploaded into your ePortfolio.
    a. Click on "My Items" on the left menu.
    b. Under the "My Items" heading, click on the drop down menu of "Upload" and choose "from my computer." Refer to Figure 1.

Figure 1
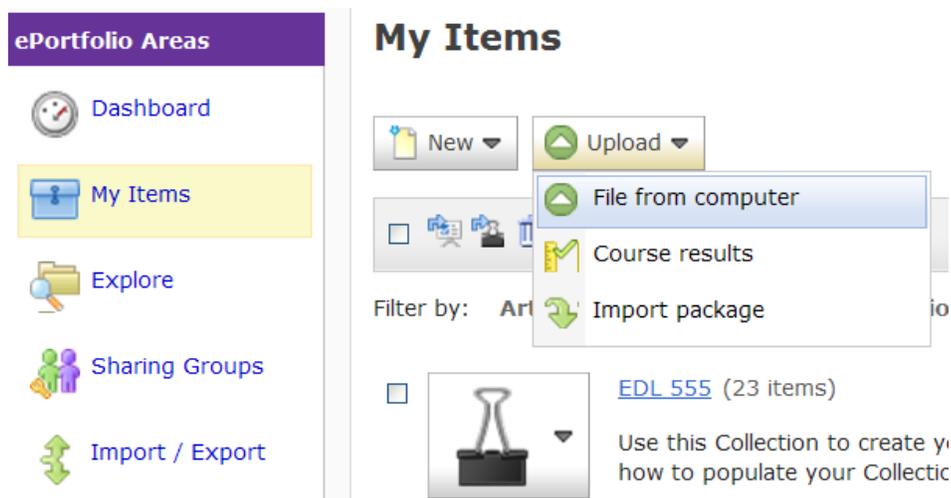
   c. A "browse" window will open. Click the browse button, navigate to the document you with to upload and click "open", then click "upload." This will close the browse window and take you back into the D2L window of "upload a file." . Click "next".
   d. This will bring you to the edit page for the artifact you just uploaded. You can add a description, if desired.
   e. In the Tag box, add the "ISLLC standard (#)" in quote marks. See Figure 2. Click the "add tag" button when done.

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Figure 2

f. Repeat Step d to add the SREB standard # tag.
g. At the bottom of this screen, either click "add" to add just this artifact, or click the "add and new" button to add this artifact and continue to add another artifact.
h. The artifact will appear in your list of "my items." It is not yet saved into the EDL 555 Collection. See Figure 3.

Figure 3

2. Repeat Step 1 to save your Powerpoint presentations as "Presentations." Refer to Figure 4.

251
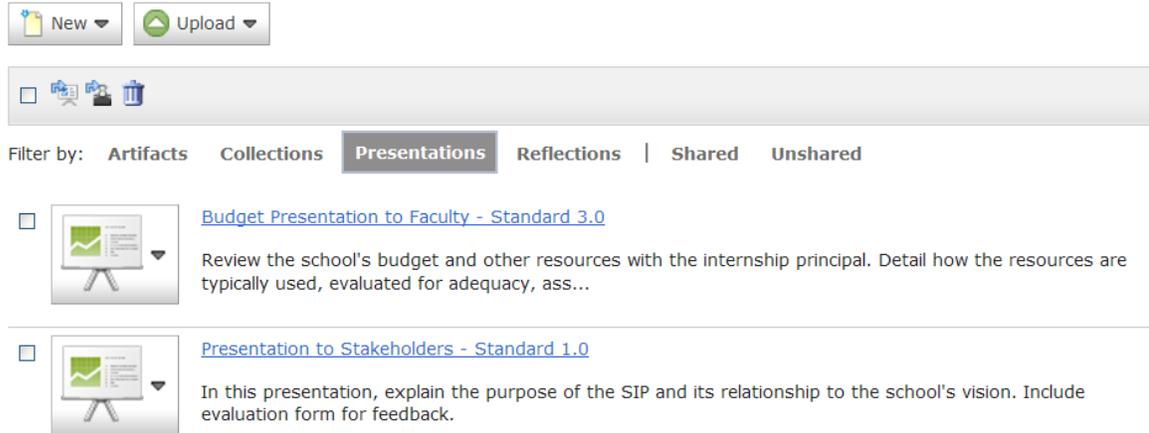
Figure 4

3. Repeat Step 1 to save your reflection papers as "reflections." Refer to Figure 5.

Figure 5
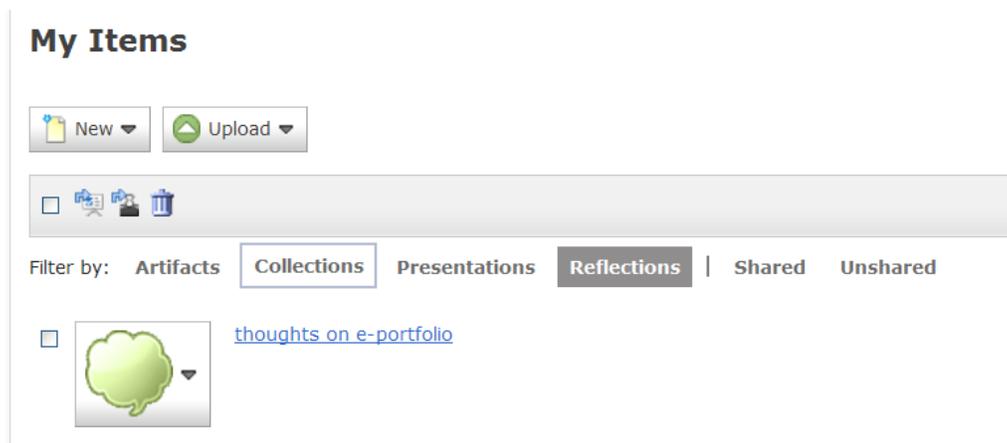
4. To save your documents into the EDL 555 collection, open each "artifact", "presentation" and "reflection" under the "edit mode". Use the drop –down arrow next to the icon to select "edit." Refer to Figure 6.

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Figure 6

5. Near the bottom of the page under the heading "Comments and Assessments", click on both "Comments: Allow others to add/view comments if they have sufficient permission" and "Assessments: Allow others to add/view assessments if they have sufficient permission." Refer to Figure 7.

Figure 7
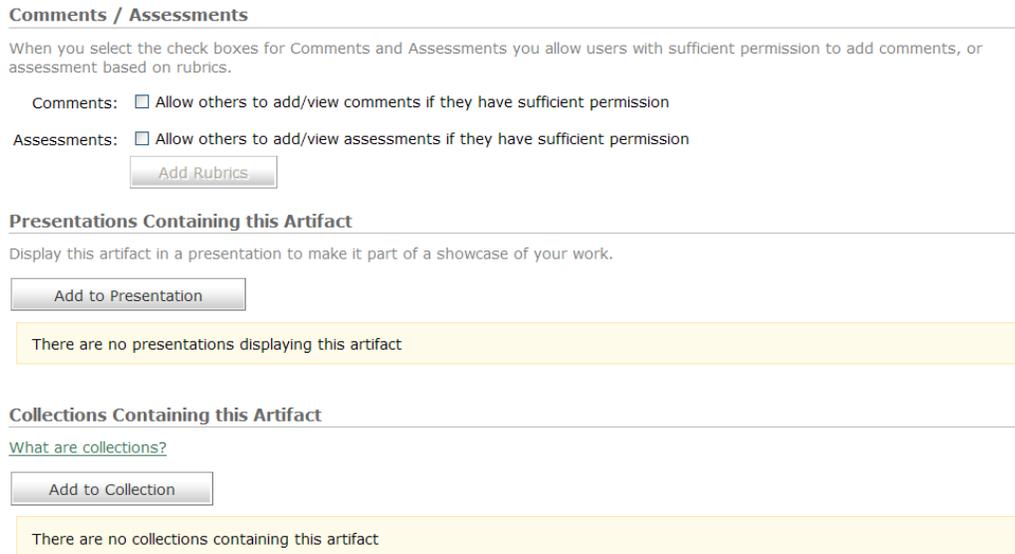
6. Continue down the screen and click the "Add to Collection" box. This will open a new window with a list of collections in your ePortfolio. Check the box next to EDL 555, click the "add" box in the lower right corner, and your artifact, presentation, or reflection will be copied into this collection.

To Share Your EDL 555 Collection with your Faculty Supervisor:

You will need to give access to your EDL 555 Collection with your Faculty Supervisor for continued review during the course of your Internship. To do this, follow these steps:

1. To share your EDL Collection, click on it to open it. Refer to Figure A below. Click on the Sharing button which is located in the horizontal bar menu.

Figure A
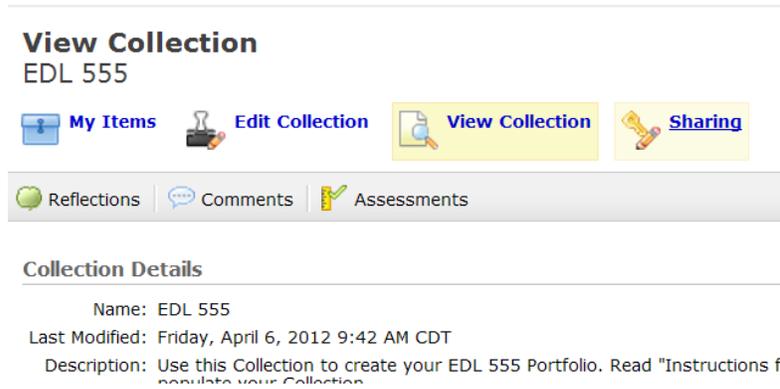
2. A new window will open. Make sure that the "Always Visible" button is checked. At the bottom of this window are the button options to "Add Users and Groups." Refer to Figure B.

Figure B
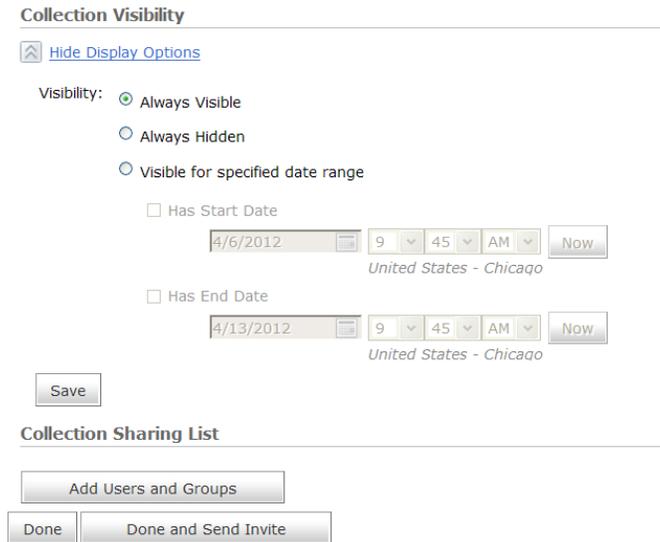
Click on the "Add Users and Groups" button. This will bring up a new window. Click on the "Users" tab and type in the name of the person with whom you want to share the collection, such as your Faculty Supervisor. Refer to Figure C.

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Figure C

3. A list of names will appear. The name you are searing for will appear in bold. Highlight that name and click the "Add" button in the lower left corner of this window.
4. A new window will appear that is titled "EDL-555 Sharing Setting". Make sure the "Always Visible" button is checked under the "Visibility" section. Scroll to the bottom of the window and click on the box next to the name of the person with whom you want to share your Collection. Click the "Done and Send Invite" button. This window will close.
5. Return to your ePortfolio Dashboard. Along the top horizontal menu is the "Invites" link. Refer to Figure D.

Figure D
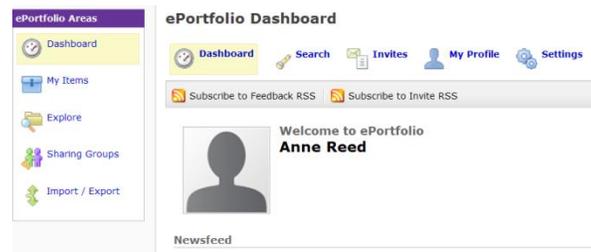
6. Click on the "invites" link. This will take you to a listing of the invites you sent to others as well as sharing invites sent to you. Refer to Figure E.

Figure E
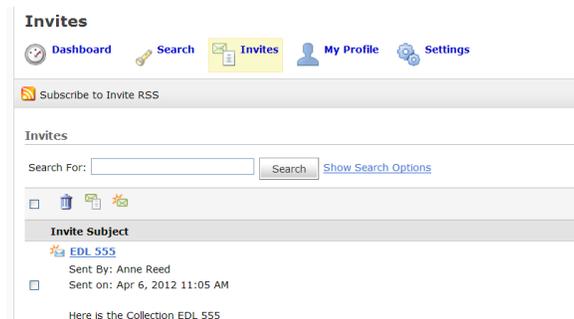
This page is a confirmation page for you that your Sharing was successful, as well as where you will access other files that have been shared with you.

Redesigning Principal Preparation Programs Recommendations

Robin Miller Young, Erika L. Hunt, and Lisa Hood

This toolkit highlights the work of four principal preparation programs in Illinois with developing the new P-12 Principal Endorsement. In doing so, the toolkit captures the commonalities and differences among the approaches taken by each program, including context as well as the outcome and products of the process. Each case study concludes with a list of innovative practices and includes an artifact appendix illustrating the redesign process and newly created program.

A review of the case studies and the artifacts provides the following conclusions from the work that occurred in Illinois among these four distinct programs.

Contexts: Institutional Vision, Geography, and Institutional and Community Partnerships

Each university/college had to first take into account its unique context and ensure that the redesign process would be a match for the context and that the product would meet the needs of the institutional partners and stakeholders. So the most broadly considered context of each participating program was the over-arching vision or philosophy of educator and school leader preparation of that particular institution, College of Education (or School of Education, in the case of Loyola), and/or department where the Principal Preparation Program was housed. For example, the Loyola redesign team ensured that their redesign work was founded on the principles in a document titled *Transformative Education in the Jesuit Tradition* and the ISU redesign team aligned their efforts with the College of Education's conceptual framework titled *Realizing the Democratic Ideal*. Similar efforts by the NCC and WIU redesign teams to conduct their redesign work in alignment with their institutional missions were also completed.

Second, the redesign work also reflected the unique geographic locations and institutional and community partners. For example, Loyola (Chicago) is a large, private institution located in a highly urban setting and has the Chicago Public Schools (CPS) and the Chicago Office of Catholic Schools (COS) as large institutional partners; North Central College (NCC) is also private, but the student population and campus are much smaller and it draws on three public school partnerships from the western Chicago suburban areas for support. In terms of the other two schools, Illinois State University (ISU) and Western Illinois University (WIU) are large state-supported institutions, and they have mid-size city school districts and rural areas of the state as outreach communities. ISU is working closely with the state of Illinois Regional Offices of Education (ROEs) as partners and WIU also has developed partnerships with public school superintendents and other stakeholders near each of its two campuses.

The development of authentic, collaborative, and productive long-term partnerships cannot be overstated, as they have four essential roles in the process to create school leaders. First, the potential partners were identified to assist in the initial steps of the redesign process. Once the partnership was created and the redesign process commenced, the lead redesign team member(s) examined the partnership relationship to determine how well it was working, to clarify roles and expectations, to ensure mutually beneficial inter-dependence and reciprocity, and to see if there were any other potential partners who needed to be brought into the redesign efforts. In some cases, the existing partnerships were expanded so that the partners could take on the additional roles of assisting in the Principal Preparation Program Redesign efforts (NCC, Loyola, and WIU). In other cases, partnerships were newly created for the purpose of completing the redesign work (ISU and Loyola, in the case of CPS). North Central College drew on its alumni and colleagues in its partnership districts to join its working groups, whereas others drew

on their alumni as part of a long-standing Program Advisory Group (WIU), as respondents to a Survey Monkey to aid in revising the coursework (ISU) and as future Internship coaches (Loyola), to name a few examples.

Second, beyond having input into the course content, proposed learning activities and class sequence, the partners are also involved, to a greater or lesser degree, with supporting teachers from their school districts as potential principal candidates, and matching candidates to practicum, clinical and internship experiences within and across the partnerships that might not be available within their own resources. The third very important role for the partners is to assist in creating the multifaceted internships so the candidates can be truly supported in gaining expertise in leading educational communities through the Preschool to Grade 12 continuum, including young children, English Language Learners (ELLs), and children and youth with disabilities. (See the Artifacts Appendix immediately following this section; Item 1 titled *3045 a 4 – A – G Assessments of McCormick Grant LINC Project – Final Glossary & Activities p – 12-19-11* and Item 2 titled *Glossary of Terms for Section 30 45 Assessment Rubric – 12-07-11 doc.*) Collaboration within and across institutional and community partners will be necessary to make sure that each intern can master the new state of Illinois requirements.

Finally, whether the partners are likely to hire many of the newly trained principals and the partners' assessment and evaluation of the principals' leadership skills will be the ultimate test of the redesigned program's quality and value. Each of the LINC Consortium members has planned for rigorous program evaluation and continuous improvement processes to be conducted, individualized to their specific Principal Preparation Program, their institutional parameters, and in alignment with targeted outcomes to be achieved with their institutional and community partners.

Redesign Team Composition, Leadership, and Within Institutional Partnerships

Each institution created its own "Redesign" team; in some cases, the team included all or almost all of the faculty in Educational Leadership and in other cases, only a few members of the Educational Leadership faculty were considered members of the core redesign team, and then the work of the core redesign team was intermittently shared with the rest of the department or program faculty for review. One of the challenges addressed in each institution's redesign effort was the designation of a lead person (or persons) to chair, direct and coordinate the redesign work. Many variables seemed to impact the designation of the redesign leader, including the person's role in the existing Principal Preparation Program, willingness to work on a multi-year program revision project with a corresponding shift in professional responsibilities, existing role as a liaison for institutional and community partnerships, knowledge and commitment to train leaders to serve the P-12 community, and experience meeting the educational needs of young learners, English Language Learners (ELLs), and children and youth with disabilities. Although the redesign team leaders had diverse teaching, research and service interests, they would all be characterized as bold leaders who understood completely the purpose of the state law, whole heartedly agreed with the vision to create a new kind of school leader, and were extremely capable in leading their colleagues strategically and with dogged determination and encouragement through the extremely difficult work. Moreover, they each saw this redesign as an opportunity to make their Principal Preparation Program more cohesive and more connected to the needs of their partner districts and used this redesign opportunity to accomplish that objective.

Each program's redesign work took place over several years and the leaders judiciously utilized skills to navigate the complicated interpersonal dynamics of various groups and teams

whose participants may have been willing and supportive members, or passive participants, or whose attitudes and actions served as obstacles to completing the team's work. Indeed, the team leaders were all skilled in moving beyond simply facilitating team work and they interacted with their colleagues and partners in a variety of situations, repeatedly and with integrity, in a style that eventually resulted in team ownership of the redesigned program. Other higher education institutions who are considering making changes to their leadership preparation program should consider identifying a redesign team leader who can "walk the walk" and "talk the talk" of courageous leadership.

One other essential skill demonstrated by the redesign leaders was the ability to reach outside their departments and programs to locate other faculty members within their institution who could support the redesign process. These leaders knew the strengths of their own faculty, areas in which the redesign work required additional faculty expertise and then how to locate the supplemental institutional resources they needed to make their redesign team stronger, more flexible, and more inclusive of divergent philosophies, educational experience and backgrounds. As an example, North Central reached out to a faculty member in the Department of Modern and Classical Languages to obtain support regarding instructional practices for ELLs. Additionally, Loyola retained faculty from the School Psychology, Special Education and Early Childhood Education program areas to provide expertise in data-based decision-making, Multi-tiered Systems and Support (RtI), and evidence-based instructional practices for young learners. Capably articulating the long-range vision of principals who can lead schools inclusive of divergent learners, looking past typical institutional walls to locate people who could help them achieve that vision, and then successfully on-boarding these new team members was another extremely important personal attribute of the redesign leaders.

Embracing a Change Process and the Collaborative Culture Expectation

A notable difference in terms of the redesign process is the degree to which the Colleges of Education (or the School of Education, in the case of Loyola), and the Leadership Departments had embraced a culture of change and continuous improvement before the redesign work began. In those cases where the institutional culture supported a regular process of examining programs and program components (NCC) or the Dean created an expectation for a new paradigm on the redesign before the redesign began (Loyola), the process moved along smoothly and achieved institutional approval in a timely fashion. Conversely, when the leadership faculty members were less often engaged in a frequent review of their programs and they felt a strong sense of ownership for the individual courses that they had been teaching, the redesign teams encountered more resistance to change. Institutions that are planning to engage in a revision of their Principal Preparation Programs would be well advised to assess the organizational cultures in which the revision process would have to be developed in order to strategically plan to address cultural challenges that could impede the forward progress of the revision work. Another cultural dimension to note is that of shared decision-making. The revision process seemed to work best when it was an iterative one (e.g., one that went through several changes) and when a core group completed a set number of tasks, and then brought back the revisions to a larger group. When a core group took on the bulk of the course revisions and then brought back the revised course proposals and asked for input from other stakeholders, members of the core group and the stakeholders seemed to feel a sense of shared ownership about the final product.

Coherence of Resulting Program

All of the faculty members that contributed to the content of this toolkit, shared that they think the redesigned programs are tighter, more cohesive and will provide for a more carefully constructed training experience for the principal candidates. Care was taken to ensure that the course content flows well from one course to another chronologically as well as at any one point in time (e.g., within any one semester), and that pre-requisite attitudes, skills and knowledge are carefully considered in deciding on a course sequence. This was accomplished in a number of ways that were unique to each program; some started with the end in mind (i.e., the internship) and then did a backwards design to ensure that the candidates were well prepared from the beginning of their course work to engage successfully in the internship experience. Others kept revisiting the Illinois School Code and various standards documents to guide their on-going redesign efforts. As a result, in some cases, entirely new courses were added to the preparation program in order to up-date the program based on new research findings (e.g., the ISU course on *Leading Learning for Stages of Mind*) or to meet the needs of principal candidates (e.g., the WIU course *Leading the Core Curriculum*).

Two other notable efforts were undertaken by members of the LINC Consortium to create greater integrity across the courses. As an example, NCC describes developing a "Master Course Outline" for each course and all faculty, regular and adjunct, will need to adhere to the textbook choices, assessments, etc., so that all students who enroll in that course will have highly similar, though not identical experiences. Another effort described by WIU to create greater cohesiveness is to cross-train the faculty to teach courses so that the faculty members have a greater awareness of the program content that precedes and/or follows a designated course and results in greater flexibility in assigning faculty to teach courses.

Leading Educational Communities: Young Children, ELLs, and Students with Disabilities

The four programs took divergent paths in order to tap resources that would help the program candidates meet the new state requirement of ensuring that the newly trained principals would be able to lead educational communities that span the Preschool through grade 12 age range, and address the unique instructional challenges of young children, ELLs, and students with disabilities. As noted above, some redesign team leaders reached out beyond their usual departmental and program boundaries to locate colleagues with special expertise. As illustrated by the Loyola Case Study, the team leaders arranged one-hour meetings with School of Education colleagues who had expertise in these areas, and they gathered ideas of class content, instructional activities and internship activities that would support the acquisition of targeted beliefs, skills and knowledge. As a result of warmly welcoming input and new ideas from these colleagues, the revised program is now richer with a tapestry woven from the enthusiastic participation, collaboration and expertise added by these individuals. Moreover, the input did not stop there. These colleagues from School Psychology, Special Education and Early Childhood Education remained on the core redesign team and continued attending LINC Consortium meetings to further strengthen and build the Principal Preparation Program foundation and to look for ways to collaboratively impact other Loyola offerings.

In addition to looking within their institutions, redesign leaders (WIU and NCC) also utilized existing resources such as the Leadership to Integrate the Learning Continuum Curriculum Module (http://leadershiplinc.illinoisstate.edu/LINC-Training/) that had been developed to support principal pre-service and in-service training on effective programming for young learners. In the case of NCC, the modules were opened in the on-line format as well as in a bound format and multiple learning objectives, instructional activities, pre-class meeting

assignments and assessment activities were all drawn from the LINC Curriculum Module and embedded into existing, targeted courses. The excerpted pieces fit so well into the NCC courses that there was not a need to recreate any other items from scratch to support the development of principals who can lead communities for young children. One of the NCC redesign team members who is an NCC alumnus was recently named as the new principal of a local district-operated, blended (e.g., "inclusive") early childhood education program and the NCC faculty members are looking forward to linking with the ECE program and its leader around internship possibilities for the NCC candidates. Finally, NCC, in partnership with its districts, is planning to conduct workshops to increase teacher competency on *Best Practices for Working with ELL and Bilingual Students* and an Illinois Administrative Leadership Academy titled *Building a Continuum of Learning: Early Childhood, English Language Learners, and Special Education*.

In Summary

From the start of the redesign process through the approval process and enrolling the first candidates, the four programs have been meeting the intention of the new Principal Preparation Program. That is, they have developed cohesive programs that are focused on (a) meeting the needs of their local districts as consumers and that are designed to (b) help principals be instructional leaders, meeting the teaching and learning needs for all students. Readers who are planning to embark on a journey to redesign their Principal Preparation Program would be well advised to learn lessons from these pioneers in the redesign work.

<div align="center">

Artifact Appendix Index

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Item 1 = *3045 a 4 – A – G Assessments of McCormick Grant LINC Project – Final Glossary*
& Activities jp – 12-19-11

Item 2 = *Glossary of Terms for Section 30 45 Assessment Rubric – 12-07-11 doc*

Section 30.45, a), 4), A, B, C, D, E, F, & G Internship Assessment Rubric

Introduction

Purpose

All Principal Preparation Programs in Illinois are required to address the specific rules regarding program assessments under Section 30.45 and specifically those rules in Section 30.45, a), 4), A, B, C, D, E, F, & G. The following assessment rubric specifies how programs can 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 Assessment Rubric

Assessments

As defined by Public Law 096-0903 in Section 30.45, a), 4), A, B, C, D, E, F, & G students enrolled in approved Principal Preparation Programs must be evaluated on the seven defined areas in that section. The following seven (7) assessments have been developed to add additional focus to the 3 Internship Assessments (when possible) that are already required during the internship program. Each assessment is "aligned" to a "focus area" of one of the three required assessments. The following demonstrates that alignment:

Scoring Guide Section 3.B Specific Areas to Assess: [Rules 30.45 (a) (4)]	Assessment:
A) use 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;	**(Focus Area: 1.3)** **A)** Work with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan including using student data to work collaboratively with teachers to evaluate and modify curriculum and instructional strategies to meet the needs of each student, including ELLs, at-risk early childhood students, and students with disabilities and to incorporate the data into the School Improvement Plan.

The first column spells out the rule requirement to be assessed during the internship. The second column is the assessment to assess the requirement. The assessment is *an addition* to Focus Area 1.3 of Assessment #1:

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.

While intern candidates are working on Focus Area 1.3 assessment activity, they can also work on the assessment to demonstrate that they are meeting A) "use 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."

Intended Use

While the attached assessments and scoring guide 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.

Principal Preparation Program Internship Assessments for 30.45 a), 4), A, B, C, D, E, F, and G

[Developed by the McCormick Grant LINC Project]

Scoring Guide Section 3.B Specific Areas to Assess: [Rules 30.45 (a) (4)]	Assessment:	Scoring Guide: Meets the Expectation	Scoring Guide: Does Not Meet the Expectation
A) use 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;	**(Focus Area: 1.3)** **A)** Work with faculty or faculty teams to create, implement, and formatively evaluate the school improvement plan (SIP). Use student data to work collaboratively with teachers to evaluate and modify curriculum and instructional strategies to meet the needs of each student, including ELLs, at-risk early childhood students, and students with disabilities and to incorporate the data and methods for improvement into the School Improvement Plan.	**A.1)** The candidate provides evidence of working with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan. The plan includes student data that teachers collaboratively used to modify curriculum and instructional strategies to meet the needs of each student and incorporated the data into the School Improvement Plan;	The candidate does not provide evidence of working with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan that includes use of student data by teachers working collaboratively to modify curriculum and instructional strategies to meet the needs of each student;
		A.2) The candidate provides evidence of working with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan. The plan includes student data that teachers collaboratively used to modify curriculum and instructional strategies to meet the needs of ELL students and incorporated the data into the School Improvement Plan;	The candidate does not provide evidence of working with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan that includes use of student data by teachers working collaboratively to modify curriculum and instructional strategies to meet the needs of ELL students;
		A.3) The candidate provides evidence of working with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan. The plan includes student data that teachers collaboratively used to modify curriculum and instructional strategies to meet the needs of at-risk early childhood students and incorporated the data into the School Improvement Plan;	The candidate does not provide evidence of working with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan that includes use of student data by teachers working collaboratively to modify curriculum and instructional strategies to meet the needs of at-risk early childhood students;
		A.4) The candidate provides evidence of working with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan. The plan includes student data that teachers	The candidate does not provide evidence of working with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan that includes use of student data by teachers working

Standard	(Focus Area)	Provides evidence	Does not provide evidence
		collaboratively used to modify curriculum and instructional strategies to meet the needs of students with disabilities and incorporated the data into the School Improvement Plan;	collaboratively to modify curriculum and instructional strategies to meet the needs of students with disabilities;
B) evaluate 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);	**(Focus Area: 3.1)** **B)** 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. Include in this process the evaluation of the use of a wide range of printed, visual, and auditory materials and online resources appropriate to the content areas and the reading needs and developmental levels of each student (including early childhood students, ELLs, students with disabilities, and struggling and advanced readers) to ensure their use in the school.	**B.1)** The candidate provides evidence of the ability to evaluate a school to ensure the use of a wide range of printed, visual, and auditory materials and online resources appropriate to the content areas and the reading needs and developmental levels of each student including ELLs; **B.2)** The candidate provides evidence of the ability to evaluate a school to ensure the use of a wide range of printed, visual, and auditory materials and online resources appropriate to the content areas and the reading needs and developmental levels of each student including students with disabilities; **B.3)** The candidate provides evidence of the ability to evaluate a wide range of printed, visual, and auditory materials and online resources appropriate to the content areas and the reading needs and developmental levels of each student including early childhood students to ensure their use in the school; **B.4)** The candidate provides evidence of the ability to evaluate a wide range of printed, visual, and auditory materials and online resources appropriate to the content areas and the reading needs and developmental levels of each student including struggling and advanced readers to ensure their use in the school.	**B.1)** The candidate does not provide evidence of the ability to evaluate a school to ensure the use of a wide range of printed, visual, and auditory materials and online resources appropriate to the content areas and the reading needs and developmental levels of each student including ELLs; **B.2)** The candidate does not provide evidence of the ability to evaluate a school to ensure the use of a wide range of printed, visual, and auditory materials and online resources appropriate to the content areas and the reading needs and developmental levels of each student including students with disabilities; **B.3)** The candidate does not provide evidence of the ability to evaluate a wide range of printed, visual, and auditory materials and online resources appropriate to the content areas and the reading needs and developmental levels of each student including early childhood students to demonstrate their use in the school; **B.4)** The candidate does not provide evidence of the ability to evaluate a wide range of printed, visual, and auditory materials and online resources appropriate to the content areas and the reading needs and developmental levels of each student including struggling and advanced readers to demonstrate their use in the school.
C) in conjunction with special education and bilingual education teachers,	**(Focus Area: 3.1)** **C)** Investigate, define, and delineate the	**C.1)** Working in conjunction with general education teachers the candidate provides evidence of the ability to identify and select assessment strategies and devices that are	Working in conjunction with general education teachers, the candidate is unable to provide evidence of the ability to identify and select assessment strategies and devices that are

identify and select assessment strategies and devices that are nondiscriminatory to be used by the school, 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;	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. Work in conjunction with general education, certified staff, special education, and bilingual education teachers to identify and select assessment strategies and devices that are nondiscriminatory and that are to be used by the school (while taking into consideration the impact of disabilities, methods of communication, cultural background, and primary language) to measure the knowledge and performance of students. Include this work in the systems improvement processes.	C.2) Working in conjunction with certified staff the candidate provides evidence of the ability to identify and select assessment strategies and devices that are nondiscriminatory to be used by the school (while taking into consideration the impact of disabilities, methods of communication, cultural background, and primary language) for measuring knowledge and performance of students. The activity is included in the systems improvement processes;	nondiscriminatory to be used by the school (while taking into consideration the impact of disabilities, methods of communication, cultural background, and primary language) for measuring knowledge and performance of students and was unable to include this activity in the systems improvement processes;

Working in conjunction with certified staff, the candidate is unable to provide evidence of the ability to identify and select assessment strategies and devices that are nondiscriminatory used by the school (while taking into consideration the impact of disabilities, methods of communication, cultural background, and primary language) for measuring knowledge and performance of students and was unable to include this activity in the systems improvement processes; |
| | | C.3) Working in conjunction with special education teachers the candidate provides evidence of the ability to identify and select assessment strategies and devices that are nondiscriminatory to be used by the school (while taking into consideration the impact of disabilities, methods of communication, cultural background, and primary language) for measuring knowledge and performance of students. The activity is included in the systems improvement processes; | Working in conjunction with special education teachers, the candidate is unable to provide evidence of the ability to identify and select assessment strategies and devices that are nondiscriminatory used by the school (while taking into consideration the impact of disabilities, methods of communication, cultural background, and primary language) for measuring knowledge and performance of students and was unable to include this activity in the systems improvement processes; |
| | | C.4) Working in conjunction with bilingual education teachers the candidate provides evidence of the ability to identify and select assessment strategies and devices that are nondiscriminatory to be used by the school (while taking into consideration the impact of disabilities, methods of communication, cultural background, and primary language) for measuring knowledge and performance of students. The activity is included in the systems improvement processes; | Working in conjunction with bilingual education teachers, the candidate is unable to provide evidence of the ability to identify and select assessment strategies and devices that are nondiscriminatory used by the school (while taking into consideration the impact of disabilities, methods of communication, cultural background, and primary language) for measuring knowledge and performance of students and was unable to include this activity in the systems improvement processes; |

	(Focus Area: 3.1)		
D) work with teachers to develop a plan that 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);	D) 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. Working with teachers and utilizing the systems investigation processes, produce an improvement plan that focuses on the needs of the school to support services required to meet individualized instruction for students with special needs including students with IEPs, IFSPs (Individualized Family Service Plans), or Section 504 plans; ELLs; at-risk early childhood students; and students identified as gifted.	**D.1)** Working with teachers and utilizing the systems investigation, the candidate produces an improvement plan that focuses on improvement of the needs of the school to support services required to meet individualized instruction for students with special needs with IEPs, IFSPs, or Section 504 plans. As evidence of this work, a written plan is submitted to the faculty for consideration, review and comment.	Working with teachers and utilizing the systems investigation, the candidate was unable to produce a plan that focuses on improvement of the needs of the school to support services required to meet individualized instruction for students with IEPs, IFSPs, or Section 504 plans. Little or no evidence of this work, such as a written plan, was able to be submitted to the faculty for consideration, review and comment.
		D.2) Working with teachers and utilizing the systems investigation, the candidate produces an improvement plan that focuses on improvement of the needs of the school to support services required to meet individualized instruction for ELL students. As evidence of this work, a written plan is submitted to the faculty for consideration, review and comment.	Working with teachers and utilizing the systems investigation, the candidate was unable to produce a plan that focuses on improvement of the needs of the school to support services required to meet individualized instruction for ELL students. Little or no evidence of this work, such as a written plan, was able to be submitted to the faculty for consideration, review and comment.
		D.3) Working with teachers and utilizing the systems investigation, the candidate produces an improvement plan that focuses on improvement of the needs of the school to support services required to meet individualized instruction for at-risk early childhood students. As evidence of this work, a written plan is submitted to the faculty for consideration, review and comment.	Working with teachers and utilizing the systems investigation, the candidate was unable to produce a plan that focuses on improvement of the needs of the school to support services required to meet individualized instruction for at-risk early childhood students. Little or no evidence of this work, such as a written plan, was able to be submitted to the faculty for consideration, review and comment.
		D.4) Working with teachers and utilizing the systems investigation, the candidate produces an improvement plan that focuses on improvement of the needs of the school to support services required to meet individualized instruction for students identified as gifted. As evidence of this work, a written plan is submitted to the faculty for consideration, review and comment.	Working with teachers and utilizing the systems investigation, the candidate was unable to produce a plan that focuses on improvement of the needs of the school to support services required to meet individualized instruction for students identified as gifted. Little or no evidence of this work, such as a written plan, was able to be submitted to the faculty for consideration, review and comment.
E) proactively serve all	(ISLLC Standard 6.0)	**E.1)** The candidate provides evidence of proactively serving all students and their	The candidate does not provide evidence of proactively serving all students and their

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students and their families with equity and honor and advocate on their behalf, ensuring an opportunity to learn and the well-being of each child in the classroom;	**E)** Demonstrate understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies. Include in this demonstration your ability to proactively serve all students (including Early Childhood) and their families with equity and honor and advocate on their behalf, ensuring an opportunity to learn and the well-being of each child in the classroom.	families and advocating on their behalf for an opportunity to learn and for the well-being of each child in the classroom. Written evidence of an event or series of events where the candidate advocated for a student or students, family or families, or caregiver or caregivers is verified by the mentor principal. **E.2)** The candidate provides evidence of proactively serving Early Childhood students and their families with equity and honor on their behalf for an opportunity to learn and for the well-being of each child in the classroom. Written evidence of an event or series of events where the candidate served student or students, family or families, or caregiver or caregivers with equity and honor is verified by the mentor principal.	families and advocated on their behalf for an opportunity to learn and for the well-being of each child in the classroom. Little or no evidence, documented in writing, is verified by the mentor principal of an event or series of events where the candidate advocated for a student or students, family or families, or caregiver or caregivers. The candidate does not provide evidence of proactively serving Early Childhood students and their families with equity and honor on their behalf for an opportunity to learn and for the well-being of each child in the classroom. Little or no evidence, documented in writing, is verified by the mentor principal of an event or series of events where the candidate served student or students, family or families, or caregiver or caregivers with equity and honor.
F) analyze and use student information to design instruction that meets the diverse needs of students and leads to ongoing growth and development of all students; and	**(Focus Area: 1.4)** **F)** 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 including the analysis and use of student information to design instruction that meets the diverse needs of students and leads to ongoing growth and development of all students (including early childhood and gifted students).	**F.1)** The candidate provides clear evidence of working 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; this includes the analysis and use of student information to design instruction that meets the diverse needs of students and leads to ongoing growth and development of all students (including early childhood and gifted students).	The candidate does not provide clear evidence of working 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; the inclusion of the analysis and use of student information to design instruction that meets the diverse needs of students and leads to ongoing growth and development of all students (including early childhood and gifted students) is lacking in content and quality.
G) recognize the individual needs of students and work with special education and bilingual education teachers to develop school support	**(Focus Area: 1.4)** **G)** Work with faculty or faculty teams to gather and examine data to assess progress on the SIP and make	**G.1)** The candidate provides clear evidence of working 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. Included in the	The candidate is unable to provide clear evidence and had difficulty in working 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.

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.	recommendation is the recognition of the individual needs of students by working with general 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.	The inclusion in the recommendation of the recognition of the individual needs of students by working with general 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 was lacking and of poor quality.
recommendations for improvements or modifications to the SIP for the following year. This work includes the recognition of the individual needs of students by working with general education, certified staff, 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.	**G.2)** The candidate provides clear evidence of working 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. Included in the recommendation is the recognition of the individual needs of students by working with certified staff 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.	**G.2)** The candidate is unable to provide clear evidence and had difficulty in working 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. The inclusion in the recognition of the individual needs of students by working with certified staff 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 was lacking and of poor quality.
	G.3) The candidate provides clear evidence of working 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. Included in the recommendation is the recognition of the individual needs of students by working with special 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	**G.3)** The candidate is unable to provide clear evidence and had difficulty in working 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. The inclusion in the recommendation of the recognition of the individual needs of students by working with special 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.	development and to students with diverse learning needs was lacking and of poor quality.
		G.4) The candidate provides clear evidence of working 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. Included in the recommendation is the recognition of the individual needs of students by working with 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.	The candidate is unable to provide clear evidence and had difficulty in working 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. The inclusion in the recommendation of the recognition of the individual needs of students by working with 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 was lacking and of poor quality.

Glossary of Terms for Section 30.45 Internship Assessment Rubric:

At-Risk Early Childhood Students: Children ages birth to 5 who have at least one risk factor in their lives that is linked with lower school and life success. The following are examples, though not an exhaustive list: At least one disability, home language other than English, does not live with both parents, either parent emigrated in past 5 years, family income below $10,000, neither parent/guardian employed, social/emotional/behavior/health problems, parental substance abuse/mental health issues, domestic violence exposure, children in welfare settings, children of ethnic minority

Bilingual Education Teacher: Persons who have a bachelor's degree in bilingual education, are certified/licensed in bilingual education, and primarily work with students who have no or limited English proficiency.

Certified staff: Staff members who are credentialed and certified to work with specific populations within the school. Examples: speech-language pathologists, paraprofessional special education aides

ECE (Early Childhood Education): The program of development that typically addressed children ranging in ages 3 to 6

ECSE (Early Childhood Special Education): Early childhood special education as defined by the federal law known as the Individuals with Disabilities Education Act (IDEA) is for 3-, 4- and 5-year-old children with disabilities who are provided a free and appropriate public education in accordance with their individual needs.

ELL (English Language Learner): A person who is in the process of acquiring English and has a first language other than English. Also called **ESL** (English as a Second Language), Culturally and Linguistically Diverse (**CLD**), and Limited English Proficient (**LEP**).

General Education: The program of education that typically developing children should receive, based on state standards and evaluated by the annual state educational standards test

IEP (Individualized Education Plan): A legal document that details what special education services a child will receive and why. It will include the child's classification, placement, services such as a one-on-one aide and therapies, academic and behavioral goals, a behavior plan if needed, percentage of time in regular education, and progress reports from teachers and therapists.

IFSP (Individualized Family Service Plan): A legal document that details the early intervention services a birth to age 2 child will receive and why.

Section 504 Plan: A plan designed to accommodate the unique needs of an individual with a disability, as required by the American with Disabilities Act (ADA). Children who have disabilities, but whose disabilities do not interfere with their ability to progress in general education are not eligible for special education services, may be entitled to a 504 Accommodation Plan.

Special Education: Specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability. (IDEA)

Students Identified As Gifted: Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities (current federal definition)

Students with Disabilities: Students with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and who, by reason thereof, needs special education and related services. (IDEA)

Types of ELL/Bilingual Instruction:

- TBE – Transitional Bilingual Education
- TPI – Transitional Program of Instruction
- SOIP – Sheltered Instruction Observation Protocol
- SDAIE – Specifically Designed Academic Instruction in English

Activities to Match the 30.45 a), 4), A, B, C, D, E, F, and G Assessments:

Scoring Guide Section 3.B Specific Areas to Assess: [Rules 30.45 (a) (4)]	Assessment:	Activities:
A) use 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;	**(Focus Area: 1.3)** **A)** Work with faculty or faculty teams to create, implement, and formatively evaluate the school improvement plan (SIP). Use student data to work collaboratively with teachers to evaluate and modify curriculum and instructional strategies to meet the needs of each student, including ELLs, at-risk early childhood students, and students with disabilities and to incorporate the data and methods for improvement into the School Improvement Plan.	Work with faculty or a faculty team at your school to evaluate the School's Improvement Plan. Be sure the plan includes: (1) use of student data; (2) teachers working collaboratively to evaluate and modify curriculum and instructional strategies; (3) the needs of each student, including ELLs, at-risk early childhood students, and students with disabilities are met. Lastly, incorporate the evaluation findings into the School Improvement Plan.
B) evaluate 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);	**(Focus Area: 3.1)** **B)** 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. Include in this process the evaluation of the use of a wide range of printed, visual, and auditory materials and online resources appropriate to the content areas and the reading needs and developmental levels of each student (including early childhood students, ELLs, students with disabilities, and struggling and advanced readers) to ensure their use in the school.	Evaluate in writing and prepare a report concerning the systems and factors within your school that provide for a wide range of printed, visual, and auditory materials and online resources appropriate to the content areas and the reading needs and developmental levels of each student (including ELLs, students with disabilities, early childhood students, and struggling and advanced readers) and the methods/procedures to ensure their use in the school.

	(Focus Area: 3.1)	Work in conjunction with general education, certified staff, special education, and bilingual education teachers to identify and select assessment strategies and devices that are nondiscriminatory and that are to be used by the school. Evaluate these assessment strategies and devices taking into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students. Include this evaluation into a report on the school's systems improvement processes.
C) in conjunction with special education and bilingual education teachers, identify and select assessment strategies and devices that are nondiscriminatory to be used by the school, 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;	**C)** 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. Work in conjunction with general education, certified staff, special education, and bilingual education teachers to identify and select assessment strategies and devices that are nondiscriminatory and that are to be used by the school (while taking into consideration the impact of disabilities, methods of communication, cultural background, and primary language) to measure the knowledge and performance of students. Include this work in the systems improvement processes.	
D) work with teachers to develop a plan that 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);	**(Focus Area: 3.1)** **D)** 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. Working with teachers and utilizing the systems investigation processes, produce an improvement plan that focuses on the needs of the school to support services required to meet individualized instruction for students with special needs including students with IEPs, IFSPs (Individualized Family Service Plans), or Section 504 plans; ELLs; at-risk early childhood students; and students identified as gifted.	Working with teachers and utilizing the systems investigation process, produce a plan that focuses on the needs of the school to support services required to meet individualized instruction for students with special needs including students with IEPs, IFSPs (Individualized Family Service Plans), or Section 504 plans; ELLs; at-risk early childhood students; and students identified as gifted.

E) proactively serve all students and their families with equity and honor and advocate on their behalf, ensuring an opportunity to learn and the well-being of each child in the classroom;	**(ISLLC Standard 6.0)** **E)** Demonstrate understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies. Include in this demonstration your ability to proactively serve all students (including Early Childhood) and their families with equity and honor and advocate on their behalf, ensuring an opportunity to learn and the well-being of each child in the classroom.	Document in writing your work to advocate for and/or influence local, state, and/or national educational policy/policies that affect students, including but not limited to: all students (including Early Childhood) and their families with equity and honor and advocate on their behalf, ensuring an opportunity to learn; and the well-being of each child in the classroom.
F) analyze and use student information to design instruction that meets the diverse needs of students and leads to ongoing growth and development of all students; and	**(Focus Area: 1.4)** **F)** 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 including the analysis and use of student information to design instruction that meets the diverse needs of students and leads to ongoing growth and development of all students (including early childhood and gifted students).	Work with faculty or faculty teams at your school 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 that includes the analysis and use of student information that is used to design instruction to meet the diverse needs of students and leads to ongoing growth and development of all students; but, especially early childhood and gifted students.

(Focus Area: 1.4)	
G) recognize the individual needs of students and work 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.	**G)** 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. This work includes the recognition of the individual needs of students by working with general education, certified staff, 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.	Work with faculty or faculty teams at your school to gather and examine data to assess progress on the SIP and make recommendations for improvements. This includes the recognition of the individual needs of students and the school's support systems so that students receive differentiation 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.

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