

CHICAGO STATE UNIVERSITY

College of Education
Graduate Programs in Education Department

Candidate Handbook

MASTER OF ARTS

IN

EDUCATIONAL LEADERSHIP & ADMINISTRATION

**PRINCIPAL ENDORSEMENT
(23 Illinois Administrative Code 30)**

Revised Fall 2012, 2013, 2014, 2015, 2016

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OVERVIEW

This Handbook is designed to provide candidates with information about the requirements of the Principal Preparation Program at Chicago State University. From time to time, curricular changes may occur. The program will make every effort to disseminate such changes in a timely manner; however, it is the responsibility of students to become aware of, and adhere to, those changes.

Candidates successfully completing a principal preparation program shall obtain a principal endorsement on a Professional Educator License and are eligible to work as a

- principal,
- assistant principal or
- in related or similar positions (Section 21B-60 of the School Code; also see 23 Ill. Adm. Code 25.337).

Chicago State University Mission

Mission Statement

Chicago State University (CSU) is a public, comprehensive university that provides access to higher education for students of diverse backgrounds and educational needs. The university fosters the intellectual development and success of its student population through a rigorous, positive, and transformative educational experience. CSU is committed to teaching, research, service and community development including social justice, leadership and entrepreneurship.

Vision Statement

Chicago State University will be recognized for innovations in teaching and research, and in promoting **ethical leadership, entrepreneurship, and social and environmental justice**. We will embrace, engage, educate, and empower our students and community to **transform lives locally and globally**.

Core Values

Chicago State University values:

- Intellectual development
- Creative and innovative thinking and learning
- **Dignity and unique talents of all persons**
- Responsible choices and actions
- Personal and academic excellence
- Personal, professional and academic integrity
- Diversity
- Leadership, service, philanthropy, social justice, and entrepreneurship
- **Pride in self, community and the university**
- Lifelong learning

Chicago State University was founded as a teacher training school on September 2, 1867. Today, the University is a fully accredited public, urban institution located on 161-picturesque acres in a residential community on Chicago's South side. CSU is governed by a Board of Trustees appointed by the Governor of Illinois. The University's five colleges—Health Sciences, Arts and Sciences, Business, Education and Pharmacy—offer 36 undergraduate and 25 graduate and professional degree-granting programs. CSU also offers an interdisciplinary Honors College for students in all areas of study and has a Division of Continuing Education and Nontraditional Degree Programs that offers extension courses, distance learning and not-for-credit programs to the entire Chicago community.

Vision, Mission and Beliefs/Core Values of the College of Education

Shared Vision

The vision of the College is to be a global leader that *informs* and *transforms* education. On a daily basis, we move closer to realizing this vision by developing and delivering programs for education professionals who demonstrate (a) **best practices in teaching and assessment**, (b) critical thinking and knowledge through research and scholarship, and (c) service through outreach efforts. The College's vision supports the University's vision to: (1) be recognized for innovations in research, and promoting ethical leadership, entrepreneurship, and environmental and social justice and (2) embrace, engage, educate, and empower our students and community to transform lives locally and globally.

College Mission

Our mission is to provide quality programs and services that prepare education professionals (teachers, counselors, diagnosticians, school leaders, librarians, information specialists, leisure personnel and others) to plan, organize, deliver, assess, support and oversee instruction and related activities. The College is committed to fostering effective research and practices in settings with significantly diverse populations. Our mission supports CSU's mission as a public, comprehensive University that provides access to higher education for students of diverse backgrounds and educational needs. The University fosters the intellectual development and success of a diverse student population through a rigorous, positive, and transformative educational experience. CSU is committed to teaching, research, service, and community development including social justice, leadership, and entrepreneurship.

College Beliefs

The College's beliefs support the University's core values. The matrix that follows shows alignment of the seven (7) College beliefs with the ten (10) University core values.

College Goals

We strive to reach the following six (6) goals, which emerged from our vision, mission and beliefs:

COE-Goal 1: Recruit, retain, credential and graduate the best candidates appropriate to our mission.

COE Goal 2: Involve faculty, staff, candidates, alumni, community groups, and other stakeholders in research and scholarly activities that advance knowledge in the education profession.

COE Goal 3: Establish and nurture relationships with educational, business, industrial, governmental and other stakeholders.

COE Goal 4: Assist throughout the campus with financial and related supports needed to optimize accountability and efficiencies, advance giving, remain compliant and enhance student learning.

COE Goal 5: Provide quality academic programs and services that advance social and environmental justice, entrepreneurship and cultivate excellence that support our candidate's persistence to certification and graduation.

COE Goal 6: Attract and retain outstanding faculty and staff.

The College's goals are translated into measurable key performance indicators (KPIs) that are reviewed each semester to determine if we are on target. Results of KPI measures are communicated in the College's annual Key Performance Indicator (KPI) report. Performance indicators provide measures of progress that inform changes made to improve programs and operations.

College of Education Conceptual Framework

Our P—A—C—T—S Conceptual Framework provides the shared vision, mission, philosophy, purpose, goals and standards for preparing educators to work in P-12 schools. It communicates the knowledge bases, including theories, research, and the wisdom of practice. Five critical themes synthesize our conceptual framework to express what we do on a daily basis to prepare our candidates:

- (P) Professionals,
- (A) Assessment,
- (C) Content knowledge,
- (T) Technology and
- (S) Standards.

The themes, represented by the PACTS acronym, express how our teacher educators and other personnel prepare our candidates to support student learning. On a daily basis, we use best practices as the platform from which we:

1. Develop knowledge, skills and dispositions that characterize professional education personnel;
2. Assess our candidates' competencies and prepare them to assess the abilities of students;
3. Develop content and pedagogical knowledge among our candidates;
4. Model the use of technology as tools that prepare candidates to effectively and efficiently facilitate learning;
5. Adhere to standards when designing and redesigning programs to insure best practices inside and outside the classroom.

Our P--A-- C--T--S acronym serves an added purpose of offering five alphabetical indicators for the College's motto: We **P**repare **A**ll **C**andidates **T**o **S**upport student learning.

Accreditation

The College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). As of July 2103, NACTE has been merged with the Teacher Education Accreditation Council (TEAC) to form the Council for the Accreditation of Educator Preparation (CAEP), the new, sole specialized accreditor for educator preparation.

Initial certification programs that have NCATE/CAEP-approved specialty organizations and have received national accreditation include:

- ✓ Early Childhood Education (National Association for the Education of Young Children-NAEYC),
- ✓ Bilingual and Elementary Education (Association for Childhood Education International-ACEI),
- ✓ Special Education (Council for Exceptional Children-CEC),
- ✓ Physical Education (American Alliance for Health, Physical Education, Recreation, and Dance; and National Association for Sport and Physical Education),
- ✓ Secondary Biology and Chemistry (National Science Teachers Association-NSTA),
- ✓ Secondary English (National Council of Teachers of English-NCTE),
- ✓ Secondary Geography and History (National Council for the Social Studies-NCSS), and
- ✓ Secondary Mathematics (National Council of Teachers of Mathematics-NCTM).

All teacher education programs are approved for certification by the Illinois State Board of Education (ISBE).

All advanced certification programs are approved by the National Council for the Accreditation of Teacher Education.

PRINCIPAL ENDORSEMENT

Master of Arts in Educational Leadership and Administration

Purpose

The purpose of the M.A. in Educational Leadership and Administration is to prepare individuals for educational administrative and supervisory positions. In addition, the program also prepares graduates for professional opportunities associated with higher education entry and mid level administrative or research positions.

Principal Endorsement Option

Goal

The goal of the PRINCIPAL ENDORSEMENT option is to prepare teachers to become effective instructional and urban school transformational leaders. (23 Illinois Administrative Code 30)

Features of the Principal Endorsement Option

The Principal Endorsement Option is primarily designed to meet the needs of two groups of individuals seeking preparation for education administrative roles.

One group consists of those who do not currently hold Master's degrees (36 credits hours). Such individuals seek admission to the sequence of courses leading to the Master of Arts degree in Educational Leadership and Administration with an Option in Principal Preparation. The Principal Preparation Option leads to the State of Illinois Administrative Endorsement for Principals.

The second group consists of those who already hold a graduate degree and are seeking the Principal Endorsement-only (27 credit hours).

Section 25.337 Principal Endorsement (2013)

- a) This endorsement is required for principals and assistant principals.
- b) A principal endorsement shall be affixed to a professional educator license provided that the candidate successfully completes each of the requirements specified in 23 Ill. Adm. Code 30 (Programs for the Preparation of Principals in Illinois) or has completed a comparable approved program in another state or country or holds a comparable certificate or license issued by another state or country (see Section 25.425). For the purposes of this subsection (b), "comparable" means:
 - a. The out-of-state program is offered by an institution that has received approval under Subpart C to offer a principal preparation program (see 23 Ill. Adm. Code 30); or
 - b. The individual seeking the endorsement has had his or her coursework and preparation program reviewed by an institution approved to offer a principal preparation program in Illinois; has successfully completed any deficiencies in that preparation that the institution has identified, as applicable; and has been recommended for entitlement by that institution.

- c) Each candidate shall have four years of teaching or, until June 30, 2019, working in the capacity of school support personnel in a public school or nonpublic school recognized by the State Board of Education [105 ILCS 5/21B-25] in accordance with 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools), which must have been accrued while the individual held a valid professional educator license endorsed in a teaching field (early childhood, elementary, secondary, special K-12 or special preschool-age 21) or for school support personnel.
- d) An individual holding a general administrative endorsement issued pursuant to Section 25.335 of this Part may have that endorsement converted to a principal endorsement in accordance with the process set forth in Section 21B-25 of the School Code [105 ILCS 5/21B-25]. (Source: Amended at 39 Ill. Reg. 6649, effective April 27, 2015)

Application Procedures

Applicants must be admitted to the program. Once admitted, an advisor is assigned and a Student Study Plan is completed. The student is then ready to enroll in the courses offered by the university.

For admission to the program the applicant should contact the Office of Graduate Admissions at Chicago State University at (773) 995-2404 and request an application packet. The admissions procedures are specified in the application packet. Applicants may also access admission application materials on CSU's web site at www.csu.edu/admission.

Admission Requirements

The principal preparation program is open to highly-qualified, certified teachers with at least three years of teaching experience at time of admission, who have been recommended to the principalship by their supervisors, and who are approved by a program advisory board that represents all partners.

General Admission Requirements

To be considered for admission into the program, applicants must submit **ALL** of the following:

1. A completed application form;
2. A non-refundable application fee of \$30;
3. Two official transcripts of all undergraduate and graduate work. To be eligible for admission to the university as a graduate student, an applicant must hold a Bachelor's degree from an accredited college or university. Additionally, all entering graduate students are required to have a minimum GPA of 3.0 (full admission) or 2.75 (conditional admission) for the last 60 hours of their undergraduate/graduate academic record.

Specific Requirements

In addition to the University's general requirements, the applicant must have:

1. Two letters of recommendation from school administrators or supervisors who are familiar with the candidate's work;
2. Three (3) years of full-time teaching or school support at the K-12 level in a public, private or parochial school setting;
3. A valid and current Illinois professional educator license endorsed in a teaching field; or until June 30, 2019, endorsed in a school support personnel area; and
4. Proof of passing the Illinois Test of Academic Proficiency (Basic Skills). Applicants may

provide, in lieu of the TAP, an ACT plus Writing composite score of 22 or higher or an SAT composite (math/critical reading) score of 1030 or higher.

5. Applicants who meet these general requirements will be invited (a) to present a professional portfolio, and (b) submit an on-site written response to a scenario.

Verification of Applicants' Achievements

The goal of the program is to recruit the highest caliber possible of teachers who have both instructional and administrative leadership. The goal is also to recruit teachers who have the potential of becoming strong transformational leaders. Appendix M displays the rubric that will be used by the admissions committee to evaluate candidate's credentials. The candidate will submit an electronic portfolio that includes the following:

1. A video of candidate teaching and participating in a leadership activity;
2. Two letters of recommendation from supervisors (i.e., assistant/principals) that attest to candidate's potential as a principal;
3. A minimum of two teaching performance evaluations by a principal; conducted within the last five years. Evaluations of the candidate's teaching abilities from supervisors must attest to students' academic growth;
4. Evidence of leadership roles held and descriptions of the impact the candidate has had on the classroom, school or district, or the constituents served;
5. A sample of an analysis of classroom data 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;
6. Evidence of the candidate's work with families and/or community groups and a description of how this work affected instruction or class activities;
7. 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
8. Evidence of curriculum development, student assessments, or other initiatives that resulted from the candidate's involvement on school committees.

Interview and Written Response

After the committee has determined that the portfolio is "acceptable," and the rest of the application packet (completed application, GPA, transcripts, teaching certificate, passing basic skills test, three years of certified teaching), applicants who meet all the requirements will be invited for:

1. An on-site written response to a scenario in which they demonstrate their leadership capabilities;
2. An oral presentation of the written response to a scenario. The interview will be conducted with a minimum of two faculty and CLC partners; and
3. A presentation of the electronic portfolio.

The oral presentation will be a response to a scenario. A sample scenario could read,

As a new principal, you have received news that your school's budget will be significantly lower in the forthcoming year. You may be faced with an increase in class sizes, a salary freeze, and the possibility of 2 extracurricular activities being removed. With potential pressure from families and teachers, explain what you would do to quell an adverse communication climate, and provide 1 positive opportunity that could arise from these circumstances.

The final recommendation for admission will be made by the admissions committee, composed of

faculty members from the program.

Program Completion Requirements

Candidates must, prior to graduation and licensure, fulfill the following general requirements:

- ✓ The final summary of courses must be completed and approved by the program coordinator.
- ✓ The candidate must successfully complete all required credit hours for the program.
- ✓ The candidate must complete a yearlong, intensive internship experience over three semesters (ELCF 5345-5346-5347).
- ✓ The three internships must be completed within 24 months. A petition to extend the internship beyond 24 months must be submitted to the program advisory committee.
- ✓ All candidates must successfully complete the Comprehensive Examination.
- ✓ The candidate must pass the content area test for principals (Subtests 195 and 196).
- ✓ The candidate must successfully pass the teacher evaluation training.
- ✓ All candidates for the MA degree must complete a Master's Thesis/Project.
- ✓ All coursework for the degree, including transfer credits, must have been completed within the six years allowed for program completion.
- ✓ The final assessment professional portfolio must be submitted through LiveText and approved by the assigned Faculty Supervisor.
- ✓ Each candidate must be evaluated on professional dispositions through LiveText.

Transfer Credit

A maximum of nine (9) credit hours of graduate courses from accredited colleges or universities may be accepted toward meeting degree requirements (12 credit hours from Chicago State University). The Students are advised to follow the procedures for transfer credits as set forth by the College of Education. Please see your advisor. Students must submit two official copies of transcripts for the evaluation of transfer credits.

The candidate will be required to submit a copy of the catalogue description of the course(s) to be transferred. Program advisors will review all transcripts provided for transfer credit consideration.

Other Course-Related Policies

- ✓ No candidate shall receive more than one-third of coursework from the same instructor.
- ✓ No more than 80% of program coursework shall be taught by adjunct faculty.
- ✓ Each full-time faculty in program and each faculty supervisor shall participate in training required for evaluation of certified personnel.

Descriptions of Core Courses

The principal endorsement is offered as part of the MA in Educational Leadership and Administration (36 credit hours). Candidates with Master's degrees may opt to do the endorsement-only, or 27 credit hours.

Listed below are the required courses for the concentrations. The core course descriptions align with the eight state requirements for redesigned Principal Endorsement programs.

*Component 1. State and federal laws, regulations, and case law affecting Illinois public schools.
Component 2. State and federal laws, regulations and case law regarding programs for students with disabilities and English language learners.*

ELCF 5335. School Law for Exceptional and General Education (3 credits)

Course Description: Specially designed for the practical application of special education law and general educational law. Key content areas related to the legal system, role of the federal, state and local governments; the legislative process; school governance; school policies/rules and regulations; church and state; civil rights; students/parents' rights/responsibilities; teacher/faculty and administrators' rights/responsibilities; collective negotiations; torts/contracts; and legal research are covered. Selected legal principles/statutes, case law and law agencies, which affect all levels of Illinois public learning institutions, are also analyzed.

Focuses on state and federal laws and regulations pertaining to educating learners with special needs, the implementation of special education services, the understanding of teaching as a profession, and leadership and professional roles of educators in special education. Additional information pertaining to appropriate ethical principles and standards special educators have to abide to, and professional conduct, growth, and development, including analysis of organizational and financial structures of special education programs at the federal and state level will also be covered. **Class activities** focusing on **legal case reviews**, **professional development plan**, and **philosophy of education statement** will be completed under the supervision of the departmental faculty. (ISLLC 4, 5, 6)

ELCF 5375. Managing Fiscal Resources and Operations (3 credits)

(Components 1 & 2. 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)

Course Description: A comprehensive overview of the funding of public education in Illinois and the United States. It is an interdisciplinary attempt (incorporating historical, political, economic, legal, social, and philosophical foundations) to provide school administrators with a clear understanding of the financing of public education and the issues and controversies confronting the financing of American education today. (ISLLC 3,5, 6)

Component 3. Use of technology for effective teaching and learning and administrative needs.

ELCF 5725: Technology for Effective Teaching and Administration (3.0 credit hours).

Course Description: Use of technology for effective teaching, learning, and administrative needs. The utilization of technology to enhance decision-making, institute long-term planning, regulate the day-to-day operations of the organization. The infusion of technology in the school curriculum, supervision and professional development of teachers who use technology in the classroom, distance education, and provisions for technology funding and infrastructure. (ISLLC 1,2,3,4,6).

Component 4. Use of a process that determines how a student responds to scientific, research-based interventions that are designed to screen students who may be at risk of academic failure; monitor the effectiveness of instruction proposed for students identified as at risk; and modify instruction as needed to meet the needs of each student.

ELCF 5150: Leadership in Implementing Research-Based Best Practices (4 Credits, 20 Field Hours).

Course Description: Examines characteristics of high quality, scientific and research-based practices and interventions, the alignment of instruction to the Common Core State Standards (CCSS), and how to assist and support teachers in the use of high quality, standards-based and scientifically based instructional practices and assessments. Provides an overview of the use of quantitative and qualitative data to inform instructional and policy decisions, and leadership on the development of data driven action plans for continuous improvement while meeting the needs of a diverse student body. Emphasis on techniques and leadership competencies to screen students who may be at risk of academic failure; monitoring of the effectiveness of instruction proposed for students identified as at risk; and modifying instruction to meet the needs of each student. (ISLLC/IPSSL 1,2,3)

Component 5. Understanding literacy skills required for student learning that are developmentally appropriate (early literacy through adolescent literacy), including assessment for literacy, developing strategies to address reading problems, understanding reading in the content areas, and scientific literacy.

Component 6. Understanding numeracy skills and working collaboratively across content areas to improve problem-solving and number sense at all grade levels.

ELCF 5245 Leadership in Scientifically Based Literacy and Numeracy Instruction and Assessment (4 Credits/20 Field Hours).

Course Description: Examines characteristics of high quality, data-driven instruction and assessment practices in both literacy and numeracy; the alignment of literacy and numeracy instruction to the common core state standards (CCSS); and the assistance and support of teachers in the use of high quality, standards-based and scientifically based literacy and numeracy instructional practices and assessments. Provides an overview of the use of formative and summative assessment and evaluation aligned to the CCSS literacy and numeracy standards, the use of quantitative and qualitative data to inform instructional and policy decisions, and leadership on the development of data driven literacy and numeracy action plans for school transformation and continuous improvement while meeting the needs of a diverse student body. (ISLLC 2, 4, 6)

Component 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.

ELCF 5985 Leadership in Creating a Peaceful and Productive School Climate (3 Credits).

Course Description: Designed to provide research-based methods for building character and improving achievement in young people by teaching self-respect, self-discipline and responsibility. The course addresses some of the most challenging issues in teaching, discipline, and motivation. It provides a process for integrating strategies for dealing with these challenges into school curricula. This course will focus on: personal, diversity, social, and legal ramifications associated with sexual harassment, health and wellness for staff and students, bullying, and cyber-intimidation. Students will gain a workable knowledge of the body of research that supports teaching character education across the curriculum. (ISLLC/IPSSL 1,4,5,6)

Component 8. The process to be used to evaluate certified staff in accordance with the provisions of Section 24A-3 of the School Code [105 ILCS 5/24A-3].

ELCF 5235: Administration and Supervision of Exceptional and General Education Programs (4 Credit Hours; 20 Hours/Field)

Course Description: This course is designed to focus on principles and problems involved in the evaluation, supervision, and administration of exceptional and general education programs, and certified staff. Information covered will pertain to procedures for developing the capacity for distributed leadership, in addition to obtaining, allocating, aligning, and efficiently utilizing human, fiscal, and technological resources. Emphasis will also be placed on strategies for supervising instruction, techniques for promoting and protecting the welfare and safety of students and staff, and procedures for ensuring teacher and organizational time is focused to support quality instruction and student learning. **Training in teacher evaluation is practiced in this course. A Professional Development Plan**, completed under the supervision of the departmental faculty, will be required in this course. (ISLLC 4)

Other Courses

ELCF 5661: Introduction to Educational Research (2 Credit Hours)

Course Description: This course is designed to cover information related to major steps involved in conducting research, creation of research questions/objectives and hypotheses, operational definitions of research constructs, sampling methods, experimental research, internal and external validity, procedures for selecting measuring instruments, basic psychometric and statistical methods, data analysis, qualitative and quantitative inquiry, mixed methods research, and survey, case-study, and action research methods. (ISLLC 1,3,4,6)

ELCF 5662: Master's Thesis/Project: Proposal Writing (2 Credit Hours)

Course Description: This course is designed to cover information related to procedures for planning, designing, organizing, and managing a Master's level thesis/capstone project. Students will be required to develop a proposal for their own thesis/capstone project, the first step required in the fulfillment of their degree requirements. This

proposal will serve as the framework for completing the Master's thesis/project.

ELCF 5663. Master's Thesis/Capstone Project (2 Credit Hours)

Course Description: This course is designed to provide candidates with the opportunity to demonstrate their ability to plan, conduct, and critically examine research reports, and then, present a scientific investigation of relevance to their field of specialization by carrying out, analyzing, and completing the collection of data needed for their Master's thesis/capstone projects.

ELCF 5348 Internship I (2 X 3 Credit Hours)

Course Description: The internship is a "sustained, continuous, structured and supervised experience lasting no more than 24 months" (23 Illinois Administrative Code 30) in which the candidate engages in performance of various aspects of the role and is gradually introduced to the full range of responsibilities associated with the role. Internships take place in all types of situations and settings. The internship is **a minimum of 240 hours, conducted over 3 semesters, for 2 credit hours per semester, for a total of 6 credit hours.** The candidate will work under the direction of an internship mentor and a faculty supervisor to demonstrate comprehensive understanding and performance in (1) data analysis, school improvement, and conducting the school improvement plan (SIP) process (to the extent possible), (2) conducting teacher hiring, faculty evaluation, and professional development, and (3) conducting school-wide management of personnel, resources, and systems for adequacy and equity. Candidate must successfully pass the **Training in Evaluation of Certified Staff** and the **Illinois Licensure Test for Principals (Subtests 195 and 196)** to receive full credit for the course.

Components of Internship & Field Experience Requirements

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

Definitions

Field Experience

Candidates will receive 20 hours of course-embedded field experiences in each of three designated courses—ELCF 5150, 5235 and 5245. Under the direction of course instructors and principal mentors, candidates will seek permission from their principals to conduct activities that help them apply theories, skills and methods learned in class. These activities will be conducted in candidates' schools, or at other sites selected with the assistance of the principal mentors and the instructors. Candidates will complete logs of activities, and use the five internship rubrics to check their completion.

Internship

Purpose of Internship: The primary objectives of the internship are:

To experience the realities of the principalship by applying previous classroom knowledge to actual principal-like situations;

To gain practical experience in applying administrative skills, techniques, and theory through

working with professional administrators;

To gain *problem-based experiences in strategic leadership, instructional leadership, organizational leadership, and political and community leadership.*

To practice *problem-based learning in an authentic supervised environment.*

More broadly, the purpose of the internship is to (1) provide opportunities to work with and learn from administrators in public schools, social service agencies, and other public and private organizations, and (2) serve as a catalyst for professional growth and development based on standards and tailored to help the candidate meet the state requirements for a principal endorsement.

Internship Activities

Under the direct supervision of a principal mentor and a faculty supervisor, candidates will receive the following components of internship experience, namely, engagement of the candidate in:

1. Instructional activities that involve teachers at all grade levels (i.e., P-12), including teachers in general education settings;
2. Instructional activities that involve teachers at all grade levels, including teachers in special education settings;
3. Instructional activities that involve teachers at all grade levels, including teachers in bilingual education settings;
4. Instructional activities that involve teachers at all grade levels, including teachers in gifted education settings;
5. The observation of the hiring of teachers, other certified staff, and noncertified staff;
6. The observation of supervision and evaluation of teachers, other certified staff, noncertified staff;
7. The development of a professional development plan for teachers; and
8. Leadership opportunities to demonstrate that the candidate meets the required competencies described in the Illinois Internship Assessment Rubric.

Both supervisors will be jointly selected by the program and cooperating districts and schools.

Note: The internship does not include activities that are not directly related to the provision of instruction at the school (e.g., supervision of students during lunch or recess periods, completion of program coursework).

Standards: The internship is based upon the following leadership standards:

- Interstate School Leaders Licensure Consortium (ISLLC) Standards
- Southern Regional Education Board (SREB) 13 Critical Success Factors
- Illinois Professional School Leader Standards (IPSLS)
- Illinois Professional Teaching Standards (IPTTS)

Time and Scheduling Factors: The following scheduling options will be offered:

- Before/After Working Hours
- Prep Periods
- Professional or Personal Days
- Holidays/Breaks
- Project Release Option
- Summer
- **Minimum of 240 hours**

Role and Responsibility of the Internship (Principal) Mentor

1. Principal mentors will work directly with candidates to observe specific tasks related to meeting the critical success factors and essential competencies referenced in Section 30.30(b)(3) of the rules.
2. Internship mentors will work directly with candidates to ensure that they participate in specific tasks related to meeting the critical success factors and essential competencies referenced in Section 30.30(b)(3) of the rules.
3. Internship mentors will work directly with candidates to ensure that they take the lead in specific tasks related to meeting the critical success factors and essential competencies referenced in Section 30.30(b)(3) of the rules.
4. Internship mentors will work with the program to ensure that candidates are placed in schools and sites that allow them to have the full length of the internship experience (Pre-K to Grade 12 programs, regular education programs, programs for children with special needs, English Language Learners, and children classified as gifted).
5. No mentor shall have more than two candidates assigned during any one 12-month period of an internship (exception for third candidate).

Qualifications of the Internship Mentor (Section 30.40)

The principal of the school internship site

1. holds a valid and current administrative certificate endorsed for general administrative or principal pursuant either to 23 Ill. Adm. Code 25.335 or 25.337; or
2. if the internship site is located in another state, holds a valid and current administrative certificate that is comparable to the required Illinois administrative certificate issued by the state in which the internship site is located; or
3. in the case of a nonpublic school, either holds a valid and exempt Illinois administrative certificate that is registered and endorsed for general administrative or principal pursuant either to 23 Ill. Adm. Code 25.335 or 25.337.
4. In all cases, the principal shall have three years of successful experience as a building principal as evidenced by relevant data, including data supporting student growth in two of the principal's previous five years, and formal evaluations or letters of recommendation from former supervisors.

Qualifications of Faculty Supervisors

Each faculty supervisor:

1. holds a valid and current administrative certificate endorsed for general administrative or principal pursuant either to 23 Ill. Adm. Code 25.335 or 25.337; or

2. if the internship site is located in another state, holds a valid and current administrative certificate that is comparable to the required Illinois administrative certificate issued by the state in which the internship site is located; or
3. in the case of a nonpublic school, either holds a valid and exempt Illinois administrative certificate that is registered and endorsed for general administrative or principal pursuant either to 23 Ill. Adm. Code 25.335 or 25.337.
4. In all cases, the faculty supervisor shall have three years of successful experience as a building principal as evidenced by relevant data, including data supporting student growth in two of the principal's previous five years, and formal evaluations or letters of recommendation from former supervisors.

Faculty Supervisors/Coaches' Duties

Faculty supervisors will

1. conduct at least four face-to-face meetings with the internship mentor at the internship site of each candidate;
2. observe, evaluate and provide feedback at least four times a year to each candidate about the candidate's performance on those measures which align to the final assessments;
3. host three seminars each year for candidates to discuss issues related to student learning and school improvement arising from the internship; and
4. work in collaboration with internship mentors to complete the assessment of the candidate's performance during the internship.
5. have no more than 36 candidates during any on 12-month period of an internship.

Assessment of Internship Experiences

Overview

The Principal Preparation Program will assess the candidate's level of knowledge, abilities gained and dispositions demonstrated as a result of the candidate's participation in the internship requirements. Three statewide assessments are included in this section:

- *Assessment 1:* The candidate conveys an understanding of how the school's mission and vision affect the work of the staff in enhancing student achievement. Demonstrates understanding and ability to perform activities related to data analysis, planning a SIP and communicating information about the SIP.
- *Assessment 2:* The candidate demonstrates a comprehensive understanding of the process used for hiring staff who will meet the learning needs of students.
- *Assessment 3:* The candidate demonstrates the ability to understand and manage personnel, resources and systems on a school-wide basis to ensure adequacy and equity.
- *Assessment of the IEP, IFSP, Section 504 Plan, Gifted Education, and English Language Learner Competencies (Additional institutional assessment):* The candidate demonstrates a thorough understanding of the requirements for and development of individualized education programs.
- *Critical Success Factors:* Each candidate shall participate in, and demonstrate mastery of, the 36 activities listed in *SREB Critical Success Factors for Principals* document.

Internship Assessment Procedures

The following instruments will be used to assess candidates' performance during course-embedded field experiences and internship experiences.

Illinois Principal Endorsement Program Internship Assessment Rubrics

Internship candidates will be assessed on the Illinois Principal Endorsement Program Internship Assessment Rubrics. **The principal mentor and faculty supervisor will** rate a candidate's demonstration of having achieved the competencies listed in Section 30.45 (a)(1) through (a)(3) as "meets the standards" or "does not meet the standards" in accordance with Section 30 of the rules:

1. A candidate must achieve a "meets the standards" on each assessment in order to successfully complete the internship.
2. A candidate who fails to achieve a "meets the standards" on any of the three areas of assessment may repeat the tasks associated with the failed competency at the discretion of the Principal Endorsement program.

The candidate will discuss the contents of the internship and the use of the Illinois Principal Endorsement Program Internship Assessment Rubrics during the internship orientation session toward the end of the first 20 weeks. This assessment will be used with the first three assignments of the internship. The faculty supervisor will first discuss the instruments with the candidates during a campus orientation meeting. Then the candidate will meet with his/her principal mentor, where s/he will discuss leadership activities to be conducted. Thirdly, the candidate will invite the faculty supervisor to come to meet both the candidate and his/her principal mentor on-site.

Assessment of the IEP, IFSP, Section 504 Plan, Gifted Education, and English Language Learner Competencies

This assessment will be used both for the Internship to ensure that each candidate has acquired the competencies below.

The principal mentor and faculty supervisor will each rate the extent to which candidate demonstrates the following competencies:

- uses student data to collaborate with teachers in modifying curriculum and instructional strategies to meet the needs of each student including ELLs, students with disabilities, and gifted student and to incorporate the data collected into the School Improvement Plan;
- evaluates a school to ensure the use of a wide range of printed, visual, or auditory materials and online resources appropriate to the content areas and the reading needs and levels of each student including ELLs, students with disabilities, and struggling as well as advanced readers;
- works with special education and bilingual education teachers to identify and select assessment strategies and devices that are nondiscriminatory and to take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students leading to school improvement;
- works with teachers to develop a plan focusing on the needs of the school in supporting services required to meet individualized instruction for students with special needs, i.e., students with IEPs, IFSPs, or Section 504 plans, ELLs, and students identified as gifted;
- serves all students and their families with equity and honor and advocates on their behalf to ensure a school system of accountability for every student's academic and social success;
- analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and development of all students; and
- recognizes the individual needs of students and works with special education and bilingual education teachers to develop school support systems to differentiate strategies, materials, pace, levels of complexity, and language to teach students at varying levels of development and to accommodate students with diverse learning needs.

Assessment of the SREB Critical Success Factors (Section 30.45)

Faculty supervisors and principal mentors will meet with candidates. During the meeting, candidates

will self-assess their performances on the 13 SREB critical success factors and the 36 corresponding activities. Candidates' self-ratings will be compared with those of their faculty supervisors and principal mentors. Using the SREB Critical Success Factors, each candidate will be expected to demonstrate a

- “participation” level in 100 percent of the 36 activities associated with the 13 SREB critical success factors;
- “leadership” level in 80 percent of the 36 activities associated with the 13 SREB critical success factors;

Failure to demonstrate a participation level in all 36 activities and a leadership level in 80% of the 36 activities associated with the 13 SREB critical success factors will result in the candidate's repetition of the internship.

This assessment will be used both for the Field Experience portion of the program, and at the end of the program as a culminating appraisal.

- **(P) Participating:** The candidate had the opportunity to join/share in the activity and decision-making resulting from it. One hundred percent of the competencies must be completed at the participation level.

- **(L) Leading:** The candidate had the opportunity to plan, direct and develop activities and oversee decision-making that may be required by or result from the activity. Eighty percent of the competencies must be completed at the leading level.

Master's Thesis/Project

Purpose

The purpose of the Thesis/Project/Extensive Review of Literature is to afford the graduate student an opportunity to contribute to the scholarly body of work within one's own discipline. *Students have the option to complete an Extensive Review of the Literature Report or a Thesis/Project. This is the Educational Leadership and General Administration Programs version of the guidelines to assist students in completing this requirement.* While the scope of the knowledge base of any one discipline is vast, the Thesis/Project displays a focused inquiry into one aspect that the graduate student finds most compelling. It highlights the graduate student's ability to:

- Display a variety of thinking skills necessary to organize, analyze and synthesize an answer to one's most compelling question;
- Display content knowledge base of a particular focus in sufficient depth;
- Share understandings and original perspectives using a strong command of standard written English.

The Graduate Thesis/Project/Extensive Review of Literature is the culminating activity to the graduate's program of study and is a requirement for program completion.

Definition

A Master's Thesis is defined as an in-depth scholarly written project, pertaining to the systematic study of a significant problem related to one's field of education. This thesis clearly identifies the problem; states the major assumptions; explains the significance of the undertaking; sets forth sources for and methods of gathering data; and then analyzes and describes data collected, and offers a conclusion and recommendations.

To put it briefly, a Master's thesis must “*evidence originality, critical and independent thinking, appropriate organization and format, clarity of purpose, and accurate and thorough documentation*” (CSU, 2010- 2012 Graduate Catalog).

Some examples of Master's thesis topics are:

- A study to determine teachers' attitudes to new teacher evaluation
- A study to examine/investigate/identify the perceptions of teachers regarding the effectiveness of teacher strikes
- A research study to examine and better understand the causes or effects of absenteeism among homeless children
- A study to explore the association(s)/relationship(s) between parental involvement and student achievement
- A study to examine the impact of school grading policies on student learning
- A study to explore/identify the roles and responsibilities of partnerships in the preparation and development of principals
- A study of the roles and responsibilities of mentors in the preparation of principals
- A study to explore and better understand the characteristics of effective urban principals
- A study to examine the differences and similarities in perceptions among teachers, parents and principals regarding student discipline

A Master's Project is defined as an in-depth scholarly written project, pertaining to a significant applied research problem related to one's field (e.g., educational leadership and administration). This project must clearly evidence originality and independent thinking; provide a rationale for focusing on the topic of interest; describe the project's significance; set forth the objectives/goals that are designed to be met by doing this project; provide a description of methods for gathering and analyzing information collected; review and summarize information collected; conclude; and then provide a detailed plan/recommendations specifying how information summarized/collected can be used in solving real-world problems.

To put it briefly, a Master's project is an *applied research project designed to address* practical questions and involves the completion of a **professional creative** product. Professional creative products require necessary technical expertise in order to address or solve real-world problems that result in products of some kind. The project is the culmination of a candidate's study in his/her academic program and should reflect what he/she has learned in the program.

Here some examples of topics related to a Master's project:

- Develop a new orientation program/handbook for new teachers/staff.
- Develop program/policy manual to reduce absenteeism, tardiness, and/or behavioral problems.
- Develop an implementation plan for in-service programs for professional staff.
- Develop/Revise/Evaluate curriculum in a particular academic area in terms of outcomes set by the school district.
- Develop guidelines for curriculum review process.
- Develop an in-service plan to educate faculty on adopted board policies.
- Develop a plan to publicize staff and student accomplishments.
- Review and analyze the district's enrollment projections for the next five years.
- Examine and compare the budgets of building in the district and compare and contrast the similarities and differences.
- Revise/Develop School/District Recruitment Handbook.
- Develop a grant proposal individually or with team of writers.

- Review reports of attendance and/or participation at conferences/seminars/etc.
- Develop a community involvement plan or special services plan for the school/school district.

An Extensive Review of Literature, or literature review as an end in itself, is a critical analysis of published sources (literature) on a topic. The purpose of an extensive literature review is to summarize, classify, compare and evaluate those sources in order to

- Determine what has already been written on a topic
- Provide an overview of key concepts
- Identify major relationships or patterns of what has been published
- Identify strengths and weaknesses of the conclusions and methodologies
- Identify any gaps in the research
- Identify any conflicting evidence
- Provide a solid background to a the purpose of the investigation at hand

The first step in conducting an extensive literature review is to operationally define the topic at hand, describe the nature of the problem, state research questions and the significance of studying the topic.

The second step is to describe the process one uses in determining what has been written on the topic—databases (ProQuest, LexisNexis, EBSCOHOST, ERIC, PsychoINFO, EDUTECH, Education Virtual Library, Electronic dissertations and theses, Books 24/7), key words, dissertations, professional organizations (NCPEA, UCEA, AREA), refereed publications, conference proceedings, magazines, etc.— the process one uses to evaluate those sources (i.e., comparing and contrasting methodologies, findings and recommendations; classifying the sources by period of publication and by research question; identifying emerging themes; identifying conflicting findings or limitations, etc.), and the process one uses in presenting the findings (i.e., cross-tabulations, chronological summaries, classification by relevance, frequency counts of sources in publications, etc.).

The third step is to report the findings of the assessment and evaluation of the published sources by research question. Finally, one should be able to draw conclusions, make recommendations, and state implications of the findings for educational leadership and administration.

As such, conducting an extensive literature review should be more than writing a term position paper. The rigor and discipline used both in framing the purpose of the study and exhaustively identifying what has been published on a topic and, then, evaluating those sources are the key to an effective extensive literature review. The initial search will yield in the range of thousands and thousands of sources. It is the task of the researcher to narrow the hits with criteria such as relevance to one's field or timeliness. The researcher at the Master's level should be able to evaluate a minimum of 30 sources.

Example

Let's assume that the researcher is proposing to **examine the effects of team-teaching on student learning**. The researcher will first define team-teaching and student learning and put them in context (who uses, how widespread, what the policies are, how long the practice has been used, etc.). Then s/he will describe the nature of the problem at hand (e.g., reported criticism of team-teaching, reported challenges, issues with the practice, existence of conflicting variances of the practice, etc.). The problem undoubtedly will lead the researcher to state the purpose for examining the problem through an extensive literature review, together with key research questions s/he wants to address. The methodology section will then describe the process s/he will use to exhaustively identify and

effectively evaluate sources that can provide answers to the research questions. See steps below.

Comprehensive Examination

Guidelines

- The comprehensive examination is developed, administered, read, and graded by the faculty of the Graduate Programs in Education (GPE) Department.
- Typically, students are not permitted to take the comprehensive examination until 24 credit hours of the required courses have been completed. Courses accepted for transfer credit may be counted toward the 24 credit hour minimum provided that they match your program's approved list of required courses of the program. Once this requirement has been met, the student should submit his/her application to take the comprehensive examination to his/her advisor for approval. The advisor, in turn, forwards the approved application to the GPED Department Chair.
- The comprehensive examination is based on the required courses in the program and activities conducted during the internship.
- Each examination consists of three (3) topic areas drawn from the required courses, one from each of the three internship focus areas (see Illinois Principal Endorsement Program Endorsement Internship Rubric). The student must answer one question in each of the three focus areas.
- To pass the examination, candidates' responses for all three focus areas are evaluated as "Meets the Standard" on all five criteria--(1) Content, (2) Process, (3) Outcomes, (4) Products, and (5) Quality.
- Faculty at Chicago State University complete the blind evaluations.
- If the candidate **fails two** or more questions, he/she must answer all three questions at the next test administration, which will occur the following full semester (Note: there is no comprehensive examination administration during the summer semester).
- If the candidate **fails one** of the three, he/she must answer a question from the same category at the next test administration, which will occur the following semester.

Principles

Please refer to the following principles, which further explain the policy.

Principle 1: the student cannot take the examination more than three (3) times.

Principle 2: any topic area failed twice requires repeating a course with a final grade of "B" or better in that topic area prior to the third administration of the comprehensive examination.

Principle 3: repeated administrations of the comprehensive examination shall include questions from topic area(s) failed under prior administrations of the exam.

Principle 4: failure to pass the comprehensive examination at the third trial renders the candidate ineligible for the degree.

Principle 5: the comprehensive examination must be repeated within a year from the previous administration.

Comprehensive Examination Review Plan for Principal Preparation

- Coursework is designed to prepare students to take the Graduate Programs in Education comprehensive examination and the State of Illinois certification examination. Formal review sessions for the comprehensive examination are presented twice a year. The State Certification examination is administered several times a year. Candidates may obtain information concerning test dates, study guide and test results at the following web site: <http://www.il.nesinc.com>.
- The review sessions are designed to prepare students who will be taking the comprehensive examinations. The students will receive information regarding the format, testing procedures and grading. This is an opportunity to ask general questions. In addition, the students will also receive materials to help them study for the examinations. Materials include sample questions and answers, a sample exam, and instructions for the day of testing.

Professional Portfolio

During the last semester in the program, and as a requirement for graduation, principal candidates are required to complete and submit a professional portfolio in LiveText. The program recognizes that current hiring procedures for principals often require submission of a professional portfolio. Candidates submit an organized, goal-driven documentation of their professional growth and achieved competence in the field of school leadership in the form of logs of activities, reflections and artifacts for all projects conducted during the internship and coursework.

The portfolio is tangible evidence of the wide range of knowledge and competencies that the candidate possesses as a growing professional. What's more, artifacts in the portfolio are self-selected, thus demonstrating candidates' individuality and autonomy.

The Professional/Internship Portfolio for Principal Endorsement has the following components (**in LiveText**):

- A. Identifying Information: name, program, etc.
- B. Resume (highlight leadership roles, community involvement, and instructional leadership)
- C. Licensure Test Results: Illinois Principal Test: The Principal as Instructional Leader Subtests 195 and 196
- D. Certificate of training in evaluation of certified staff (Printout from candidate's Educator Licensure Information System record)
- E. Internship Logs (Internship minimum: Internship 240 clock hours; Course-Embedded Field-60 Clock Hours: Total 300 Hours)
- F. Internship Evaluation by the Mentor (1-Illinois Principal Endorsement Internship Assessment Rubrics)
- G. College of Education PACTS Framework: Candidates define each concept represented in PACTS: Professionalism-Assessment-Content-Technology-Standards

- H. Introduction (A brief summary of the contents selected for the purpose and the rationale for selecting them)
- I. Candidate's philosophy of transformational urban school leadership (may have been developed in one of the courses)
- J. Internship reflections and artifacts (candidates attach their internship journal entries and artifacts to this section)
 - a. Focus 1– Demonstrate a comprehensive understanding and performance in data analysis, school improvement, and conducting the School Improvement Plan (SIP) process (to the extent possible).
 - i. Focus Area: 1.1 – Explain the purpose of the SIP/CIWP and its relationship to the school's vision in a presentation to a group of stakeholders (e.g., at a faculty meeting, department meeting, parent group, community group).
 - ii. Focus Area: 1.2 – Analyze and review data, including but not limited to, SQRP/State test results, and work with a faculty team to identify areas for improvement and interventions, with particular attention given to ESSA student subgroups identified under 23 Ill. Adm. Code 1.60 (Subgroups of Students; Inclusion of Relevant Scores) and low-performing students.
 - iii. Focus Area: 1.3 – Work with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan/CIWP.
 - iv. Focus Area: 1.4 – Work with faculty or faculty teams to gather and examine data to assess progress on the SIP/CIWP and make recommendations for improvements or modifications to the SIP for the following year.
 - b. Focus 2– Demonstrate comprehensive understanding and performance in conducting teacher hiring, faculty evaluation, and professional development.
 - i. Focus Area: 2.1 – Participate in the hiring process including, at a minimum, create a job description; create interview questions and evaluation tools; participate in interviews for the position; recommend a candidate to hire with rationale and data to support the selection; and prepare letters of rejection for candidates who were not selected.
 - ii. Focus Area: 2.2 – Conduct a full cycle of clinical supervision, including a pre-observation conference, a classroom observation, and a post-observation conference. Write a summary that provides evidence using actual notes, observations, discussion, forms, and student achievement data providing feedback to the teacher. Provide examples of interventions and supports needed for the non-tenured or struggling teacher.
 - iii. Focus Area: 2.3 – In conjunction with stakeholders, lead in the development of a professional development plan for a school building that includes (1) data

analysis (reviewed in Focus Area 1.2); (2) multiple options for teacher development; and (3) a method for evaluating the professional development plan and the extent to which it will lead to school improvement.

- c. Focus 3 Demonstrate comprehensive understanding and performance in conducting school-wide management of personnel, resources, and systems for adequacy and equity.
- i. Focus Area: 3.1 – Investigate, define, and delineate the systems and factors within the internship school for advocating, nurturing and sustaining a culture of collaboration, trust, learning, high expectations and a personalized and motivating learning environment for students.
 - ii. Focus Area: 3.2 – Review the school’s budget and other resources with the mentor. Detail how the resources are typically used, evaluated for adequacy and assessed for effectiveness and efficiency. Provide recommendations for improvement. Address the impact of the budget on the following NCLB student subgroups: limited English proficiency, special education and economically disadvantaged. Present recommendations for improvement to a faculty group and solicit input in the budget development process.
 - iii. Focus Area: 3.3 – State the mission of the school. Determine and analyze the different systems that exist within the school to fulfill the school’s mission— instructional (e.g., MTSS-Multi-Tiered System of Support, curriculum, assessment, technology, class structure), and management (discipline plan, attendance, maintenance, transportation). Choose one instructional and one management system and create an assessment tool that will be used to rate the two systems. Finally, develop recommendations for improvement of aspects of the two systems that need improvement and report the findings to the mentor.

Portfolio Scoring Rubric

	Unacceptable (1 point)	Acceptable (2 points)	Target (3 points)
ELCC 1.1: Develop, Articulate, Implement, and Steward a Vision of Learning	Candidate did not demonstrate the ability to collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.	Candidate demonstrated at the basic level the ability to collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.	Candidate demonstrated at an advanced level the ability to collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
ELCC 1.2 Collect and Use Data	Candidate did not demonstrate the ability to collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.	Candidate demonstrated at the basic level the ability to collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.	Candidate demonstrated at an advanced level the ability to collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.
ELCC 1.3. Promote Continual and Sustainable Improvement	Candidate did not demonstrate the ability to promote continual and sustainable school improvement.	Candidate demonstrated at the basic level the ability to promote continual and sustainable school improvement.	Candidate demonstrated at an advanced level the ability to promote continual and sustainable school improvement.
ELCC 1.4. Evaluate School Progress	Candidate did not demonstrate the ability to evaluate school progress and revise school plans supported by school stakeholders.	Candidate demonstrated at the basic level the ability to evaluate school progress and revise school plans supported by school stakeholders.	Candidate demonstrated at an advanced level the ability to evaluate school progress and revise school plans supported by school stakeholders.
ELCC 2.1. Sustain a School Culture and Instructional Program	Candidate did not demonstrate the ability to sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.	Candidate demonstrated at the basic level the ability to sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.	Candidate demonstrated at an advanced level the ability to sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
ELCC 2.2. Create and Evaluate a Rigorous Instructional School Program	Candidate did not demonstrate the ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	Candidate demonstrated at the basic level the ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	Candidate demonstrated at an advanced level the ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
ELCC 2.3. Instructional and Leadership Capacity of School Staff	Candidate did not demonstrate the ability to develop and supervise the instructional and leadership capacity of school staff.	Candidate demonstrated at the basic level the ability to develop and supervise the instructional and leadership capacity of school staff.	Candidate demonstrated at an advanced level the ability to develop and supervise the instructional and leadership capacity of school staff.
ELCC 2.4. Promote Technologies	Candidate did not demonstrate the ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment.	Candidate demonstrated at the basic level the ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment.	Candidate demonstrated at an advanced level the ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment.
ELCC 3.1 Monitor and Evaluate School Management and Operational Systems	Candidate did not demonstrate the ability to monitor and evaluate school management and operational systems.	Candidate demonstrated at the basic level the ability to monitor and evaluate school management and operational systems.	Candidate demonstrated at an advanced level the ability to monitor and evaluate school management and operational systems.
ELCC 3.2. Use Human, Fiscal, and Technological Resources	Candidate did not demonstrate the ability to efficiently use human, fiscal, and technological resources to manage school operations.	Candidate demonstrated at the basic level the ability to efficiently use human, fiscal, and technological resources to manage school operations.	Candidate demonstrated at an advanced level the ability to efficiently use human, fiscal, and technological resources to manage school operations.
ELCC 3.3 Promote School-Based Policies and Procedures	Candidate did not demonstrate the ability to promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.	Candidate demonstrated at the basic level the ability to promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.	Candidate demonstrated at an advanced level the ability to promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.
ELCC 3.4. Develop School Capacity for Distributed Leadership	Candidate did not demonstrate the ability to develop school capacity for distributed leadership.	Candidate demonstrated at the basic level the ability to develop school capacity for distributed leadership.	Candidate demonstrated at an advanced level the ability to develop school capacity for distributed leadership.
ELCC 3.5. Teacher and Organizational Time	Candidate did not demonstrate the ability to ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.	Candidate demonstrated at the basic level the ability to ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.	Candidate demonstrated at an advanced level the ability to ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

ELCC 4.1 Collecting and Analyzing Pertinent Information	Candidate did not demonstrate the ability to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.	Candidate demonstrated at the basic level the ability to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.	Candidate demonstrated at an advanced level the ability to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.
ELCC 4.2. Mobilize Community Resources	Candidate did not demonstrate the ability to mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.	Candidate demonstrated at the basic level the ability to mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.	Candidate demonstrated at an advanced level the ability to mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.
ELCC 4.3. Building and Sustaining School Relationships with Families and Caregivers	Candidate did not demonstrate the ability to respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.	Candidate demonstrated at the basic level the ability to respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.	Candidate demonstrated at an advanced level the ability to respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.
ELCC 4.4 Relationships with Community Partners	Candidate did not demonstrate the ability to respond to community interests and needs by building and sustaining productive school relationships with community partners.	Candidate demonstrated at the basic level the ability to respond to community interests and needs by building and sustaining productive school relationships with community partners.	Candidate demonstrated at an advanced level the ability to respond to community interests and needs by building and sustaining productive school relationships with community partners.
ELCC 5.1 Act with Integrity and Fairness	Candidate did not demonstrate the ability to act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.	Candidate demonstrated at the basic level the ability to act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.	Candidate demonstrated at an advanced level the ability to act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.
ELCC 5.2. Model Self-Awareness, Reflective Practice and Ethical Behavior	Candidate did not demonstrate the ability to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.	Candidate demonstrated at the basic level the ability to act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.	Candidate demonstrated at an advanced level the ability to act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.
ELCC 5.3 Safeguard Democracy, Equity and Diversity	Candidate did not demonstrate the ability to safeguard the values of democracy, equity, and diversity within the school.	Candidate demonstrated at the basic level the ability to act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.	Candidate demonstrated at an advanced level the ability to act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.
ELCC 5.4. Evaluate Moral and Legal Consequences of Decision Making	Candidate did not demonstrate the ability to evaluate the potential moral and legal consequences of decision making in the school.	Candidate demonstrated at the basic level the ability to evaluate the potential moral and legal consequences of decision making in the school.	Candidate demonstrated at an advanced level the ability to evaluate the potential moral and legal consequences of decision making in the school.
ELCC 5.5 Promote Social Justice	Candidate did not demonstrate the ability to promote social justice within the school to ensure that individual student needs inform all aspects of schooling.	Candidate demonstrated at the basic level the ability to promote social justice within the school to ensure that individual student needs inform all aspects of schooling.	Candidate demonstrated at an advanced level the ability to promote social justice within the school to ensure that individual student needs inform all aspects of schooling.
ELCC 6.1. Advocate for Students, Families and Caregivers	Candidate did not demonstrate the ability to advocate for school students, families, and caregivers.	Candidate demonstrated at the basic level the ability to advocate for school students, families, and caregivers.	Candidate demonstrated at an advanced level the ability to advocate for school students, families, and caregivers.
ELCC 6.2. Influence local, district, state, and national decisions	Candidate did not demonstrate the ability to act to influence local, district, state, and national decisions affecting student learning in a school environment.	Candidate demonstrated at the basic level the ability to act to influence local, district, state, and national decisions affecting student learning in a school environment.	Candidate demonstrated at an advanced level the ability to act to influence local, district, state, and national decisions affecting student learning in a school environment.
ELCC 6.3 Anticipate and Assess Emerging Trends and Initiatives	Candidate did not demonstrate the ability to anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.	Candidate demonstrated at the basic level the ability to anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.	Candidate demonstrated at an advanced level the ability to anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

CHICAGO STATE UNIVERSITY

PRINCIPAL ENDORSEMENT OPTIONS GRADUATE ADVISING PROGRAM PLAN

Master's Degree Code PRIN Post-Master's Endorsement-Only Code ELPP

I Graduate Filing Information: Term Completing Fall _____ Spring _____ Summer _____

Last Name _____ First Name _____ CSU ID# _____
Day Phone () _____ Eve Phone() _____ E-mail _____

Mailing Address/Street _____ City/State/Zip _____

II Prerequisites:

1. Basic Skills Passing Score Report/Date _____
2. Professional Educator License with Endorsement _____
3. Two letters of recommendation from school supervisors. #1 rec'd _____ #2 rec'd _____
4. Three yrs full-time teaching or school support personnel at the K-12 level in a public, private or parochial school setting: From _____ to _____ Official Letter Rec'd (Date) _____

III Master's Degree Requirements: 36 semester hours Endorsment Only Requirements: 27 semester hrs.

Course No.	Pre-Req	Course Title/Sem Hrs/field hrs	Course No. (& Title if Transfer* or Substitution)	Institution	Sem Hrs	Grade	Term/Year	Adv Init
ELCF 5150	EP73		Lead. Implem. Research-Based Practices/4/f20			4		
ELCF 5235	EP73		Adm & Sup of Exc and Gen Ed. Programs/4/f20			4		
ELCF 5245	EP73		Sup & Ass of Lit and Num /4/f20			4		
ELCF 5335	EP73		School Law Exc and Gen Ed/3			3 3		
ELCF 5348	EP73	Certified Staff Evaluation Cert ILTS 195, 196	Internship/3 X 2			6		
LCF 5375			<i>**Managing Fisc Res & Oper/3</i>			3		
ELCF 5725	EP73		Tech for Teach & Admin/3			3		
ELCF 5661			<i>Introd. to Ed. Research/2</i>			2		
ELCF 5662			<i>Proposal Writing/2</i>			2		
ELCF 5663			<i>Master's Thesis/Capstone Project/2</i>			2		
ELCF 5985	EP73		Lead for Creating a Peaceful & Productive School Climate/3			3		
					Total			

*Attach two sets of original transcripts for transfer courses.

Written Comprehensive Examination: Date Scheduled _____ Date passed _____
ILTS Content Area Test: Date Passed _____ Portfolio: Date passed _____
Training in Teacher Evaluation: Date Passed _____

The student named above has been reviewed and is expected to complete all requirements and is eligible to receive the Master's degree:

Graduate Advisor/Date

Chairperson/Date

Dean/Date

