Loyola University Chicago
School of Education

Professionalism in Service of Social Justice

ELPS 571: Supervision for CPS School Principals

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Course Description:
This course is designed to examine the significance of effective school supervision. Examination of both formative and summative models will be examined as well as their role in improving teaching and learning. Specifically, this course will provide a critical examination of school supervision and instructional leadership to enable today's 21st century CPS principals to:

1. Build principal (as well as teacher) leadership and instructional capacity
2. Provide meaningful and constructive observation and feedback for teachers and staff
3. Design and sustain meaningful curriculum planning working with teachers and building leadership teams
4. Move student and staff culture from vision to system
5. Design and implement daily, weekly, and monthly schedules to effectively manage the principal’s time to make a significant impact on teacher development, student achievement, and cultural richness
6. Reduce the amount of the time during the school day (when students and teachers are in the building) devoted to managerial tasks that take away from high impact instructional leadership
7. Design meaningful and powerful professional development for their school communities based on local school data and teacher developmental needs.

Conceptual Framework:

This course is designed for candidates whose goal is to become a CPS principal building leader. “Professionalism in Service of Social Justice” represents the foundation upon which this course has been developed. In support of this fundamental tenet of leadership development, this course will utilize the professional framework as a lens through which to examine our readings, presentations, and discussions. Specifically, we will develop the understanding and practice of supervision as it honors individual and social justice for all in the improvement of teaching for improved student outcomes for every student.

In particular, the following School of Education conceptual framework standards will be directly assessed using LIVE-TEXT:

LOYOLA UNIVERSITY CHICAGO’S SCHOOL OF EDUCATIONS’ CONCEPTUAL FRAMEWORK STANDARDS:

CF1: Candidates will demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

CF8: Candidates apply ethical principles in professional decision-making.
Course Objectives:

By applying theory to practice (Bambrick-Santoyo, 2012; Connors, 2000, 2010; Danielson, 2011, and Whitaker, 2012), this course is designed to scrutinize current issues in school supervision for the improvement of principal effectiveness, teacher growth and retention, as well as student engagement, achievement, and success. In addition, this course will provide the candidate an opportunity to examine the opportunities and challenges that regularly confront CPS principal instructional leaders, while developing the appropriate knowledge, skills, and dispositions to successfully identify and address these issues when they arise. Specifically, this course will address:

1. A theoretical basis for understanding 21st century school supervisory needs, priorities, and practices.
2. Adult learning and how this affects professional practice, principal/teacher interaction, and staff culture.
3. The nature of teaching and learning for diverse populations and implications for today’s instructional leader to improve engagement, achievement, and success for all students.
4. A critical examination of options in supervision including the differentiated model. How to implement a differentiated supervisory cycles (both formative and summative) for tenured and non-tenured teaching faculty to improve student outcomes and to nurture teacher growth and development (PERA and Senate Bill 7).
5. The use of school-wide, as well as teacher-specific, data to determine gaps in student achievement for multiple student populations and to use this data to improve teacher effectiveness and plan targeted professional development for the teachers who require it.
6. The need for specific, targeted, and differentiated professional development to improve professional practice, refine instructional strategies to improve student achievement outcomes, and to nurture teacher effectiveness, growth, and leadership.
7. The moral imperative to develop the ability (through role play and video analysis) to have honest, specific, constructive, and meaningful conversations with teachers to assist them to develop and implement strategies to promote teacher growth/development, student engagement, a positive student culture, and to eliminate gaps in student learning and achievement.
8. The ethical and equitable imperatives to create a collaborative school community where the school staff, families, and community interact regularly to share ownership for the school’s success.

Course Standards:

Chicago Public Schools Principal Competencies:

Competency A: Champions teacher and staff excellence through a focus on continuous improvement: Principal creates and implements systems to ensure a safe, orderly, and productive environment for student and adult learning toward the achievement of school and district priorities.

1. Develops, implements, and monitors the outcomes of the Continuous Improvement Work Plan (CIWP) and school-wide student achievement data results to improve student achievement.
   a. Assesses the current state of school performance
   b. Develops a continuous improvement work plan (CIWP)
   c. Maintains focus on results
2. Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address areas of improvement and celebrate successes.
   a. Implements data-driven decision making
   b. Implements data-driven instruction
   c. Establishes systems to collect and review data on attendance, lateness, discipline, and student referrals
3. Collaborates with staff to allocate personnel, time, material, and adult-learning resources
appropriately to achieve Continuous Improvement Work Plan (CIWP) targets
a. Allocates resources to support student learning
b. Prioritizes time
4. Utilizes current technologies to support leadership and management functions
   a. Employs current technologies

**Principal Success Factors**

- **Accountability and Driving Results**: Establish challenging and ambitious school goals and take action to achieve them; build a culture of results-orientation, innovation and continuous improvement in the school; use data to assess performance and drive goals and decision making; set clear expectations for students and staff; align expectations with college and career readiness objectives; hold self and others accountable for meeting performance standards.

- **Analytical Thinking and Data Analysis**: Use data to identify and solve problems; identify and set performance improvement targets and monitor for improvement; effectively utilize multiple levels of data; put in place data systems to monitor processes, progress and results; develop systems for using data to drive performance; understand complex and conflicting data.

- **Leading Innovatively Toward the Vision**: Translate a vision of learning into specific tangible action steps; use innovative approaches to achieve vision; acquire the resources and support needed to pursue vision; clearly communicate the vision and action plans to others; build culture within the school to support the vision.

**Competency B: Creates powerful professional learning systems that guarantee learning for students**:

Principal works with the school staff and community to utilize the district’s framework for effective teaching and learning to improve instruction for all students.

1. Works with and engages staff in the development and continuous refinement of a shared vision for effective teaching and learning by implementing standards-based curriculum, relevant to student needs and interests, research-based effective practice, academic rigor, and high expectations for student performance in every classroom.
   a. Implements curricular scope and sequence
   b. Reviews instructional practices
2. Implements student interventions that differentiate instruction based on student needs
   a. Uses disaggregated data
3. Selects and retains teachers with the expertise to deliver instruction that maximizes student learning.
   a. Selects and assigns effective teachers
   b. Retains effective teachers
4. Evaluates the effectiveness of teaching and holds individual teachers accountable for meeting their goals by conducting frequent formal and informal observations in order to provide timely, written feedback on instruction, preparation and classroom environment as part of the district teacher appraisal system.
   a. Observes staff and gives feedback
   b. Evaluates staff
5. Ensures the training, development, and support for high-performing instructional teacher teams to support adult learning and development to advance student learning and performance.
   a. Develops instructional team
6. Supports the system for providing data-driven professional development and sharing of effective practice by thoughtfully providing and protecting staff time intentionally for this purpose.
   a. Implements professional learning
7. Advances instructional technology within the learning environment.
   a. Promoting growth of technology

Principal Success Factors:

- **Developing Others:** Effectively assess individual and team developmental needs; provide prompt, actionable, targeted feedback to others; create tangible action plans that focus on improving in development areas and leveraging strength areas; hold others accountable for their development; create systems that build the capacity of others and facilitate continuous improvement.

- **Instructional Leadership:** Lead teachers and other staff in developing and delivering effective, standards-based, differentiated instruction; develop strategies and systems for improvement in instruction; encourage development of professional practice; use data to evaluate and connect instructional activities and results; analyze instruction through evidence-based observation; provide direct actionable feedback and coaching; evaluate and hire teachers and staff based on instructional capabilities.

- **Team Leadership:** Motivate team with a compelling vision; effectively organize team, build leadership capacity, and create a distributed and collaborative leadership system to achieve goals; remove barriers and ensure team has resources necessary to succeed.

**Competency C: Builds a culture focused on college and career readiness:** Principal works with staff and community to build a culture of high expectations and aspirations for every student by setting clear staff and student expectations for positive learning behaviors and by focusing on students’ social-emotional learning.

1. Builds a culture of high aspirations and achievement for every student
   a. Links aspirations to college and career opportunities
   b. Develops student goal-setting process

2. Requires staff and students to demonstrate consistent values and positive behaviors aligned to the school’s vision and mission.
   a. Translates the school values into specific behaviors
   b. Develops codes of conduct.

3. Leads a school culture and environment that successfully develops the full range of students’ learning capacities-academic, creative, social-emotional, behavioral and physical
   a. Creates a culture that supports social emotional learning
   b. Creates a culture that supports effective effort.

4. Creates a safe, clean, and orderly learning environment
   a. Builds, evaluates, and develops a team of educators and support staff to ensure the learning environment is safe, clean, and orderly

Principal Success Factor:

- **Operational Excellence:** Create a safe, organized, and student-centered environment; identify and obtain the resources and personnel required to meet objectives; organize people, programs, and activities to better meet goals; develop and maintain both operational and instructional school-wide systems, processes, plans, and procedures to support the school vision and objectives; anticipate obstacles and prepare appropriate contingency plans.
Competency D: Empowers and motivates families and community to become engaged: Principal creates a collaborative school community where the school staff, families, and community interact regularly and share ownership for the success of the school.
1. Creates, develops, and sustains relationships that result in active student engagement in the learning process.
   a. Builds on-going relationships
   b. Develops strategic plan to communicate with key community leaders
2. Utilizes meaningful feedback of students, staff, families, and community in the evaluation of school programs and policies.
   a. Includes multiple voices and perspectives
3. Proactively engages families and communities in supporting their child's learning and the school's goals.
   a. Engages families
4. Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively.
   a. Builds capacity to manage change
   b. Demonstrates personal resolve and response to challenges
   c. Expands relationships with LSC and external partnerships to facilitate budget process.

Principal Success Factors
- Building and Maintaining Collaborative Relationships: Identify and proactively establish effective and trusting work relationships with all internal and external stakeholders; work to understand and manage the concerns, motivations and needs of stakeholders; engage families and the community to realize the goal of college and career readiness for every student.
- Impact and Influence: Use presence and passion to motivate and engage others and drive change; apply knowledge of school and community dynamics to shape outcomes and achieve results; listen to stakeholder needs, effectively address concerns and make changes that will positively impact student achievement and school culture; align and engage stakeholders.

Competency E: Relentlessly pursues self-disciplined thinking and action:
Principal works with the school staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others.
1. Treats all people fairly, equitably, and with dignity and respect. Protects the rights and confidentiality of students and staff.
   a. Models equity and dignity
2. Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession. Protects the rights and confidentiality of students and staff
   a. Protects rights and confidentiality
3. Creates and supports a climate that values, accepts, and understands diversity in culture and point of view.
   a. Recognizes the strengths of a diverse population
   b. Creates a culturally responsive climate
   c. Engages in courageous conversations about diversity
4. Relentlessly pursues reflective behavior.
   a. Reflective practitioner

Principal Success Factors
- Developing Self: Continuously identify and pursue opportunities for self-development; reflect in order to learn; prioritize personal and professional development and growth.
• **Service Leadership:** Demonstrate a belief that all students can obtain college and career readiness; exemplify commitment and service to all stakeholders; inspire trust through demonstration of ethics and integrity; put the needs of students ahead of personal and others’ agenda and make student-focused decisions; promote multicultural awareness and demonstrate respect, sensitivity, and appreciation for individual differences.

**Competency F: Leads toward school vision:** Principal works with the staff and community to build a shared mission and vision of high expectations that ensures all students are on the path to college and career readiness, and holds staff accountable for results.

1. Coordinates efforts to create and implement a vision for the school and defines desired results and goals that align with the overall school vision and lead to student improvement for all learners.
   a. Collaborates to develop and maintain a shared vision of high expectations.
2. Ensures that the school’s identity, vision, and mission, drive school decisions.
   a. Ensures vision and mission drive school decisions
   b. Confronts low expectations
3. Conducts difficult, but crucial, conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing learning and results.
   a. Conducts difficult conversations to improve student results.
   b. Creates a culturally responsive climate

**Chicago Public Schools Principal Success Factors**

• **Leading Innovatively Toward the Vision:** Translate a vision of learning into specific tangible action steps; use innovative approaches to achieve vision; acquire the resources and support needed to pursue vision; clearly communicate the vision and action plans to others; build culture within the school to support the vision.

• **Strategic Thinking:** Identify systems-based plans for achieving school and district goals; see the big picture and identify patterns and trends from complex or conflicting data and information; translate vision into tangible actions; prioritize to spend time and resources on most critical issues.

**Interstate Leadership Licensure Consortium (ISLLC) Standards (2008)**

**ISLLC Standard 1:** An educational 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.

**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.

**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.

**ISLLC Standard 5:** An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION (NCATE) (2011):

ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organization effectiveness, create and implement plans to achieve school goals.

ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.

ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

ELCC 2.1: Candidates understand and can 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: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional program.

ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school-level environment.

ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student’s academic and social success.

ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

Southern Regional Education Board (SREB) Critical Success Factors (2009)

- **CSF 3:** The school leader is able to recognize and encourage implementation of good instructional practices that motivate and increase student achievement.

- **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 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.

- **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.

Diversity:

In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory, instructional leadership and student achievement, it will be our
challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.

Technology:

The information pertinent to school organizations and instructional leadership constantly changes. Therefore, throughout the course, students will develop and practice skills in locating and using on-line resources critical to these topics. All students MUST register their LIVETEXT account. Students must use their Loyola University Chicago email to register this account. Failure to register one’s LIVETEXT account will result in a student not being able to receive a final grade.

Electronic Communication Policies and Guidelines

The School of Education faculty, students, and staff respect each other’s rights, privacy, and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking, and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official polices and guidelines can be found at: http://www.luc.edu/education/pdfsSOECyberbullying Policy.pdf.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml.

Evidence of plagiarism could result in any number of consequences, including but not limited to, failure of the assignment, failure from the course, and removal from the School of Education.

Accessibility

Students who have disabilities, which they believe, entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias. In order to uphold our mission of being Chicago's Jesuit Catholic University— a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and
faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/

IDEA Objectives (objectives in bold, italic print are essential)

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. *Learning to apply course material (to improve thinking, problem solving, and decisions)*
4. *Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course*
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. *Developing skill in expressing oneself orally or in writing*
9. Learning how to find and use resources for answering questions or solving problems
10. *Developing a clearer understanding of, and commitment to, personal values*
11. *Learning to analyze and critically evaluate ideas, arguments, and points of view*
12. Acquiring an interest in learning more by asking questions and seeking answers.

**Required Texts:**

The following books are to be ordered online at the Loyola Bookstore. The web address is www.luc-wtc.bkslr.com. You are ordering books for ELPS 571 Sostak, Section 001.


**Sakai:**

The course syllabus and additional reading assignments can be found on Sakai for this course. Please ensure you download these readings, read them, and bring them to class on the appropriate
evening.

Things you need to bring to class:

- A copy of your personal calendar/schedule, when required (see course calendar).
- Please ensure you bring your books to class weekly as they are frequently referenced in class.

Supporting Reference Literature
See list of references on the last pages of this syllabus.

Embedded Field Experiences:

1. Create an informal observation and feedback calendar (Bambrick-Santoyo, 2012) to work with two (2) specific teachers for four consistent weeks this semester. You will be responsible for sharing the work you are doing with the instructor and other members of the class weekly once we begin this assignment (see course calendar). You will also complete notes sheets to submit to the instructor each week.

2. Conduct two (2) formal classroom observations consistent with PERA and CPS evaluation protocols. Each formal observation cycle will include a pre-conference, a 45-minute classroom observation, a post-conference, and a written summary (NCATE Assessment).

3. Develop and present a targeted professional development plan using data you have collected in your work with teachers in both informal and formal observation settings as well as recent student NWEA data.

Evaluation:

- Attendance, Participation, Professional Dispositions 11 points
- Weekly informal observation and formative feedback notes 11 points
- Informal Observation/ Formative Feedback Paper 25 points
- Formal Observations and Summary: 25 points
- Professional Development Plan 28 points

TOTAL: 100 POINTS

Grading Scale:

A 93% and above
A- 90-92%
B+ 87-89%
B 86-84%
B- 83-80%
C 70-79%
F Below 70%

Description of Assignments

Assignments will not be accepted past the stated due date on the syllabus. References must be cited using APA 6th edition style.

ALL WRITTEN ASSIGNMENTS MUST BE TYPED AND DOUBLE SPACED. It is the expectation that
Assignments are written at a professional level using correct English grammar and syntax, organized thought and higher level thinking skills. A rubric for each assignment is attached to this syllabus. All assignments are due on the date indicated. Late work is not accepted.

**Attendance, Participation, Professional Dispositions 11 points**

This class is designed as a workshop; therefore, candidates will participate individually and cooperatively in a variety of simulations, role-plays, case study analyses, and discussions. Our classroom will be considered a laboratory in which we develop and hone our understanding and application of instructional leadership strategies and best practice in regard to effective school supervision, which foster improved teaching and learning. Your participation score will be based upon your attendance pattern, class participation, as well as your contributions to class discussions and activities.

Candidates will be required to analyze readings and cases presented in the course materials. From these materials, candidates will be required to discern key aspects of school leadership practice, particularly in relation to school supervision and apply theory and supervision models to real life problems and situations. Candidates will be asked to work through the issues, seek solutions and methods of handling the cases from the building-level administrator’s perspective.

All candidates are expected to participate in these activities each week having done the appropriate preparation prior to each class. Such classroom activities may include, but are not limited to entrance slips, in-class written reflections on the week’s readings and application of the readings to your administrative practice, exit slips, etc. Additionally, in the context of the class discussions, candidates will be required to examine preventive measures administrators can take to avoid legal liability and enhance the educational opportunities for all children and compliance with legal mandates in the school district in regard to teacher observation, feedback, and evaluation. (All Course Objectives).

**Attendance for all class sessions is required.** If you are going to miss a class for professional reasons (i.e., LSC meeting, report card pickup, etc.), please notify the instructor via e-mail of your intended absence at least 48 hours in advance. If you have a personal or professional emergency the night of class, you are responsible for personally notifying the instructor on her cell phone 630-269-8827. Failure to notify the instructor in a timely manner will result in an unexcused absence.

**Informal Observations and Formative Feedback Sessions 25 points**

Using materials presented by Paul Bambrick-Santoyo (2012) in his book, *Leveraged Leadership*, candidates will create and maintain an informal observation and formative feedback cycle with two (2) cooperating teachers in their schools. These formative cycles will occur weekly over a period of three weeks during the semester. The goal of this experience is for principal candidates to learn the “concrete actions...an excellent school leader takes at each moment to make his or school exceptional” (Bambrick-Santoyo, 2012, p.5). Candidates will learn how one uses his or her time during the school day has a significant impact on the quality of the student learning and achievement as well as teacher growth and development that occurs in their schools.

Additionally, principal candidates will write a reflective summary (5-7 pages) of these experiences in a formal, scholarly paper (using APA style), which will detail the successes and challenges of this type of principal leadership in their schools. Teacher identity is to remain confidential. Teachers will be referenced as “Teacher A” and “Teacher B.” It will, however, be helpful to know what subject(s) these teachers teach as well as his/her grade level.
These observations will be conducted consistent with the CPS Collective Bargaining Agreement and PERA/Senate Bill 7. The principal candidate will confer with his/her building principal in regard to this assignment prior to being this work.

Due Dates:

- 1st Informal Summary due 09/29/14;
- 2nd Informal Summary due 10/06/14;
- 3rd Informal Summary due 10/13/14;
- Written scholarly paper due: 10/27/14

Supervision/Evaluation Cycle: Formal Observations (NCATE Assessment): 25 points

In this course, we will be developing and practicing the knowledge, skills, dispositions, and techniques of effective instructional leadership and supervision. We will study the supervision models and frameworks of Bambrick-Santoyo and Danielson. We will also review the state-mandated Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and the CPS Framework for Teaching.

Part One: Using the CPS Framework for Teaching, the candidate will now conduct two (2) full cycles of clinical supervision with the two teachers he/she has been working with during the informal observation/formative feedback sessions during the semester. A full cycle of clinical supervision includes the pre-observation conference, the formal observation, the post-observation conference, and written summative narrative. The written summative evaluation will include overall comments, timeline for follow-up discussions with the teachers, including next steps and recommendations for improving teaching and learning. This summative evaluation cycle should be consistent with all documents associated for this purpose in CPS. Be sure to include documentation pertinent to the clinical evaluation cycle (i.e. pre-conference form, observation notes, student achievement data as related to classroom observation, and the written feedback provided to your teachers). (ELCC 2.2.2.4.)

Teacher identity is to remain confidential. Teachers will be referenced as “Teacher A” and “Teacher B.” It will, however, be helpful to know what subject(s) these teachers teach as well as grade level.

*All aspects of the observation cycle are to be completed and candidates are to bring copies of the full cycle of clinical supervision artifacts with them to submit with the hard copy of the paper.

Part Two: Finally, candidates will write a reflective, scholarly paper (between 8-10 pages) on the full, clinical supervision process and discuss the following:

1. Articulate your school’s vision, student and community demographics, identified school needs, and a summary of the school’s most recent NWEA data (Fall 2014).

2. Describe what you consider to be the strengths and challenges of using the CPS Framework for Teaching when evaluating teachers.

3. How does the CPS Framework for Teaching evaluation model support your school’s vision? For instance, are data-based research strategies (i.e., student assessment results, student and family demographic data, and community needs) that focus on student learning incorporated as part of the process and/or used to inform the development of the vision? (ELCC 1.1)

4. Describe professional development initiatives that could be proposed as a result of the evaluation process (which also includes the informal, formative work you have done with these teachers) that
would serve to motivate staff to achieve the school’s vision. (ELCC 1.2, 2.4)

5. How might consistent informal observations and formative feedback coupled with summative evaluation and subsequent professional development nurture teacher growth and promote leadership within your school? (ELCC 1.3, 1.4)

6. How can the formative assessment and the summative evaluation process be utilized to improve staff culture at your school? What are some context-appropriate strategies you have learned through this process that capitalize on the professional growth of teachers to improve school programs and staff, as well as student, culture? (ELCC 2.1, 2.4)

7. Convey your communication plan to all stakeholders (including parents) about the supporting the school’s vision.

8. Discuss how you will assess staff culture on a regular basis to keep a pulse on your school culture and climate (Bambrick-Santoyo, 2012, Chapter 6).

9. Ensure your recommendations and comments reflect integrity (honesty and respect for the rights of others), fairness (impartiality and sensitivity to student diversity and colleagues), and ethical considerations and decisions for students, staff, parents, and community.

**Due Date: November 10, 2014 upload to LiveText and bring a hard copy for the instructor.**

**Professional Development Plan**

**28 points**

During the course of this semester, you have visited two classrooms on a regular basis (both formally and informally). You have developed a sense of the needs of these two faculty members based upon these observations, formative feedback, and written summative documents.

Collaborating with the two teachers with whom you have worked all semester, you will now develop a professional development plan based upon the instructional needs of these two teachers based upon your classroom observations. You and the two teachers could present this work at a future professional development session in your school.

There two (2) components to this assignment: a written paper and an oral presentation.

**Written Paper:**

1. Define the professional development needs that need to be addressed as a result of your informal and formal observations.

2. Define the stakeholders who need to participate in this professional development. Remember, not all teachers may need this particular professional development (Bambrick-Santoyo, 2012).

3. Research, develop, and articulate in detail the actual professional development plan you would provide for these stakeholders at your school. The plan should include the steps, key activities, communication plan, and best-practice, research-based resources you will use to provide the professional development to the stakeholders. Include these resources in your reference list (Bambrick-Santoyo, 2012, Chapter 12).

4. As part of the written portion of this assignment, articulate what CPS Principal Competencies and Principal Success Factors you addressed in the preparation and delivery of this professional
development session.

5. Write a seven- to eight-page scholarly paper (using APA style) describing the components above. Include a reference list of materials and sources you consider for the delivery of this professional development plan. You are to provide the instructor with a hard copy of this paper on the night you are making your oral presentation (see information below).

**Oral Presentation:**

1. Prepare the actual professional development presentation, as you would deliver it to the faculty stakeholders. This presentation should include:
2. Power Point Presentation used to engage your faculty audience in the session. You are to provide hard copies for everyone in our class.
3. Handouts or artifacts you would provide to the faculty (with enough copies for members of this class).
4. One activity you would do with the faculty to engage them in the session and facilitate their learning (you will do this activity with your colleagues on the night you present).
5. A timeline for follow-up sessions with the faculty stakeholders, so they understand the professional development is an ongoing process and need for your school. The follow-up sessions also communicate the leadership’s commitment to the initiative and the importance of school community accountability.
6. Clearly define what the faculty needs to do between this current professional development session and the next time the group reconvenes to revisit this important initiative.
7. Each candidate will have **exactly 30 minutes** for his/her presentation.

**Due Dates:** You will present this professional development session for your colleagues either November 17, December 3 or December 10. We will hold a lottery for which candidates present on which dates. **Note:** You **must** submit your written paper on the night your presentation is due. You will not be allowed to present unless you have your written paper with you ready to submit on your assigned night.
<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Target (1 point)</th>
<th>Acceptable (0.5 point)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate meets all deadlines</td>
<td>Candidate meets all deadlines consistently.</td>
<td>Candidate meets deadlines with few exceptions.</td>
<td>Candidate frequently does not meet deadlines.</td>
</tr>
<tr>
<td>Candidate is able to work with peers on assignments</td>
<td>Candidate consistently works with peers in a positive manner.</td>
<td>Candidate works with peers in a positive manner most of the time.</td>
<td>Candidate is unable to work with peers on assignments causing disruptions to the group process.</td>
</tr>
<tr>
<td>Candidate attends class and is punctual to class</td>
<td>Candidate consistently attends class and is always punctual.</td>
<td>Candidate attends class and is always punctual, with few exceptions.</td>
<td>Candidate frequently misses class and/or is often tardy.</td>
</tr>
<tr>
<td>Candidate honestly and accurately cites others’ work</td>
<td>Candidate honestly and accurately cites others’ work in a consistent manner.</td>
<td>Candidate honestly and accurately cites others’ work, but at times is not accurate with the exact citation.</td>
<td>Candidate misrepresents others’ work as his/her own.</td>
</tr>
<tr>
<td>Candidate communicates with faculty promptly</td>
<td>Candidate consistently communicates with faculty in a prompt manner (either by e-mail of phone).</td>
<td>Candidate usually communicates with faculty in a prompt manner (either by e-mail of phone).</td>
<td>Candidate does not communicate with faculty in a prompt manner causing much disruption to the implementation of the candidate’s program.</td>
</tr>
<tr>
<td>Candidate uses technology in the classroom only for academic purposes</td>
<td>Candidate consistently uses technology in the classroom only for academic purposes.</td>
<td>Candidate uses technology in the classroom only for academic purposes, with few exceptions.</td>
<td>Candidate uses technology inappropriately often checking personal e-mail and/or surfing the web in the classroom.</td>
</tr>
<tr>
<td>Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA, IASA, and ISLLC standards</td>
<td>Candidate consistently demonstrates ethical behavior in all graduate work as prescribed by AASA, IASA, and ISLLC standards.</td>
<td>Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA, IASA, and ISLLC standards, with few exceptions.</td>
<td>Candidate demonstrates unethical behavior (such as dishonesty, cheating, or spreading gossip) in graduate work.</td>
</tr>
<tr>
<td>Fairness</td>
<td>Target (1 point)</td>
<td>Acceptable (0.5 point)</td>
<td>Unacceptable (0)</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
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<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Candidate is able to reflect and respect other points of view within the university setting.</td>
<td>Candidate consistently reflects and respects other points of view within the university setting.</td>
<td>Candidate respects other points of view with few exceptions. In the case of these exceptions, the candidate reflects to remedy the situation within the university setting.</td>
<td>Candidate does not respect other points of view. The candidate does not reflect upon his/her unfair behavior and does not attempt to remedy the situation within the university setting.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All Students Can Learn</th>
<th>Target (1 point)</th>
<th>Acceptable (0.5 point)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate demonstrates a belief that all students can learn within the university setting</td>
<td>Candidate consistently demonstrates a belief that all students can learn within the university setting.</td>
<td>Candidate demonstrates a belief that all students can learn within the university setting with a few exceptions.</td>
<td>Candidate does not demonstrate a belief that all students can learn within the university setting.</td>
</tr>
<tr>
<td>Candidate demonstrates respect for cultural differences within the university setting</td>
<td>Candidate consistently demonstrates respect for cultural differences within the university setting and continually seeks to gain greater inter-cultural competence.</td>
<td>Candidate demonstrates respect for cultural differences within the university setting with few exceptions. The candidate seeks to gain greater inter-cultural competence.</td>
<td>Candidate does not demonstrate respect for cultural differences within the university setting and does not seek to gain inter-cultural competence.</td>
</tr>
<tr>
<td>Candidate demonstrates social justice within the university setting</td>
<td>The candidate advocates strongly for social justice within the university setting in both word and deed.</td>
<td>The candidate supports social justice within the university setting in both word and deed.</td>
<td>The candidate’s words and deeds within the university setting do not support the principles of social justice.</td>
</tr>
</tbody>
</table>
### Informal Observations and Formative Feedback Written Summary  
**25 points**

<table>
<thead>
<tr>
<th>Score</th>
<th>Standard/Element</th>
<th>Target (5)</th>
<th>Acceptable (3.5)</th>
<th>Unacceptable (1)</th>
</tr>
</thead>
</table>
| • CPS Competencies: A a-d, B a-g, E a-d, F a-c | • Candidate maintains a weekly observation and formative feedback session log for two teachers at his/her school for the duration of the assignment.  
• Candidate provides instructor weekly written documentation from each week’s observation/feedback sessions for the duration of the assignment. | • With one exception, candidate maintains a weekly observation and formative feedback session log for two teachers at his/her school for the duration of the assignment.  
• Candidate provides instructor weekly written documentation from each week’s observation/feedback sessions for three of the four weeks of the assignment. | • Candidate fails to maintain a weekly observation and formative feedback session log.  
• Candidate fails to provide 2 or more weeks of written documentation from each week’s observation/feedback sessions. |
| • CPS Competencies: A a-d, B a-g, E a-d, F a-c | • In the written essay, the candidate fully and completely describes her/his responsibility implementing this initiative.  
• Candidate clearly describes his/her role in the informal observation process and the specific actions taken. | • In the written essay, the candidate adequately describes her/his responsibility implementing this initiative.  
• Candidate adequately describes his/her role in the informal observation process and the specific actions taken. | • In the written essay, the candidate fails to describe her/his responsibility implementing this initiative.  
• Candidate fails to describe his/her role in the informal observation process and the specific actions taken. |
<p>| • CPS Competencies: A a-d, B a-g, E a-d, F a-c | • Candidate clearly and succinctly summarizes the growth initiatives planned for each teacher for each week of informal observation/formative feedback. | • Candidate adequately summarizes the growth initiatives planned for each teacher for each week of informal observation/formative feedback. | • Candidate partially summarizes the growth initiatives planned for each teacher for each week of informal observation/formative feedback. |</p>
<table>
<thead>
<tr>
<th>Score</th>
<th>Standard/Element</th>
<th>Target (5)</th>
<th>Acceptable (3.5)</th>
<th>Unacceptable (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• CPS Competencies: A a-d, B a-g, E a-d, F a-c</td>
<td>• Candidate <strong>fully describes</strong> results and outcomes of these weekly sessions and specifically identifies growth of instructional practice for each teacher. If a teacher has failed to show growth as a result of the formative observation and feedback sessions, candidate <strong>fully, but succinctly</strong> describes why this may be the case and what he/she will do to continue to work with this teacher to improve instructional practice.</td>
<td>• Candidate <strong>adequately describes</strong> results and outcomes of these weekly sessions and specifically identifies growth of instructional practice for each teacher. If a teacher has failed to show growth as a result of the formative observation and feedback sessions, candidate <strong>adequately describes</strong> why this may be the case and what he/she will do to continue to work with this teacher to improve instructional practice.</td>
<td>• Candidate <strong>fails to describe</strong> results and outcomes of these weekly sessions and specifically identifies growth of instructional practice for each teacher. If a teacher has failed to show growth as a result of the formative observation and feedback sessions, candidate <strong>fails to describe</strong> why this may be the case and what he/she will do to continue to work with this teacher to improve instructional practice.</td>
<td></td>
</tr>
<tr>
<td>• CPS Competencies: A a-d, B a-g, E a-d, F a-c CPS Competencies</td>
<td>• Candidate <strong>clearly articulates</strong> what went well during these weekly formative sessions, what challenges were experienced, and what he/she would do differently next time. Candidate <strong>thoughtfully explains and reflects</strong> what she/her learned from this experience and how this experience has prepared her/him for a CPS principal position.</td>
<td>• Candidate <strong>adequately articulates</strong> what went well during these weekly formative sessions, what challenges were experienced, and what he/she would do differently next time. Candidate explains and <strong>adequately reflects</strong> what she/her learned from this experience and how this experience has prepared her/him for a CPS principal position.</td>
<td>• Candidate <strong>partially articulates</strong> what went well during these weekly formative sessions, what challenges were experienced, and what he/she would do differently next time. Candidate <strong>fails to explain</strong> and what she/her learned from this experience and how this experience has prepared her/him for a CPS principal position.</td>
<td></td>
</tr>
</tbody>
</table>
### Supervision/Evaluation Cycle: Formal Observations (NCATE Assessment)  
25 points

<table>
<thead>
<tr>
<th>Score</th>
<th>Standard/Element</th>
<th>Target (2.5)</th>
<th>Acceptable (1.5)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
</table>
| • CPS Competency F  
• ELCC 1.1  
• ISLLC Standard 1: Function A | Paper details evidence of data-based research strategies and strategic planning processes, which focus on student learning, and are used to inform the development of a school vision.  
Additionally, the Paper cites and describes information sources such as student assessment results, student and family demographic data, and an analysis of community needs. | Paper details evidence of data-based research strategies and strategic planning processes, which focus on student learning, and are used to inform the development of a school vision.  
Additionally, the Paper cites and describes information sources such as student assessment results, student and family demographic data, and an analysis of community needs. | Paper details evidence of data-based research strategies and strategic planning processes within the clinical supervisory process, which focus on student learning and are used to inform the development of a school vision.  
The Paper fails to cite and describe student assessment results and fails to describe student and family demographic data, and an analysis of community needs. |
| • CPS Competencies A, B, C, and F  
• ELCC 1.2  
• ISLLC Standard 1: Function B  
• Loyola CF 1 | Paper describes two or more initiatives necessary to motivate staff, students, and families to achieve the school’s vision. | Paper describes one initiative necessary to motivate staff, students, and families to achieve the school’s vision. | Paper does not include any initiative to motivate staff, students, and families to achieve the school’s vision. |
| • CPS Competencies A, B, C, and F  
• ELCC 1.3  
• ISLLC Standard 1: Function C  
• Loyola CF 1 | Paper **fully** describes an ongoing system for using data-based research strategies to regularly monitor, evaluate, and revise the supervisory process to steward a school vision of learning.  
**Paper fully** describes how regular formative feedback coupled with summative evaluation can help faculty understand how to improve their professional practice. | Paper **partially** describes a system for using data-based research strategies to regularly monitor, evaluate, but fails to revise supervisory process to steward a school vision of learning.  
**Paper partially** describes how regular formative feedback coupled with summative evaluation can help faculty understand how to improve their professional practice. | Paper **partially** describes a system for using data-based research strategies to regularly monitor, evaluate, but fails to revise supervisory process to steward a school vision of learning.  
**Paper fails to** describes how regular formative feedback coupled with summative evaluation can help faculty understand how to improve their professional practice. |
| • CPS Competencies D, F  
• ELCC 1.4  
• ISLLC Standard 1: Function D, E | Paper **fully** describes a comprehensive plan to communicate effectively with all stakeholders about implementation of the vision.  
**Paper fully** describes how the formative feedback and summative evaluation | Paper **partially** describes a comprehensive plan to communicate effectively with all stakeholders about implementation of the vision.  
**Paper partially** describes how the | Paper **fails to** describe a comprehensive plan to communicate effectively with all stakeholders about implementation of the vision.  
**Paper fails to** |
<table>
<thead>
<tr>
<th>Process</th>
<th>Formative Feedback and Summative Evaluation Process</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description:</td>
<td>The process can promote and improve communication between faculty and administration as well as improve staff culture.</td>
<td>Describe how the formative feedback and summative evaluation process can promote and improve communication between faculty and administration.</td>
</tr>
</tbody>
</table>

- **CPS Competency C**
- **ELCC 2.1**
- **ISLLC Standard 2: Function A**

- **Paper includes methods and/or procedures that could be used to assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity of the school community to improve school programs and culture.**

- **Paper includes methods and/or procedures that could be used to assess school culture using multiple methods but fails to include in the report the implementation of context-appropriate strategies that capitalize on the diversity of the school community to improve school programs and culture.**

- **Paper includes methods and/or procedures that could be used to assess school culture but fails to use multiple methods and fails to include in the report the implementation of context-appropriate strategies that capitalize on the diversity of the school community to improve school programs and culture.**

- **CPS Competencies A-F**
- **ELCC 2.2**
- **ISLLC Standard 2: Function B**

- **Full cycle of clinical supervision is reported that applies principles of effective instruction to improve instructional practices and curricular materials.**

- **Clinical supervision report is not completed; report omits one of the three components or omits principles of effective instruction to improve instructional practices and curricular materials.**

- **Clinical supervision report is not completed; report contains only one of the three components and/or omits principles of effective instruction to improve instructional practices and curricular materials.**

- **CPS Competencies A-F**
- **ELCC 2.4**
- **ISLLC Standard 2: Function H**

- **Paper includes a comprehensive proposal for professional growth for teachers linking the appropriate strategies such as observations, student achievement data, collaborative reflection, and adult learning strategies to develop the teacher’s professional practice.**

- **Paper includes a proposal for professional growth plan that reflects respect for the rights of others with regard to confidentiality, but fails to address issues of dignity and honesty with the interactions.**

- **Paper includes a proposal for professional growth plan that does not reflect a respect for the rights of others with regard to confidentiality and dignity and the ability to engage in honest interactions.**

- **CPS Competency E**
- **ELCC 5.1**
- **ISLLC Standard 5: Function A**

- **Paper includes a comprehensive proposal for professional growth plan that reflects a respect for the rights of others with regard to confidentiality and dignity and the ability to engage in honest interactions.**

- **Paper includes a proposal for professional growth plan that reflects respect for the rights of others with regard to confidentiality, but fails to address issues of confidentiality and dignity.**

- **Paper includes a proposal for professional growth plan that does not reflect a respect for the rights of others with regard to confidentiality and dignity.**
<p>| | | |</p>
<table>
<thead>
<tr>
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</tr>
</tbody>
</table>
| • CPS Competency E  
• ELCC 5.2  
• ISLLC Standard 5: Function B | • Paper includes a comprehensive proposal for professional growth plan that reflects the ability to demonstrate impartiality and sensitivity to student diversity. | • Paper includes a proposal for professional growth plan that reflects the ability to demonstrate impartiality but fails to demonstrate sensitivity to student diversity.  
• Paper includes a comprehensive proposal for professional growth plan that demonstrates the ability to make and explain decisions based upon ethical and legal principles. | • Paper includes a proposal for professional growth plan that fails to demonstrate impartiality and fails to demonstrate sensitivity to student diversity.  
• Paper includes a comprehensive proposal for professional growth plan that demonstrates the ability to make and explain decisions based upon ethical but not legal principles.  
• Paper includes a comprehensive proposal for professional growth plan that demonstrates the ability to make and explain decisions based upon ethical and legal principles. |
## Professional Development Plan and Oral Presentation  

**28 points**

<table>
<thead>
<tr>
<th>ISLLC Standard</th>
<th>Target (3.5)</th>
<th>Acceptable (2)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
</table>
| **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.* | • Candidate clearly states the goal of the professional development session.  
• Candidate succinctly and clearly summarizes the data to justify the proposed professional development plan. | • Candidate clearly states the goal of the professional development session.  
• Candidate summarizes the data, but the data lacks clarity and justification for the proposed professional development plan | • Candidate fails to state the goal of the professional development session.  
• Candidate fails to summarize the data, but the data. |
| **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.* | • Candidate clearly defines and articulates all the professional development needs indicated by the above collected data. | • Candidate defines and articulates most of the professional development needs indicated by the above collected data. | • Candidate fails to define and articulate the professional development needs indicated by the above collected data. |
| **ISLLC Standard 1:**  
*An educational 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.* | • Candidate *fully* describes and identifies the stakeholders who will participate in the proposed professional development plan and why their participation is essential to the implementation and success of the chosen change goal. | • Candidate describes and identifies *most of* the stakeholders who will participate in the proposed professional development plan and *attempts to explain why* their participation is essential to the implementation and success of the chosen change goal. | • Candidate describes and identifies *some of* the stakeholders who will participate in the proposed professional development plan, *but fails to explain why* their participation is essential to the implementation and success of the chosen change goal. |
<table>
<thead>
<tr>
<th>ISLLC Standard</th>
<th>Target (3.5)</th>
<th>Acceptable (2)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISLLC Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</td>
<td>• Candidate cites <em>several</em> research sources of best practice in professional development and leadership theory with accurate citations using APA format to articulate and plan the professional development experience. • Candidate <em>justifies</em> the selection of these research sources for the purpose of this project.</td>
<td>• Candidate cites <em>some</em> research sources of best practice in professional development and leadership theory with accurate citations using APA format to articulate and plan the professional development experience. • Candidate <em>partially justifies</em> the selection of these research sources for the purpose of this project.</td>
<td>• Candidate cites <em>one</em> research source of best practice in professional development and leadership theory with <em>and fails to</em> accurately cite sources using APA format. • Candidate <em>fails to justify</em> the selection of these research sources for the purpose of this project.</td>
</tr>
<tr>
<td>RELEVANT CPS PRINCIPAL COMPETENCIES As cited by the candidate for application to his/her project.</td>
<td>• Candidate articulates <em>all relevant CPS competencies</em> used to prepare and <em>fully explains how each identified competency applied</em> to the preparation and delivery of this professional development session.</td>
<td>• Candidate articulates the <em>most relevant CPS competencies</em> used to prepare and <em>partially explains how each identified competency applied</em> to the preparation and delivery of this professional development session.</td>
<td>• Candidate articulates <em>few relevant CPS competencies</em> used to prepare and <em>fails to explain how</em> the identified competencies applied to the professional development session.</td>
</tr>
<tr>
<td>ISLLC Standard</td>
<td>Target (3.5)</td>
<td>Acceptable (2)</td>
<td>Unacceptable (0)</td>
</tr>
<tr>
<td>----------------</td>
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</tr>
</tbody>
</table>
| **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. | • Candidate describes how this professional development activity, and its implications for change, will be shared with the parent community. | • Candidate describes how this professional development activity will be shared with the parent community, but fails to explain its implication for change. | • Candidate fails to describe how this professional development activity will be shared with the parent community, and fails to explain how its implication for change. |
| **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. | • Candidate prepares a **thoughtful and engaging** Power Point Presentation, which would be shared with major stakeholders in the professional development session. | • Candidate prepares a **clear** Power Point Presentation, but fails to engage the stakeholders in the professional development session. | • Candidate prepares a Power Point Presentation, but the presentation **lacks clarity and it fails** to engage the stakeholders in the professional development session. |
| **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. | • Candidate provides all artifacts and handouts, which would be shared with the stakeholders in the professional development activity. | • Candidate provides some artifacts and handouts, which would be shared with the stakeholders in the professional development activity. | • Candidate **fails to provide** handouts, which would be shared with the stakeholders in the professional development activity. |
## Course Calendar

<table>
<thead>
<tr>
<th>Class Session</th>
<th>Session Topics</th>
<th>Readings to be done prior to this class</th>
<th>Assignments Due for this Class</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>08/25/14 Session One</strong></td>
<td>Welcome and Introductions  • Best Hopes/Worst Fears  • What is Social Justice?  • Professional Goals (Connors)  • Course Syllabus, Expectation, Projects  • E-mail and Sakai  • Small group activity: Characteristics of Effective Principals</td>
<td>Provide handouts of syllabus and review documents available on Sakai</td>
<td>Purchase your texts  Activate your LiveText account</td>
</tr>
<tr>
<td><strong>09/01/14</strong></td>
<td>No Class</td>
<td>Labor Day</td>
<td>READ, READ, READ  Prepare your readings for next week’s class!</td>
</tr>
<tr>
<td><strong>09/08/14 Session Two</strong></td>
<td>Entrance Slip “How Hungry Are Your Teachers?”  • Revisit: Characteristics of Effective Principals. What can we add to our lists?  • How can planning my daily schedule make me more effective as a principal?  • Leadership Assessment (Whitaker)  • Time Management and the Schedule Template  • Teacher Bio-Sketches  • Bambrick-Santoyo reading highlights.</td>
<td>Connors, Chapters 1 &amp; 2  • Whitaker, Chapters 1-3  • Bambrick Santoyo, Chapters 1 &amp; 8. View DVD for Chapter 1.  • Article, “Out of Time? How to Reclaim Your Greatest Asset” by Kevin Goddard  • Article, “First time in a position of authority…” by Barry Jentz</td>
<td>Survey “How Hungry are Your Teachers?”  • Bring your laptop to class</td>
</tr>
<tr>
<td><strong>09/15/14 Session Three</strong></td>
<td>Danielson Framework vs. CPS Framework for Teaching  • Teacher self-assessment of CPS Framework for Teaching  • PERA/Senate Bill 7  • CPS Board Policy  • Informal observations and providing formative feedback</td>
<td>Bambrick-Santoyo, Chapter 2  • Danielson, Chapters 1 &amp; 2  • Connors, Chapter 3  • Whitaker, Chapter 4-6  • Articles, “Observing Classroom Practice,” AND “Evaluations that Help Teachers” by Charlotte Danielson.</td>
<td>Bring completed teacher bio-sketches for your two teachers.  • Bring a hard copy of your completed weekly schedule template.  • Bring your laptop to class</td>
</tr>
<tr>
<td><strong>09/22/14 Session Four</strong></td>
<td>Video analysis: Informally observing teachers  • How to prepare formative feedback sheets</td>
<td>Bambrick-Santoyo, Chapter 3  • Danielson, Chapter 3  • Connors, Chapter 4  • Whitaker, Chapters 7 &amp; 8</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Session</td>
<td>Topic</td>
<td>Reading Material</td>
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<td>------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>09/29/14</td>
<td>Session Five</td>
<td>Video analysis: Informally observing teachers</td>
<td>Danielson, Chapter 4&lt;br&gt;Connors, Chapter 5&lt;br&gt;Whitaker, Chapter 9</td>
</tr>
<tr>
<td>10/06/14</td>
<td>No Class</td>
<td>Loyola Fall Break</td>
<td></td>
</tr>
<tr>
<td>10/13/14</td>
<td>Session Six</td>
<td>Student Culture&lt;br&gt;School Climate Survey (student perspective)</td>
<td>Bambrick-Santoyo, Chapter 5 and 6&lt;br&gt;Danielson, Chapter 5&lt;br&gt;Whitaker, Chapters 10-12</td>
</tr>
<tr>
<td>10/20/14</td>
<td>Session Seven</td>
<td>Dr. Felicia Stewart, Guest Lecturer&lt;br&gt;Importance of positive staff culture&lt;br&gt;Work on e-portfolio</td>
<td>Connors, Chapter 6&lt;br&gt;Danielson, Chapter 6</td>
</tr>
<tr>
<td>10/27/14</td>
<td>Session Eight</td>
<td>Formal Observations&lt;br&gt;Pre-conference, observation, feedback, and post conference&lt;br&gt;Summative ratings using the CPS Framework for Teaching.&lt;br&gt;Distinguishing between ratings 1-4&lt;br&gt;Staff Culture, continued&lt;br&gt;School Climate Survey, (staff perspective)</td>
<td>Connors, Chapter 7&lt;br&gt;Bambrick-Santoyo, Chapter 7&lt;br&gt;Whitaker, Chapters 13-14</td>
</tr>
<tr>
<td>11/03/14</td>
<td>Session Nine</td>
<td>Collaboration and collegiality in the school&lt;br&gt;Collaboratively develop with your teachers, a professional development initiative appropriate for your setting.</td>
<td>Bambrick-Santoyo, Chapters 4 and 12&lt;br&gt;Whitaker, Chapters 15-17</td>
</tr>
<tr>
<td>11/10/14</td>
<td>Session Ten</td>
<td>Dealing with Negative or Ineffective Staff</td>
<td>Whitaker, Chapters 18-20&lt;br&gt;Connors, Chapter 8</td>
</tr>
<tr>
<td>Date</td>
<td>Session</td>
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<td>11/17/14</td>
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<td>Professional development presentations</td>
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<td>11/26/14</td>
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<td>12/10/14</td>
<td>Thirteen</td>
<td>Professional development presentations</td>
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References


Green, T. (2009). Your first year as a principal: Everything you need to know that they don’t teach you in school. Ocala, FL: Atlantic Publishing Group, Inc.


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