WESTERN ILLINOIS
UNIVERSITY

Application Guide
Principal Preparation Program
Department of Educational G⊦i X]Yg

1 INTRODUCTION

This document was prepared by the Department of Educational Studies at Western Illinois University for your use in applying to the WIU Principal Preparation Program. Included is information on the application process, forms that are required, and instructions for completion of the forms.

1.1 Welcome

We are pleased that you are interested in our Principal Preparation Program. This program has been designed to prepare individuals to be highly effective in leadership roles to improve teaching and learning and increase academic achievement and the development of all students. This purpose is closely aligned with our department's mission: to prepare effective leaders for tomorrow's schools. Our faculty provide high quality instruction that is grounded in the practical issues of school leadership.

1.2 Application Due Dates

Your application must be submitted by the due dates below for timely consideration. The application consists of several forms and documents (as identified in Section 2), and all of these must be submitted before the due dates. Applications that are missing any of these forms or documents are considered incomplete, and incomplete applications cannot be reviewed by the Admissions Committee.

The due dates for submission are:

- Fall Semester Cohort: Last Tuesday in May, 4:30 p.m.
- Spring Semester Cohort: Last Monday in September, 4:30 p.m.

1.3 Admissions Process

The admissions process consists of several stages. The process begins with your submission of the application documents. Next, the Admissions Committee will screen and rate the application documents you have submitted. In the next stage, you will be interviewed in person by no fewer than two full-time program faculty members, and you will write an on-site, written response to a scenario that will be presented to you. The Admissions Committee will consider your application and performance and decide on your admission to the program in the final stage of the process.

2 Application

The procedure and forms for submitting your application are outlined below.

2.1 Application to the School of Graduate Studies

Apply online for admission to the WIU School of Graduate Studies on the following web page: http://www.wiu.edu/graduate studies/prospective students/classification.php. (See next page.)

Western Illinois University
College of Education and Human Services
Department of Educational Studies

Application For Admission To Candidacy
Masters Program or Principal Certification

Name: _____ Date _____

Home Address: _____

Home Phone: _____ Home Email: _____

Work Address _____

Work Phone: _____ Work Email: _____

Social Security or WIU ID#: _____

Academic and Professional Objectives:

Position Objective (elementary/secondary principal, curriculum director, school business manager, department chair, special education director, etc..)

_____

Education (List all colleges and universities attended, in reverse order. Attach separate sheet if necessary.)

Institution	Dates	Degree	Major

Date of Basic Skills Test: _____

Teaching Certificates:

    Title of Certificate _____ State _____

Other Certificates Held:

    Title of Certificate _____ State _____

    Title of Certificate _____ State _____

Work Experience:

List full-time positions held in education and other fields, including military service. List current position first and continue listing in reverse chronological order. Attach separate sheet if necessary.

School or Organization	Position	Dates	Name and Title of Immediate Supervisor

Recommendations:

List the names of three persons, current or former administrators and supervisors, who will provide an appraisal of your personal and professional competence and your potential for educational leadership. The names listed here should be the same persons from whom you have requested written recommendations.

Name	Title	Relationship

I understand that I am required to provide my own transportation to and from field experience and internship assignments. I attest that when using my personal auto, I am covered by valid auto insurance that provides at least the limits of coverage statutorily required to legally operate my vehicle in Illinois and all other jurisdictions in which I travel.

_____   _____

                    Signature   Date

Please return to: Admissions Secretary, Department of Educational Studies
                                            Horrabin Hall 115
                                            Western Illinois University
                                            1 University Circle
                                            Macomb, IL 61455

Reviewed February 14, 2005

2.2 Application to the Department of Educational Studies

Download the department application for <u>Admission to Educational Studies Department (.pdfl.</u>

Complete and return your application form and your portfolio to:
>Admissions Secretary
>Department of Educational Studies
>Horrabin Hall 115
>1 University Circle
>Macomb, IL 61455

2.3 Recommendations

Download and print (1) the form for the Principal's Recommendation and Statement of Support, and (2) the form for Superintendent Recommendation of Principal Mentor.

1. Write in your name, sign, and date the waiver statement on the first page of the Principal's Recommendation form.

2. Next, present the form and a copy of this handbook to the principal you would like to become your Principal Mentor.

3. Ask the principal to return the signed and completed form to the address on page 3 of the form.

4. Give the Superintendent Recommendation of Principal Mentor form to the principal.

5. Ask the principal to request the superintendent to complete and sign the form and return it to the address on the form.

2.4 Application Portfolio

Prepare and submit a portfolio as part of your application to the department. The portfolio presents evidence of your achievements during your teaching experience. Each artifact you include should document your strengths as a teacher and as a prospective school principal. Include only artifacts that demonstrate your achievements in the eight categories shown below.

1. Support of all students in the classroom to achieve high standards of learning;

2. Accomplished classroom instruction, which shall include data providing evidence of two years of student growth and learning within the last five years;

3. Significant leadership roles in the school (e.g., curriculum development, discipline, team teaching assignment, mentoring);

4. Strong oral and written communication skills;

5. Analytic abilities needed to collect and analyze data for student improvement;

6. Demonstrated respect for family and community;

7. Strong interpersonal skills; and

8. Knowledge of curriculum and instructional practices.

Use tabs or folders so the categories can be easily found by the Admissions Committee.

3 EVALUATION OF APPLICATION MATERIALS

In this stage the Admissions Committee will assess and evaluate the application materials you have submitted. Rubrics will be used to score your application materials, and the scores from each component of the application will be summed. Applicants with a sufficiently high score based on screening will be invited to participate in the following stage: interview and writing.

3.1 Rubric for Portfolio

The program will use the rubric shown below to evaluate the quality of your portfolio. Six criteria are used in the rubric.

Rubric for Evaluation of Application Portfolio

Component	Does Not Meet	Meets	Exceeds
1. Evaluations of the applicant's teaching abilities from supervisors that attest to students' academic growth	Evaluations of the applicant's teaching abilities from supervisors do not attest to students' academic growth	Evaluations of the applicant's teaching abilities from supervisors attest to students' academic growth	Evaluations of the applicant's teaching abilities from supervisors indicate a positive relationship between the applicant's teaching skills and student's academic growth
2. Evidence of leadership roles held and descriptions of the impact the applicant has had on the classroom, school or district, or the constituents served	Evidence of leadership roles held and descriptions of the impact the applicant has had on the classroom, school, district, or constituents served is not demonstrated	Evidence of leadership roles held and descriptions of the impact the applicant has had on the classroom, school, district, or constituents served is demonstrated	Evidence of leadership roles held and descriptions of the impact the applicant has had on the classroom, school or district, or the constituents served is exceptional and clearly demonstrated
3. An analysis of classroom data (student scores) that describes how the data were used to inform instructional planning and implementation, including an explanation of what standards were addressed, the instructional outcomes, and steps taken when	An analysis of classroom data (student scores) that describes how the data were used to inform instructional planning and implementation, including an explanation of what standards were addressed, the instructional outcomes, and steps taken when expected outcomes did not occur is not	An analysis of classroom data (student scores) that describes how the data were used to inform instructional planning and implementation, including an explanation of what standards were addressed, the instructional outcomes, and steps taken when expected outcomes did not occur is demonstrated	An astute analysis of classroom data (student scores) that describes how the data were used to inform instructional planning and implementation, including an explanation of what standards were addressed, the instructional outcomes, and steps taken when expected outcomes did

Component	Does Not Meet	Meets	Exceeds
expected outcomes did not occur	demonstrated		not occur is clearly demonstrated
4. Information on the applicant's work with families and/or community groups and a description of how this work affected instruction or class activities	Information on the applicant's work with families and/or community groups and a description of how this work affected instruction or class activities is not demonstrated	Information on the applicant's work with families and/or community groups and a description of how this work affected instruction or class activities is demonstrated	Detailed information on applicant's work with families and/or community groups and description, with examples, of how this work affected instruction or class activities is clearly demonstrated
5. Examples of the applicant's analytical abilities as evidenced by a description of how he or she used the results from student assessments to improve student learning	Examples of the applicant's analytical abilities as evidenced by a description of how he or she used the results from student assessments to improve student learning are not presented	Examples of the applicant's analytical abilities as evidenced by a description of how he or she used the results from student assessments to improve student learning are presented	Examples of the applicant's analytical abilities as evidenced by a description of how he or she used the results from student assessments to improve student learning are presented, supported by specific examples, including data analysis or interpretation of the data, actions taken, and improvement in student learning
6. Evidence of curriculum development, student assessments, or other initiatives that resulted from the applicant's involvement on school committees	Evidence of curriculum development, student assessments, or other initiatives that resulted from the applicant's involvement on school committees is not demonstrated	Evidence of curriculum development, student assessments, or other initiatives that resulted from the applicant's involvement on school committees is demonstrated	Evidence of curriculum development, student assessments, or other initiatives that resulted from the applicant's exceptional contribution on school committees is clearly demonstrated

4 INTERVIEW & WRITING

When your completed application form, recommendations, and the letter of acceptance from the School of Graduate Studies are received in the Department, you will have reached the interview and writing stage of the process. You will be contacted to set up an appointment.

4.1 Interview

You will be interviewed by no fewer than two of the program's full-time faculty members. They will be interested in learning about your capabilities in working with people and your potential to be highly effective as a principal in improving teaching and learning, increasing academic achievement, and facilitating the development of students. Your interview will include a discussion of the contents of your portfolio, covering topics such as your leadership roles and the impact of these on student growth and development, analysis of classroom and school

data, interaction with families, student academic achievement, and improvements in learning that may have resulted from your service on school communities.

4.2 Interview Scoring

The rubric below will be used to score your interview.

Rubric for Evaluation of Interview

Component	Does Not Meet	Meets	Exceeds
1. Professional goals	Evidence of ability to articulate specific professional goals and provide a sound rationale for them is not demonstrated	Evidence of ability to articulate specific professional goals and provide a sound rationale for them is adequately demonstrated	Evidence of ability to articulate specific professional goals and provide a sound rationale for them is amply demonstrated
2. Leadership	Evidence of understanding of leadership and past leadership roles is not demonstrated	Evidence of understanding of leadership and past leadership roles is adequately demonstrated	Evidence of understanding of leadership and past leadership roles is amply demonstrated
3. Student achievement and development	Evidence of awareness of factors that lead to student academic achievement and development and applicant's contribution is not demonstrated	Evidence of awareness of factors that lead to student academic achievement and development and applicant's contribution is adequately demonstrated	Evidence of awareness of factors that lead to student academic achievement and development and applicant's contribution is amply demonstrated
4. Collaboration	Evidence of collaboration with teachers, parents, and school administrators is not demonstrated	Evidence of collaboration with teachers, parents, and school administrators is adequately demonstrated	Evidence of collaboration with teachers, parents, and school administrators is amply demonstrated
5. Portfolio	Evidence that portfolio strengths are substantiated and satisfactory explanations were given for portfolio weaknesses is not demonstrated	Evidence that portfolio strengths are substantiated and satisfactory explanations were given for portfolio weaknesses is adequately demonstrated	Evidence that portfolio strengths are substantiated and satisfactory explanations were given for portfolio weaknesses is amply demonstrated
6. Oral communication skills	Evidence of oral communication skills (e.g., listening comprehension, professional vocabulary, grammatically correct speech, clarity of thought, expressiveness and enthusiasm) is not demonstrated	Evidence of oral communication skills (e.g., listening comprehension, professional vocabulary, grammatically correct speech, clarity of thought, expressiveness and enthusiasm) is adequately demonstrated	Evidence of oral communication skills (e.g., listening comprehension, professional vocabulary, grammatically correct speech, clarity of thought, expressiveness and enthusiasm) is amply demonstrated
7. Interpersonal skills	Evidence of warmth, respectfulness, rapport, sensitivity to diversity, concern	Evidence of warmth, respectfulness, rapport, sensitivity to diversity,	Evidence of warmth, respectfulness, rapport, sensitivity to diversity, concern

Component	Does Not Meet	Meets	Exceeds
	for others, and commitment is not demonstrated	concern for others, and commitment is adequately demonstrated	for others, and commitment is amply demonstrated

4.2 Writing

You will be asked to complete an on-site, written response to a scenario presented by the interviewers.

4.3 Scoring

The rubric below will be used to score your writing.

Rubric for Evaluation of Written Response to Scenario

Component	Does Not Meet	Meets	Exceeds
1. Vision of learning	Evidence of a shared vision of learning is not demonstrated	Evidence of a shared vision of learning is adequately demonstrated	Evidence of a shared vision of learning is amply demonstrated
2. School culture and instructional program	Evidence of reflection on how decision or actions may affect student learning and staff professional growth is not demonstrated	Evidence of reflection on how decision or actions may affect student learning and staff professional growth is adequately demonstrated	Evidence of reflection on how decision or actions may affect student learning and staff professional growth is amply demonstrated
3. Management of resources for a safe, efficient, and effective learning environment	Evidence of awareness of relationship of resource allocation and a safe, efficient, and effective learning environment is not demonstrated	Evidence of awareness of relationship of resource allocation and a safe, efficient, and effective learning environment is adequately demonstrated	Evidence of awareness of relationship of resource allocation and a safe, efficient, and effective learning environment is amply demonstrated
4. Collaboration	Evidence of collaboration with faculty, community members, or both is not demonstrated	Evidence of collaboration with faculty, community members, or both is adequately demonstrated	Evidence of collaboration with faculty, community members, or both is amply demonstrated
5. Integrity, fairness, and ethical behavior	Evidence that decision or action taken would be with integrity, fairness, and in an ethical manner is not demonstrated	Evidence that decision or action taken would be with integrity, fairness, and in an ethical manner is adequately demonstrated	Evidence that decision or action taken would be with integrity, fairness, and in an ethical manner is amply demonstrated

Component	Does Not Meet	Meets	Exceeds
6. Social and cultural context	Evidence of understanding and responding to the social and cultural context is not demonstrated	Evidence of understanding and responding to the social and cultural context is adequately demonstrated	Evidence of understanding and responding to the social and cultural context is amply demonstrated
7. Sequence and development of paragraphs	Evidence of logical, coherent sequence of paragraphs that demonstrate clear analytical development; fluid transitions between ideas is not demonstrated.	Evidence of logical, coherent sequence of paragraphs that demonstrate clear analytical development; fluid transitions between ideas is adequately demonstrated.	Evidence of logical, coherent sequence of paragraphs that demonstrate clear analytical development; fluid transitions between ideas is amply demonstrated.
8. Grammatical norms	Evidence of logical, coherent sequence of paragraphs that demonstrate clear analytical development; fluid transitions between ideas is demonstrated.	Evidence of logical, coherent sequence of paragraphs that demonstrate clear analytical development; fluid transitions between ideas is adequately demonstrated.	Evidence of logical, coherent sequence of paragraphs that demonstrate clear analytical development; fluid transitions between ideas is amply demonstrated.
9. Sentence clarity and conciseness	Evidence of clear, vigorous, concise sentences is demonstrated.	Evidence of clear, vigorous, concise sentences is adequately demonstrated.	Evidence of clear, vigorous, concise sentences is amply demonstrated.

5 RECOMMENDATION FOR ADMISSION

5.1 Review

The Admissions Committee will consider your application and your performance in the interview and on the writing sample during the final stage of the application process and will decide on your admission to the program.

5.2 Summary Score

Scores from your application documents, interview, and writing sample will be added to produce a Summary Score.

5.3 Recommendation by Admissions Committee

Recommendations by the Admissions Committee are based on a review of the application documents, interview, writing sample, and Summary Score, and the judgment of members of the committee. Recommendations are made by consensus. Applicants are recommended in rank order.

Applicants who are recommended for admission by the Admissions Committee will be invited to enroll in the first two classes of the program, EDL 500 and EDL 504.

5.4 Formal Admission

Upon your successful completion of EDL 500 and EDL 504 and a positive recommendation from the instructors of these courses, the Graduate Committee of the Department of Educational Studies will formally admit you into the program. Formal admission will allow you to progress toward completion of the Principal Preparation Program.

Principal's Recommendation
and Statement of Support
Principal's Recommendation and Statement of Support
Applicant to WIU Principal Preparation Program

NOTICE: Public Law 93-380, the Family Education Rights and Privacy Act of 1974 grants all students the right to inspect and review all of their official educational records. This right extends to letters of recommendation written on/after January 1, 1975, except that a student may waive his/her right to inspect and review letters of recommendation by signing a waiver.

WAIVER: I, _____, the undersigned, hereby waive any right or privilege provided by Public Law 93-380 to inspect or challenge the content and comments expressed in this letter of recommendation. I expect that the observations made shall remain confidential between the writer and the person, agency, or organization to whom any credential may be addressed.

Date _____ Student's Signature _____

I recommend _____ for admission to the WIU Principal Preparation Program. In my judgment, this individual has the potential to become highly effective in leadership roles to improve teaching and learning and increase academic achievement and the development of all students.

I have scored the Application Portfolio that will be submitted by the applicant, using the rubric provided by the principal preparation program, and the completed rubric is attached.

I have met the requirements for the role of Principal Mentor, as outlined below.
- Valid and current administrative certificate endorsed for general administrative or principal.
- Three years of successful experience as a building principal.
- Data supporting student growth in two of the five years.
- Formal evaluations or letters of recommendation from former supervisors.

I understand that a Principal Mentor can have no more than two interns at any time. If I am the only mentor available for a third intern, I will alert the program so that an exception can be requested.

I have read the WIU Principal Internship Handbook and understand the expectations for completing the tutorial for the role of Principal Mentor and am committed to providing adequate experiences, observations, guidance, and assessment in the program's field experiences and internship for this individual. I will assist, and supervise, the intern in making arrangements to meet the components of the internship. In addition, I will arrange for the intern to have experiences beyond my building to meet the requirements for multiple levels and with specific subgroups. I have identified them in the chart below.

1. Engagement of the candidate in instructional activities that involve teachers at all grade levels, **including teachers in general education settings**		
	School Building (Name, Location)	Principal (Name)
Preschool		
Elementary		
Middle/Jr. High		
High School		

2. Engagement of the candidate in instructional activities that involve teachers at all grade levels **including teachers in special education settings**

	School Building (Name, Location)	Principal (Name)
Preschool		
Elementary		
Middle/Jr. High		
High School		

3. Engagement of the candidate in instructional activities that involve teachers at all grade levels **including teachers in bilingual education settings**

	School Building (Name, Location)	Principal (Name)
Preschool		
Elementary		
Middle/Jr. High		
High School		

4. Engagement of the candidate in instructional activities that involve teachers at all grade levels **including teachers in gifted education settings**

	School Building (Name, Location)	Principal (Name)
Preschool		
Elementary		
Middle/Jr. High		
High School		

Principal	Date

Name of School	City, State, ZIP

Return signed and completed form to:

Admissions Secretary
Department of Educational Studies
Western Illinois University
Horrabin Hall 115
Macomb, IL 61455

Rubric for Evaluation of Application Portfolio

Please circle the criteria for each component you believe best describes the candidate.

Component	Does Not Meet	Meets	Exceeds
Exemplary Teaching	Evaluations of the applicant's teaching abilities from supervisors do not attest to students' academic growth	Evaluations of the applicant's teaching abilities from supervisors attest to students' academic growth	Evaluations of the applicant's teaching abilities from supervisors indicate a positive relationship between the applicant's teaching skills and student's academic growth
Leadership Role	Evidence of leadership roles held and descriptions of the impact the applicant has had on the classroom, school, district, or constituents served is not demonstrated	Evidence of leadership roles held and descriptions of the impact the applicant has had on the classroom, school, district, or constituents served is demonstrated	Evidence of leadership roles held and descriptions of the impact the applicant has had on the classroom, school or district, or the constituents served is exceptional and clearly demonstrated
Data Analysis	An analysis of classroom data (student scores) that describes how the data were used to inform instructional planning and implementation, including an explanation of what standards were addressed, the instructional outcomes, and steps taken when expected outcomes did not occur is not demonstrated	An analysis of classroom data (student scores) that describes how the data were used to inform instructional planning and implementation, including an explanation of what standards were addressed, the instructional outcomes, and steps taken when expected outcomes did not occur is demonstrated	An astute analysis of classroom data (student scores) that describes how the data were used to inform instructional planning and implementation, including an explanation of what standards were addressed, the instructional outcomes, and steps taken when expected outcomes did not occur is clearly demonstrated
Family and Community Involvement	Information on the applicant's work with families and/or community groups and a description of how this work affected instruction or class activities is not demonstrated	Information on the applicant's work with families and/or community groups and a description of how this work affected instruction or class activities is demonstrated	Detailed information on applicant's work with families and/or community groups and description, with examples, of how this work affected instruction or class activities is clearly demonstrated
Student Assessment	Examples of the applicant's analytical abilities as evidenced by a description of how he or she used the results from student assessments to improve student learning are not presented	Examples of the applicant's analytical abilities as evidenced by a description of how he or she used the results from student assessments to improve student learning are presented	Examples of the applicant's analytical abilities as evidenced by a description of how he or she used the results from student assessments to improve student learning are presented, supported by specific examples, including data analysis or interpretation of the data, actions taken, and improvement in student learning
School Improvement	Evidence of curriculum development, student assessments, or other initiatives that resulted from the applicant's involvement on school committees is not demonstrated	Evidence of curriculum development, student assessments, or other initiatives that resulted from the applicant's involvement on school committees is demonstrated	Evidence of curriculum development, student assessments, or other initiatives that resulted from the applicant's exceptional contribution on school committees is clearly demonstrated

**Superintendent Recommendation
of Principal Mentor in Principal Preparation Program
Western Illinois University**

I recommend _____ as a Principal Mentor in the WIU Principal Preparation Program. This individual has met the requirements for the role of Principal Mentor, as outlined below:

- Valid and current administrative certificate endorsed for general administrative or principal.

- Three years of successful experience as a building principal.

- Data supporting student growth in two of the five years.

- Formal evaluations or letters of recommendation from former supervisors.

Superintendent	Date

School District	City, State, ZIP

Summary Score Worksheet
Principal Preparation Program
Department of Educational Studies

Applicant: _____

Screening Date: _____

Screening Location: _____

Screener 1: _____

Screener 2: _____

Portfolio (28)

	0	2	4
1. Teaching Evaluations	0	2	4
2. Leadership Roles	0	2	4
3. Data Analysis	0	2	4
4. Families and/or Community Groups	0	2	4
5. Analytical	0	2	4
6. Committees	0	2	4

Interview (35)

	0	3	5
1. Professional Goals	0	3	5
2. Leadership	0	3	5
3. Student Achievement and Development	0	3	5
4. Collaboration	0	3	5
5. Portfolio	0	3	5
6. Oral Communication Skills	0	3	5
7. Interpersonal Skills	0	3	5

Writing (18)

	0	1	2
1. Vision of Learning	0	1	2
2. School Culture and Instructional Program	0	1	2
3. Management of Resources	0	1	2
4. Collaborating	0	1	2
5. Integrity, Fairness, and Ethical Behavior	0	1	2
6. Social and Cultural Context	0	1	2
7. Sequence and Development of Paragraphs	0	1	2
8. Grammatical Norms	0	1	2
9. Sentence Clarity and Conciseness	0	1	2

Portfolio Total _____

Interview Total _____

Writing Total _____

Principal Recommendation (19) _____

Portfolio (28) _____

Interview (35) _____

Writing (18) _____

Grand Total Points _____