



Internship Handbook

**Principal Preparation Licensure
Educational Leadership Program**

**DePaul University
College of Education
Department of Leadership, Language and Curriculum**

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Program Purpose:

The Principal Preparation Internship Experience provides students with an opportunity to integrate their learning about educational principal administration with the hands on experience of principals and their own supervised experience as a student intern. This intensive field experience [200 unpaid clock hours and 4 mandatory seminars] provides the student intern with an opportunity to reflect upon and gain confidence in their abilities to fulfill a principal role. The internship experience meets the program standards as developed by the ELCC (Educational Leadership Constituent Council).

The DePaul University College of Education seeks to prepare Urban Professional Multicultural educators who become life-long learners. This emphasis is the foundation for the entire experience. The student is expected to develop and further the knowledge and understanding, skills, appropriate attitudes and judgment. This is evidenced by a reflective consideration of the relationships between theory and practice, systematically considering multiple perspectives when making decisions, and exercising Vincentian Personalism by treating all persons with dignity and unconditional respect.

These courses provide an approved internship as required by the Illinois State Board of Education requirements for Principal licensure.

ENROLLING IN THE INTERNSHIP PROGRAM

Qualifications for Admission to the Internship Program:

Students in the Principal Licensure program must meet the following requirements in order to be eligible to enter into the internship experience.

1. The student must have completed all course work except A&S 608, with a minimum GPA of 3.25 prior to entering into the internship program.
2. The student must have been evaluated as having met all ISLLC Standards as they are prescribed in the curriculum.
3. The student must have met the Dispositional Standards of the College of Education / Educational leadership program.
4. The student must have successfully completed the State of Illinois mandatory evaluation of certified personnel course. This is an online course, and can be found on the *Growth Through Learning* website (www.growththroughlearningillinois.org). The cost of the course is \$650.
5. The student must have passed the State of Illinois Principal examination. The exam can be found at on the *Illinois Licensure Testing System (ILTS)* website (www.il.nesinc.com).

Please note: Students who do not meet these standards must either develop a plan of remediation, implement it, and satisfy the prerequisites for the admission to the internship; or they must withdraw from the Principal Licensure Program.

Process of Admission to the Internship Program:

Students who have met the base line qualifications for the internship must:

1. Complete an application seeking internship. (See application on page 13)
2. Submit evidence of having met the prerequisites for the internship to the program director of internship experiences.
3. Develop a learning plan which outlines those areas in which the student would like to grow during the internship experience. To this end, the student will submit three bullet points that indicate their areas of growth.

The program director of internship experiences in conjunction with the student will determine student placements in approved school settings with our partner districts or affiliated districts. Students will be required to spend 100 clock hours in an elementary school setting (Pre-K – 8) and 100 clock hours in a secondary school setting (9 – 12). Each 100-hour segment will take place during the course of an eleven-week quarter. Students may begin with either the elementary or the secondary school experience first.

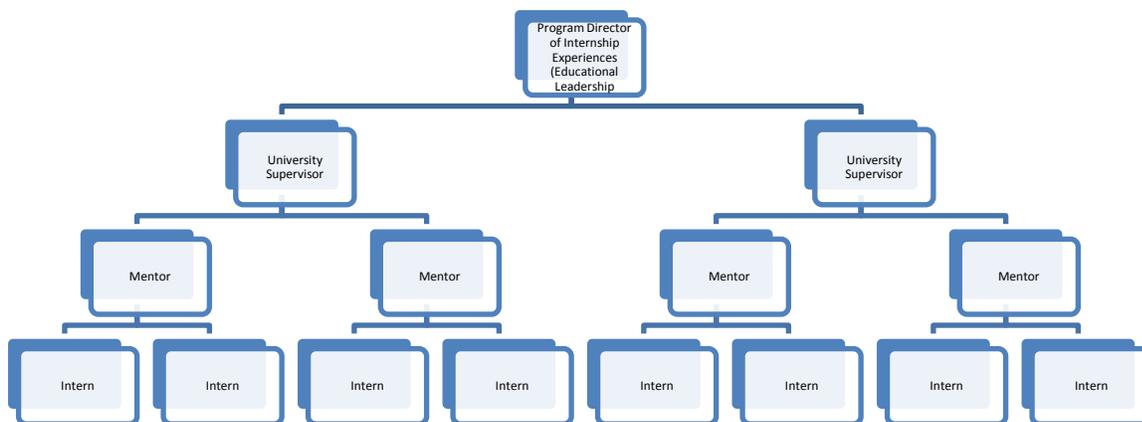
DEFINITION OF TERMS

The **intern** is the student who has been assigned to a school for the internship experience.

The **mentor** is the principal / assistant principal who will serve as the site-based supervisor of the intern, offering an example to the intern, coordinates and provides the intern with opportunities to meet internship goals by participating with the mentor in the instructional leadership activities described above or by providing the intern with possibilities of taking independent leadership in particular leadership activities. The mentor must have a Type 75 certificate / Principal Licensure in order to serve in the role of mentor.

The **university supervisor** is an adjunct member of the Educational Leadership faculty who has the responsibility of coordinating the efforts of the intern and mentor. The university supervisor is responsible for assisting the mentor and intern in completing the various duties described above; negotiating and arbitrating between the mentor and intern when necessary; and reporting the progress of the intern and the quality of internship experience to the Director of Internships and university faculty. It is the University Supervisor's responsibility to assign a grade to the intern, after consultation with the intern's mentor. The University Supervisor must hold appropriate academic degrees, a Type 75 certificate / Principal Licensure and passed the State of Illinois mandatory course in Evaluation of Instructional Personnel.

The organizational chart of the internship process is outlined below. The university supervisors report to the Program Director of Internship Experiences. The university supervisors will work directly with both the mentors and the interns (a concept that is hard to express in a traditional organizational chart). No mentor will be responsible for more than two interns at any given time.



REQUIREMENTS AND RESPONSIBILITIES

Intern

In order to qualify as an intern, the applicant must complete the following requirements:

1. The student must have completed all course work except A&S 608, with a minimum GPA of 3.25 prior to entering into the internship program.
2. The student must have been evaluated as having met all ISLLC Standards as they are prescribed in the curriculum.
3. The student must have met the Dispositional Standards of the College of Education / Educational leadership program.
4. The student must have successfully completed the State of Illinois mandatory evaluation of certified personnel course.
5. The student must have passed the State of Illinois Principal examination.

The intern is responsible for the following:

1. Acting in a professional manner.
2. Completing a minimum of 100 clock hours each at the assigned elementary and secondary school site (for a total of 200 clock hours minimum).
3. Assisting the administrative team in providing an instructional program that advances the learning of every child in the school.

4. Being attentive to the particular needs of special education students, English language learners, gifted-education students, and the particular needs of early childhood education.
5. Monitoring your progress through the various activities required of the intern for the successful completion of the internship program (e.g. being certain that you are on track with the various requirements of observing, participating and taking leadership of various aspects of the instructional program).
6. Meeting with your mentor and your university supervisor on a regular basis.
7. Attending the required on campus seminars.

Internship Mentor

In order to qualify as an internship mentor, the principal must have met the following criteria:

1. The principal must hold a valid Type 75 / Principal License from the State of Illinois (or if the internship is located at a site out of state, the equivalent licensure by the state in which the internship site is located).
2. The principal in a non-public school must have a registered and endorsed general administrative or principal certificate.
3. The principal must have three years of successful experience as a building principal as evidenced by relevant data, including data supporting student growth in two of the principal's previous five years, as well as formal evaluations or letters of recommendation from former supervisors.
4. The mentor must complete a one-day training sponsored by the university which will describe the mentor's duties and provide the requisite skills for supervising the intern.
5. The mentor must successfully complete the State of Illinois mandatory evaluation of certified personnel course.

The internship mentor is responsible for

1. working directly with interns in order to observe the specific tasks that are outlined as critical success factors and competencies that are outlined in the internship evaluation materials.
2. allowing the intern to participate in specific tasks related to meeting the critical success factors and essential competencies.
3. allowing the intern to take the lead in specific tasks related to meeting the critical success factors and essential competencies.

Faculty Supervisors

Faculty supervisors must meet the following criteria in order to supervise interns and manage the work of the mentors.

1. Hold a valid and current administrative certificate endorsed for general administration or principal.
2. If the internship site is out of state, the supervisor must hold a valid and comparable, current administrative certificate from the state in which the internship site is located.
3. For faculty supervisors who have had private school experience, the supervisor must hold a valid and exempt Illinois administrative certificate that is registered and endorsed for general administration or principal.
4. In any case, the faculty supervisor must demonstrate three years of successful experience as a building principal as evidenced by relevant data, including data supporting student growth in two of the principals previous five years, and formal evaluations or letters of recommendation from former supervisors.
5. The mentor must successfully complete the State of Illinois mandatory evaluation of certified personnel course.

Faculty supervisors will be responsible for the following activities:

1. Conducting, *at minimum*, four face-to-face meetings with the internship mentor at the internship site.

2. Observe, evaluate and provide feedback at least four times during the course of the internship experience to each candidate about the candidate's performance on those measures, which align to the final assessments.
3. Participate, along with the director of internships and the faculty in a series of four internship meetings over the course of the internship program.
4. Work in collaboration with the internship mentors to complete the assessment of the candidate's performance during the internship.
5. The faculty supervisor will be responsible for assigning a grade to each internship experience.

Program Director of Internships

The Program Director of Internships is a faculty member of the College of Education who has the primary responsibility for the coordination of all aspects of the internship. The director works under the supervision of the program director of Educational Leadership and the Chair of the Department of Leadership, Language and Curriculum.

The Program Director of Internships is responsible for

1. Coordination of internship assignments
2. Supervision of faculty supervisors
3. Scheduling and coordination of the internship seminar meetings being held on campus.
4. Working with university faculty and partners to coordinate the training of mentors for the internship.
5. Reviewing the assessments of interns at the end of the internship and reporting to the program director.
6. Transferring all assessment data from the internship to the College of Education Office of Assessment.

THE INTERNSHIP EXPERIENCE:

The intern must complete a minimum of 200 clock hours at the negotiated school settings (100 hours minimum in an elementary setting and 100 hours minimum in a secondary setting). The intern, while still a student, becomes a part of the administrative team observing, participating and leading various aspects of the instructional program as negotiated with the mentor and university supervisor and outlined in this manual. The intern is to have experience with all constituencies of the school, (English language learners; special education students; gifted education, etc.).

The intern's activities must meet the following criteria:

1. The intern's focus during the internship is the instructional mission of the school in all its aspects.
2. The intern's work must not just focus upon his/her learning, but must also meet the real needs of the school setting to which they are assigned.
3. The purpose of the program's activities is to stretch the intern's talents and abilities beyond their comfort zone and allow them to grow in their ability as effective school leaders.
4. The internship is not merely about doing, but about reflecting upon one's practice in light of their classroom learning.
5. Interns are to spend their time observing certified, exemplary leaders, participate with the leader in leading the instructional program and finally, take a leadership role in a number of aspects of the instructional program.

The intern is to be engaged in activities that focus upon the instructional mission of the school. Therefore, it would be inappropriate for the intern to be engaged in activities that do not **directly** impact the instructional program, such as the supervision of students in the cafeteria or at recess, or to serve in a secretarial capacity.

The intern must be engaged in the activities listed below and be able to demonstrate that s/he has either participated or taken a leading role in these activities.

Required activities of the internship

1. School leaders are able to create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible. (ISLLC Standard 1)

- a. Working with teachers to implement curriculum that produces gains in student achievement as defined by the mission of the school.
- b. Working with the administration to develop, define and/or adapt best practices based on current research that supports the school's vision.
- c. Working with the faculty to develop, define, and / or adapt best practices, based on current research, that support the school's vision.
- d. Assisting with transitional activities for students as they progress to higher levels of placement (e.g. elementary to middle, middle to high school, high school to higher education).

2. School leaders are able to set high expectations for all students to learn high-level content. (ISLLC Standard 2)

- a. Developing / overseeing academic recognition programs that acknowledge and celebrate student's success at all levels of ability.
- b. Activities resulting in raising standards and academic achievement for all students and teachers.
- c. Authentic assessments of student work through the use and / or evaluation of rubrics, end-of-course tests, projects.

3. School leaders are able to recognize and encourage implementation of good instructional practices that motivate and increase student achievement. (ISLLC Standard 2)

- a. Using a variety of strategies to analyze and evaluate the quality of instructional practices being implemented in a school.
- b. Working with teachers to select and implement appropriate instructional strategies that address identified achievement gaps.
- c. Working on a school team to prioritize standards and map curriculum in at least one content area across all grade levels of the school.
- d. Working with a group of teachers to unwrap adopted standards and develop assignments and assessments aligned with the standards.
- e. Working with a school team to monitor implementation of an adopted curriculum.
- f. Involvement in the work of literacy and numeracy task forces.
- g. Working with curriculum that is interdisciplinary and provides opportunities for students to apply knowledge in various modalities across the curriculum.

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. (ISLLC Standard 5)

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

5. The school leader is able to use data to initiate and continue improvement in school and classroom practices and student achievement. (ISLLC Standard 4)

- a. Analyzing data (including standardized test scores, teaching assessments, psychological data, etc.) to develop / refine instructional activities and set instructional goals.
 - b. Facilitating data disaggregation for use by faculty and other stakeholders.
- 6. The school leader is able to keep everyone informed and focused on student achievement. (ISLLC Standard 4)**
- a. Analyzing and communicating school progress and school achievement to teachers, parents and staff.
 - b. Gathering feedback regarding the effectiveness of personal communication skills.
- 7. The school leader is able to make parents partners in their student's education and create a structure for parent and educator collaboration. (ISLLC Standard 4)**
- a. Working in meaningful relationships with faculty and parents to develop actions plans for student achievement.
- 8. The school leader is able to understand the change process and have the leadership and facilitations skills to manage it effectively. (ISLLC Standard 3)**
- a. Working with faculty and staff in professional development activities.
 - b. Inducting and / or mentoring new teaching staff.
 - c. Building a "learning community" that includes all stakeholders.
- 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. (ISLLC Standard 3)**
- a. Study groups, problem-solving sessions and / or ongoing meetings to promote student achievement.
 - b. Scheduling, developing and / or presenting professional development activities to faculty that positively impact student achievement.
- 10. The school leader is able to organize and use time in innovative ways to meet the goals and objectives of school improvement. (ISLLC Standard 3)**
- a. Scheduling of classroom and / or professional development activities in a way that provides meaningful time for school improvement activities.
 - b. Scheduling time to provide struggling students with the opportunity for extra support (e.g. individual tutoring, small-group instruction, extended-block time) so that they may have the opportunity to learn to mastery.
- 11. The school leader is able to acquire and use resources wisely. (ISLLC Standard 3)**
- a. Writing grants or developing partnerships that provide needed resources for school improvement.
 - b. Developing schedules that maximize student learning in meaningful ways with measurable success.
- 12. The school leader is able to obtain support from the central office and from community and parent leaders for their school improvement agenda. (ISLLC Standard 6)**
- a. Working with faculty to communicate with school board and community stakeholders in a way that supports school improvement.
 - b. Working with faculty, parents and community to build collaboration and support for the school's agenda.
- 13. The school leader is able to continuously learn and seek out colleagues who keep them abreast of new research and proven practices. (ISLLC Standard 4)**
- a. Working with faculty to implement research based instructional practices
 - b. Working with professional groups and organizations.

Internship Supervisory Sessions

Interns are expected to have regular contact with their on-site mentor during the course of their internship experience. While some of these contacts will be of a more perfunctory nature, the mentor and intern are to set aside a period of time each week to discuss the intern's progress on assignments, reflect upon the work that the intern is doing, and to provide needed advice and guidance. Both the intern and the mentor should see these meetings as an opportunity for continued growth in the profession.

The Faculty Supervisor will meet with the mentor three times during each quarter of the internship, once during the first week of the term, the second at the halfway mark of the quarter and a third time at the end of the quarter. The purpose of these meetings is to check in on the intern's progress; provide support to the mentor, in the role of mentor; and to assist the mentor in the process of evaluating the intern using the university-developed rubrics.

The Faculty Supervisor will also meet with the intern at least twice on site during the course of each quarter, as well as during the seminar sessions held on campus. The intern should see the faculty supervisor as a resource, providing further insight into the integration of theory and practice, as well as an advocate, if the intern is having difficulties that cannot be resolved between the intern and the mentor.

Internship Seminars

All interns are required to attend the on campus internship seminars during the course of the internship. Non-attendance will lead to a non-passing grade. These seminars will be scheduled on a weekday in the late afternoon. There will be two seminars during each quarter of the internship experience (two seminars for A&S602 and 2 seminars for A&S603). The program director of internships will lead the sessions, with assistance from other faculty. Each session will be three hours in length. The agenda will include a check-in, general discussion of topics related to the internship (including intern challenges), a discussion of an assigned topic related to the internship experience, and some small group discussion between the faculty supervisor and the interns. Individual faculty will be invited to sit in with the faculty supervisors to observe and offer insights.

For specific internship seminar dates, please contact Brandon Washington (bwashin3@depaul.edu) or Jennifer Tatum (jtatum3@depaul.edu).

A&S 608 Capstone Course

Interns will be enrolled in A&S608 Capstone in Educational Leadership course during the first two quarters of the internship. This course is designed to provide the intern with a culminating experience that integrates theory and practice. The course also provides the interns with the assistance they need to develop their electronic portfolio.

Specifically, this course was developed for students who have completed the majority of the Educational Leadership coursework. They will engage in a complete and thorough analysis of an urban or suburban school, and develop an appropriate plan for school improvement. Students will gather and analyze demographic, financial and testing data, develop a narrative to tell the story of a school's history and recent past; capture the school by way of photographs and interviews and collect and document other pertinent data and artifacts. Students will be participating in an actual school improvement plan for a school, becoming familiar with current urban, public, parochial and charter school models. Using these artifacts, students will be asked to design their first year agenda as the chief administrator in the building. Using the Interstate Schools Leadership Licensure Consortium (ISLLC) standards as a guideline, students will complete a plan that clearly outlines goals and objectives, schedules, professional development plans, budgets, and enrollment projections. Students will prepare a professional electronic

portfolio that highlights a personal vision for a school and reflect upon leadership experiences connected to key course assignment and internship accomplishments according to the knowledge, dispositions and beliefs of the ISLLC standards.

THE STRUCTURE OF THE INTERNSHIP

Once a student has been accepted into the internship program s/he meets with the Program Director of Internships in order to determine their assignment(s) for the internship. Each intern will be placed for eleven weeks in an elementary (Pre-K – 8) school and a secondary (9-12) school. At the end of the twenty-two weeks, the intern is expected to have experienced a range of instructional leadership experiences and challenges that span the complete area of licensure. Once assigned to his/her schools, the intern is expected to meet with his/her mentors prior to the start of the first internship quarter. It is at this time that the intern and the mentor will begin a preliminary negotiation of assigned duties for the duration of the internship experience.

The intern will spend one quarter in either an elementary or a secondary school, and then the second quarter of internship in the other. The director of internships will determine whether the student will serve first in an elementary or a secondary school. The student is to complete a minimum of 100 hours in the first site by the end of the first 10 week quarter (winter term) and after the spring break will continue in the second site for the second 10 week quarter (spring term). Students, who have legitimate need, may continue their internship experience or defer it to the summer term. Those who do so will be assigned to schools that either have year-round programs, or alternatively have substantial summer sessions in place so that the experience of the internship remains robust.

At the end of each quarter, the student will submit a reflective self-evaluation, a journal of activities and artifacts of their work during the course of the quarter. The faculty supervisor and mentor will likewise evaluate the intern's progress. An intern, who does not meet standards at the end of the first quarter may not be permitted to continue in the second quarter of internship, if in the view of the stakeholders (faculty supervisor, mentor, director of internships) the intern does not have the capacity to be successful, or needs remediation before continuing the internship experience

TIMELY COMPLETION OF THE INTERNSHIP PROGRAM

Interns are expected to complete the internship program in a timely fashion. If an intern is working on a particular project with the mentor and requests an extension of time to see the project to fruition, an approval will be granted or denied on a case by case basis by the director of internships in consultation with the faculty supervisor and mentor.

In cases where the intern has met with serious, personal or health related issues, a student's status will be suspended up to one academic year, until such time as the intern is able to take up the duties of the internship again. Any student in this situation must contact either the director of internship, the program director or the department chair as soon as possible—either directly, or if incapacitated, via a personal representative. The intern will be allowed to take up duties once s/he reports back.

Examples of serious personal or health related issues include:

1. Death of an immediate family member (parent, spouse, child)
2. Serious injury or debilitating illness of the student
3. Serious injury or debilitating illness of an immediate family member (parent, spouse, child) which requires the intern to focus attention on family rather than internship.
4. Serious destruction or loss of one's family residence / one's primary residence.

If an intern suspends internship for longer than one academic year, the student will need to be readmitted. If the intern has been absent from the program for more than two years, s/he may be required to take remedial course work at the discretion of the program.

THE EVALUATION OF THE INTERNSHIP

Process of Evaluation

In the eighth week of each quarter of the internship, the student is to begin preparing the following documents for inclusion in the electronic portfolio to be reviewed by both the mentor and faculty supervisor:

1. A journal of activities, their role in the activity (participating / leading) and time spent on task during the internship.
2. A collection of artifacts of their work during the course of the quarter.
3. Prepare a reflective, self-evaluation of your learning experience during the course of the ten weeks.

These materials are to be shared with the mentor, and submitted to the faculty supervisor in the 10th week of the quarter.

During the 10th week of the quarter, the mentor and faculty supervisor will meet to discuss the intern's progress, making use of the university rubrics. They will determine whether or not the student has "met" or "not met" the ISLLC Standards that are set forth in the internship guide. If the mentor and faculty supervisor identify any serious concerns, the faculty supervisor will contact the director of internships as soon as possible to inform him/her of the concerns. In the beginning of the eleventh week, the faculty supervisor and mentor meet with the intern to discuss the evaluation and critique the experience. If serious concerns are raised in the evaluation or the interview process, the intern will be asked to meet with the director of internships and the program director to develop a plan of remediation.

A sample of the rubric is provided in the next section.

LINES OF COMMUNICATION

The intern's first lines of communication are their on-site mentor and the faculty supervisor. You will be given their contact data during the orientation session, prior to your first day on the internship. Your mentor and faculty supervisor should be seen as your first source of information and advice if you encounter any difficulties.

If you are unable to negotiate issues with neither your mentor nor your faculty supervisor, you should then contact the program director of internships (*see contact information on next page*). If the program director of internships is unavailable, you may contact either the program director for Educational Leadership, the Department Assistant or the chair of the Department of Leadership, Language and Curriculum (*see contact information on next page*).

LIST OF CONTACTS

Program Director of Internships:
William Hoecker, CAS
Phone: 773-325-8356
E-mail: whoecker@depaul.edu

Program Director:
Barbara Rieckhoff, Ph.D.
Phone: (773) 325-8670
E-mail: briekho@depaul.edu

Department Chair:
Dr. Sonia Soltero, Ph.D.
Phone: 773-325-4788
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Academic Advisor:
Brandon Washington
Phone: 773-325-7495
Email: bwashin3@depaul.edu

Department Assistant:
Jennifer Tatum
Phone: 773-325-4806
Email: jtatum3@depaul.edu

Internship Application Checklist

Before you apply to the Principal Preparation Internship Program, complete the following requirements checklist with your advisor. Use this checklist to make sure you are ready to apply:

Have you completed the following requirements?

_____ Completed all coursework, with the exception of A&S608, with a GPA of 3.25 or higher

_____ Been evaluated for and met all ISLLC standards with regards to course curriculum

_____ Met the Dispositional Standards of the College of Education / Educational Leadership program in all course work

_____ Successfully completed the State of Illinois mandatory evaluation of certified personnel course through the Growth Through Learning website? (See page 2 for more details)

_____ Passed the State of Illinois Principal examination? (See page 2 for more details)

Please note: Students who do not meet these standards must either develop a plan of remediation, implement it, and satisfy the prerequisites for the admission to the internship; or they must withdraw from the Principal Licensure Program.

Once the checklist above is complete, you are ready for the following steps:

1. Complete an application seeking internship. (See application on page 13)
2. Submit evidence of having met the requirements above to the program director of internship experiences.
3. Develop a learning plan which outlines the areas in which you would like to grow during the internship experience. The learning plan should consist of three bullet points that indicate areas of growth.

Application for Admission into the Internship

Please print

Personal Information:

Full Name: _____
 Student ID #: _____
 Street Address _____
 City, State Zip _____
 E-mail address _____
 Phone number (*please give us the best number to reach you.*) _____

Course Work Completed:

Course	Grade	Term Completed
A&S 491		
A&S 492		
A&S 493		
A&S 494		
A&S 495		
A&S 496		
A&S 498		
CS 492		
CS 493		

What is your current GPA? _____

Have you successfully completed the required course on Evaluation of certified personnel mandated by the State of Illinois? **Yes** **No**

Have you passed the Principal Licensure Examination? **Yes** **No**

Have you applied for A&S 608? **Yes** **No**

If yes, the date that you applied for A&S 608? _____

Please attach an unofficial copy of your transcript of study, and proof of successfully completing the State Mandated course on the evaluation of certified personnel and having passed the Principal Licensure Examination.

Submit this application form and supplementary materials to Brandon Washington, the Educational Leadership Principal Preparation Program Advisor in COE149.

Assessment of the Internship

Internship Assessment Rubric: General Comments

The Educational Leadership program of the College of Education at DePaul University assesses each student according to the ISLLC Standards and the mandates of the state. A candidate who “does not meet the standard” on a particular assessment, will not pass the internship, and will not be eligible for licensure. Each candidate must achieve a “meets the standard” in every assessment in order to successfully complete the internship. Those who do not meet a particular standard will either be required to repeat the required activities of the program, or if the person proves incapable of successfully completing the activities, will be dismissed from the program without receiving licensure.

All candidates in the program will be informed of the particular internship requirements at several points throughout the program. Candidates will be informed of the rubric and the requirements for passing the internship during the orientation meeting that will be held upon admission into the program. This information will be disseminated to the students a second time, during the orientation to the internship, prior to beginning the program. Finally, faculty, faculty supervisors and the program director of internships will all be available to answer student’s individual questions about these rubrics at any time either prior to or during the course of the internship. The internship rubrics will be posted on the College of Education website, and will be disseminated to students at the beginning of the program and again during the orientation for the internship. Rubrics are also included in this handbook and begin on the following page.

The program, through the program director of internships, will have multiple opportunities to communicate with the faculty supervisor and the intern during the course of the internship experience. First, all interns are required to attend on-campus internship sessions at given intervals during the internship (see Internship syllabus, Internship Handbook). These sessions will provide opportunities for the program, faculty supervisors, and the interns to communicate with one another—both formally and informally. Secondly, each intern has the contact information of the program director of internships, program director and department chair, so that any questions they might have can be answered in a timely fashion. Thirdly, faculty supervisors will meet with the program director of internships and members of the faculty during the course of the internship experience. All of these opportunities provide all of the stakeholders opportunities to communicate, formally and informally, about important issues that face them in the course of making the internship a successful experience.

ASSESSMENT OF COMPETENCIES IN DEALING WITH DIVERSE STUDENTS

The rubric guarantees that interns have access to diverse students, and that they have shown themselves competent in leading teachers in the instruction of these students. This will take place by the intern’s use of student data, program evaluation, and collaboration with special education, ELL and early childhood teachers. Further, the assessment will assess the student’s ability to develop a School Improvement Plan, provide proper materials for diverse student learning needs, work with faculty to implement instructional strategies and school-wide programs that implement IEPs, IFSPs and Section 504 plans, assisting teachers in providing individualized instruction which provides for the growth of each child. The assessment also ascertains that the intern has worked fairly and equitably with all families and advocates for each child.

All interns are required to be actively engaged with all populations in the school building. Any School Improvement Plan that is required of the intern must demonstrate that the intern has actively sought out the input of those teachers and other staff who work with special populations.

Above and beyond the general rubrics for the internship, the interns will describe how they were involved with students with (Individualized Educational Plans) IEPs, (Individualized Family Service Plans) IFSPs or Section 504 plans, English Language Learners, or other special groups, the intern’s mentor will reflect with the intern about these experiences, and the mentor will be asked to assess the intern’s ability to work with all students.

Candidates for the Principal Licensure will be informed of these expectations during the program orientation, during the midst of their coursework, and during the orientation to the internship process. Any candidate having questions on these expectations or any related issues may also speak informally with any of the educational leadership faculty or their mentor at any time about these issues.

ASSESSMENT OF SREB CRITICAL SUCCESS FACTORS

The SREB critical success factors will be assessed using the rubric found in Appendix C of this section. The intern will be required to log the activities with which s/he has been involved and indicate whether their role was participatory or leading. The mentor will be required to verify whether or not the student documentation is accurate, and the mentor, faculty supervisor and intern will each assess whether or not the individual intern has met or not met a particular competency.

The candidates will learn to use their performance ratings during the internship orientation. They will be given several examples of appropriate activities for each competency and examples of how to distinguish between participating and leading.

Faculty and faculty supervisors will go through a similar training on site, developed by the program director for internships and the program director of educational leadership. Faculty and faculty supervisors, after receiving initial instruction on appropriate activities and the distinctions between leading and participating, will be given several cases in which they will be asked to determine which competency the activity fit under, whether it was appropriate for that competency, and finally whether or not the activity was participatory or leading. The ensuing discussion will help determine whether or not the group has achieved adequate inter-rater reliability.

Internship mentors will go through a similar process to what is described above with their cohort during their initial training. Faculty and faculty supervisors will work with the cohort of mentors to assist, coach and help determine inter-rater reliability.

**DePaul University
College of Education
Principal Preparation Program
Internship Rubric**

Intern's Name: _____

Internship Placement: _____

Mentor: _____

Faculty Supervisor: _____

Date: _____

Basic Structure of the Rubric

Assessments

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

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

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

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

- **Focus Area: 2.1** – Participate in the hiring process including, at a minimum: creation of a job description; creation of interview questions and assessment rubric; participation in interviews for the position; recommendation of the candidate to hire with rationale and data to support the selection; and preparation of letters of rejection for candidates who were not selected.
- **Focus Area: 2.2** – Conduct a full cycle of clinical supervision, including a pre-observation conference, a classroom observation, and a post-observation conference. Write a summary that provides evidence utilizing actual notes, observations, discussion, forms, and student achievement data providing feedback to the teacher. Provide examples of interventions and supports needed for the non-tenured or struggling teacher.
- **Focus Area: 2.3** – In conjunction with stakeholders, lead in the development of a professional development plan for a school building that includes: (1) data analysis (reviewed in Focus Area 1.2); (2) multiple options for teacher development; and (3) a method for evaluating the professional development plan and the extent to which it will lead to school improvement.

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

- **Focus Area: 3.1** – Investigate, define, and delineate the systems and factors within the internship school for advocating, nurturing, and sustaining a culture of collaboration, trust, learning, high expectations, and a personalized and motivating learning environment for students.
- **Focus Area: 3.2** – Review the school's budget and other resources with the internship principal. Detail how the resources are typically used, evaluated for adequacy, assessed for effectiveness and efficiency. Provide recommendations for improvement. Address the impact of the budget on the following NCLB student subgroups: Limited English Proficiency, special education and economically disadvantaged. Present recommendations for improvement to a faculty group and solicit input in the budget development process.
- **Focus Area: 3.3** – State the mission of the school. Determine and analyze the different systems that exist within the school to fulfill the school's mission (i.e. instructional: curriculum, assessment, technology, class structure; and management: discipline plan; attendance; maintenance; transportation, etc.). Choose one instructional and one management system; create an assessment tool that will be used to rate the two systems. Finally, develop recommendations for improvement of aspects of the two systems that need improvement and report the findings to the internship principal.

Measures and Scoring

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

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

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

Intended Use

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

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

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

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

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

Internship Assessment Rubric

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

Assessment # 1 – Demonstrate a comprehensive understanding and performance in data analysis, school improvement, and conducting the School Improvement Plan (SIP) process (to the extent possible).			
Focus Area: 1.2 – Analyze and review data, including but not limited to, state test results, and work with a faculty group/team to identify areas for improvement and interventions, with particular attention given to NCLB student subgroups and low performing students.			
	Meets the Standard:	Does Not Meet the Standard:	SCORE:
Content: <ul style="list-style-type: none"> Standards = 2.A-2.I, 5.A, 5.C, 5.D, 5.E Appropriateness of the content 	The candidate works with faculty to review and analyze national, state, district, school and classroom data to identify academic achievement interventions for each of the schools NCLB subgroups or low performing students. Candidate's work reflects new interventions that align to the School Improvement Plan and the school's student achievement goals.	The candidate's work with faculty to analyze and review data will not likely result in improved student learning for each of the schools NCLB subgroups or low achieving students. The candidate's work with faculty is sporadic, disconnected, and/or does not connect the intervention to the SIP and the school's student achievement goals.	1 / 0
Process: <ul style="list-style-type: none"> Follows theory to practice Logical & Sequential Understandable Achieves the purpose 	The candidate produces an analysis of data (an artifact) and has other artifacts to demonstrate the process used in preparing for, working with, and following up on the work with the faculty in the identification of interventions that will improve student learning for all NCLB subgroups. There is a logical sequence to all activities. Planning and execution is of high quality and achieves the purpose.	The candidate is not able to produce a useable process for the review and analysis of data (an artifact) and/or other artifacts that demonstrate a reliable process for preparing, working with, and following up on the work with the faculty. The candidate identifies inadequate improvement interventions. There is an illogical sequence to all activities. Planning and execution is poor and the purpose is not achieved.	1 / 0
Outcomes: <ul style="list-style-type: none"> Clearly stated Clearly demonstrated Data supports the results 	The candidate produces clearly stated outcomes and expectations, performs data analysis, reviews the process used with the faculty (artifacts to demonstrate accomplishment) and has additional data and documents to support the outcomes of specific new improvement interventions for all NCLB subgroups.	The candidate produces unclear outcomes and expectations for the data analysis and review process with the faculty (and has poorly constructed artifacts). Further, additional data and documents to support the outcomes of specific new improvement interventions for all NCLB subgroups are lacking or absent.	1 / 0
Products: <ul style="list-style-type: none"> Align to standards Articulate and well organized Demonstrates full completion 	The candidate produces the following suggested items: a document detailing the data analysis and review process and products; all materials created and used in leading the faculty through the analysis and identification of specific interventions, and the meeting minutes verifying the input of, and work done by the faculty on the interventions (more artifacts are encouraged to demonstrate greater competency.)	The candidate produces few of the suggested items. Those produced do not demonstrate competency in the documentation of the following processes: conducting a review of the analysis of data; leading the faculty through the analysis and identification of specific instructional interventions; detailing meeting minutes indicating faculty worked on the interventions discussed; and/or soliciting input from faculty in the school improvement process.	1 / 0
Quality: <ul style="list-style-type: none"> Beginning principal like or better Complete 	The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate meets or exceeds the standards measured on	The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate does not meet or exceed the standards measured on this	1 / 0

• Accurate	this assessment.	assessment.	
Candidates must MEET 5 of 5 to demonstrate competency		TOTAL SCORE	

Assessment # 1 – Demonstrate a comprehensive understanding and performance in data analysis, school improvement, and conducting the School Improvement Plan (SIP) process (to the extent possible).			
Focus Area: 1.3 – Work with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan.			
	Meets the Standard:	Does Not Meet the Standard:	SCORE:
Content: <ul style="list-style-type: none"> Standards =1.B-1.E, 2.A, 2.D, 2.E, 2.I, 4.A-4.D, 5.A Appropriateness of the content 	The candidate demonstrates their work with the faculty to create, implement and evaluate an SIP action plan. The action plan is based on current data, reflects current research and best practices, and is connected to the work outlined in the school's SIP.	The candidate's action plan does not clearly focus on the work of the faculty to attain greater student achievement. The plan is not based on data, does not reflect current research, and is not clearly connected to the work outlined in the school's SIP.	1 / 0
Process: <ul style="list-style-type: none"> Follows theory to practice Logical & Sequential Understandable Achieves the purpose 	The candidate creates a clear action plan (an artifact) in collaboration with the faculty and possesses other artifacts that demonstrate the processes used in preparing for, implementing and evaluating the SIP action plans. There is a logical sequence to all events, all are well planned and executed, and achieve the purpose of improving student achievement.	The candidate's action plan is not clear or is missing (an artifact) and other artifacts that demonstrate the processes used in preparing for, implementing, and evaluating the action plan are inadequate to create success. The candidate does not engage faculty in the creation of the action plan. The sequence of events is illogical, often unplanned and executed, and they do not achieve the purpose of improving student achievement.	1 / 0
Outcomes: <ul style="list-style-type: none"> Clearly stated Clearly demonstrated Data supports the results 	The candidate clearly states the outcomes and expectations of the action plan. The candidate and the faculty demonstrate a clear understanding of the roles and responsibilities required for the implementation of the action plan and the continuous quality improvement process.	The candidate states the outcomes and expectations of the initiatives but the focus is unclear. The candidate's action plan is unclear or lacks faculty input. The additional data and documents to support the outcomes of the initiative are lacking or absent. The process for the formative evaluation of the action plan is lacking or absent.	1 / 0
Products: <ul style="list-style-type: none"> Align to standards Articulate and well organized Demonstrates full completion 	The candidate produces the following artifacts: a copy of the action plan; data and other information used with staff who work on the creation and implementation of the action plan; documentation of meetings and processes used to monitor the progress of the implementation; evidence of a formative evaluation process and impacts on student learning attained as a result of the initiative; etc. (more artifacts are encouraged to demonstrate greater competency.)	The candidate produces few of the suggested items: a copy of the action plan; data and other information used with staff who work on the creation and implementation of the action plan; documentation of meetings and processes used to monitor the progress of the implementation; evidence of a formative evaluation process and measurement of impact on student learning attained as a result of the action plan, etc.	1 / 0
Quality: <ul style="list-style-type: none"> Beginning principal like or better Complete Accurate 	The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate meets or exceeds the standards measured on this assessment.	The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate does not meet or exceed the standards measured on this assessment.	1 / 0

Candidates must MEET 5 of 5 to demonstrate competency

TOTAL SCORE

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

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

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

Assessment #1 Focus Area 1.4 Continued

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

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

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

Assessment #2 – Demonstrate comprehensive understanding and performance in conducting teacher hiring, faculty evaluation, and professional development.
Focus Area: 2.1 – Participate in the hiring process including, at a minimum: creation of a job description; creation of interview questions and assessment rubric; participation in interviews for the position; recommendation of the candidate to hire with rationale and data to support the selection; and preparation of letters of rejection for candidates who were not selected.

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

Assessment #2 Focus Area 2.1 Continued

Assessment #2 – Demonstrate comprehensive understanding and performance in conducting teacher hiring, evaluation, and professional development.
Focus Area: 2.1 – Participate in the hiring process including, at a minimum: creation of a job description; creation of interview questions and assessment rubric; participation in interviews for the position; recommendation of the candidate to hire with rationale and data to support the selection; and preparation of letters of rejection for candidates who were not selected.

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

Assessment #2 – Demonstrate comprehensive understanding and performance in conducting teacher hiring, evaluation, and professional development.
Focus Area: 2.2 – Conduct a full cycle of clinical supervision, including a pre-observation conference, a classroom observation, and a post-observation conference.
 Write a summary that provides evidence utilizing actual notes, observations, discussion, forms, and student achievement data providing feedback to the teacher.
 Provide examples of interventions and supports needed for the non-tenured or struggling teacher.

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

seeks feedback on performance as an evaluator from the evaluated teacher or principal mentor to assess personal effectiveness.

internship principal.

Assessment #2 Focus Area 2.2 Continued

Assessment #2 – Demonstrate comprehensive understanding and performance in conducting teacher hiring, evaluation, and professional development.
Focus Area: 2.2 – Conduct a full cycle of clinical supervision, including a pre-observation conference, a classroom observation, and a post-observation conference. Write a summary utilizing actual notes, observations, discussion, forms, and student achievement data providing feedback to the teacher. Provide examples of interventions and supports needed for the non-tenured or struggling teacher.

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

Assessment #2 – Demonstrate comprehensive understanding and performance in conducting teacher hiring, evaluation, and professional development.			
Focus Area: 2.3 – In conjunction with stakeholders, lead in the development of a professional development plan for a school building that includes: (1) data analysis (reviewed in Focus Area 1.2); (2) multiple options for teacher development; and (3) a method for evaluating the professional development plan and the extent to which it will lead to school improvement.			
	Meets the Standard:	Does Not Meet the Standard:	SCORE:
Content: <ul style="list-style-type: none"> Standards = 1B-1.E, 2A, 2D, 2F, 2G, 3D, 4A-4D, 5A Appropriateness of the content 	The candidate clearly demonstrates knowledge and understanding of the 12 components of the National Staff Development Council (NSDC) professional development standards.	The candidate does not or inadequately demonstrate knowledge of the National Staff Development Council (NSDC) professional development standards.	1 / 0
Process: <ul style="list-style-type: none"> Follows theory to practice Logical & Sequential Understandable Achieves the purpose 	The candidate clearly demonstrates application of the NSDC standards to their own school professional development needs by analyzing data, creating options, and creating an evaluation plan in collaboration with stakeholders.	The candidate does not or inadequately demonstrates application of the NSDC standards to their own school professional development needs by analyzing data, creating options, and creating an evaluation plan in collaboration with stakeholders.	1 / 0
Outcomes/Reflection: <ul style="list-style-type: none"> Clearly stated Clearly demonstrated Data supports the results 	The candidate clearly states the outcomes of the school's professional development plan in relationship to school improvement.	The candidate does not or inadequately states the outcomes of the school's professional development plan in relationship to school improvement.	1 / 0
Products: <ul style="list-style-type: none"> Align to standards Articulate and well organized Demonstrates full completion Reflection 	The candidate's internship time-log and reflections clearly indicate knowledge of NSDC standards, application of the standards to the professional development plan embedded in the school SIP, and a mechanism for evaluating the effectiveness of the plan to improve student learning.	The candidate's internship time-log and reflections do not indicate or inadequately indicates knowledge of NSDC standards, application of the standards to the professional development plan embedded in the school SIP, and a mechanism for evaluating the effectiveness of the plan to improve student learning.	1 / 0
Quality: <ul style="list-style-type: none"> Beginning principal like or better Complete Accurate 	The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate meets or exceeds the standards measured on this assessment.	The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate does not meet or exceed the standards measured on this assessment.	1 / 0
Candidates must MEET 5 of 5 to demonstrate competency		TOTAL SCORE	

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

Focus Area: 3.1 – Investigate, define, and delineate the systems and factors within the internship school for advocating, nurturing, and sustaining a culture of collaboration, trust, learning, high expectations, and a personalized and motivating learning environment for students.

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

<ul style="list-style-type: none"> • Reflection 	improvement process, professional development, teacher leadership, school leadership teams, cultural proficiency, guaranteed and viable curriculum and climate etc.).	improvement process; professional development; teacher leadership, building leadership teams are minimally or not included.	
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Assessment #3 Focus Area 3.1 Continued

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

Focus Area: 3.1 – Investigate, define, and delineate the systems and factors within the internship school for advocating, nurturing, and sustaining a culture of collaboration, trust, learning, and high expectations and a personalized and motivating learning environment for students.

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

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

	Meets the Standard:	Does Not Meet the Standard:	SCORE:
<p>Content:</p> <ul style="list-style-type: none"> Standards = 1D, 2E, 3A-E, 4A, 51-5E Appropriateness of the content 	<p>The candidate’s presentation and artifacts support a clear understanding of the school’s budget and delineates the use of available resources, evaluates adequacy and assesses for effectiveness and efficiency. The candidate’s presentation provides recommendations for improvement to a specific audience and solicits input. The candidate’s presentation and final report addresses the impact of the budget on NCLB student subgroups such as Limited English Proficiency, special education and economically disadvantaged.</p>	<p>The candidate does not present or poorly presents his/her understanding of the school budget, available resources, and specific impact of the budget NCLB student subgroups such as limited English proficiency, special education and economically disadvantaged. The candidate’s final budget report does not provide or minimally provides appropriate recommendations for improvement.</p>	1 / 0
<p>Process:</p> <ul style="list-style-type: none"> Follows theory to practice Logical & Sequential Understandable Achieves the purpose 	<p>The candidate documents a meeting with the internship principal to review the school’s budget (an artifact). The candidate demonstrates an understanding of school budget and resources available providing details of how the resources are used, and an assessment of adequacy, effectiveness, and efficiency as delineated in a report prepared and shared with the internship principal. The candidate documents the presentation of recommendations for budget improvement to the faculty and receives input. The candidate and the internship principal meet to discuss the candidate’s recommendations and reflections on the school budget, resources, impact on student subgroups, and recommendations.</p>	<p>The candidate fails to demonstrate an understanding of the school budget and resources. The candidate’s report does not show an understanding of how resources are used or provide an assessment of adequacy, effectiveness and efficiency. The candidate does not present the budget to a faculty group for input. No meeting or a limited meeting is held between the candidate and internship principal to discuss the school budget, resources, impact on student subgroups, the candidate’s recommendations and/or the candidate’s reflections on the school budget and other resources.</p>	1 / 0
<p>Outcomes/Reflection:</p> <ul style="list-style-type: none"> Clearly stated and 	<p>The candidate clearly understands the school budget and resources as evidenced by a formal report detailing how</p>	<p>The candidate reviews the budget. Knowledge of other resources is minimal. The details on how the resources are</p>	

<p>demonstrated</p> <ul style="list-style-type: none"> Data supports the results Candidate reflects on her/his role in the process 	<p>the resources are used; including an assessment of adequacy, effectiveness and efficiency. Appropriate recommendations are made for improvement. The report specifically addresses the impact of the budget on NCLB student subgroups such as Limited English Proficiency, special education and economically disadvantaged. The report findings are presented to the principal. The candidate is able to reflect on her/his involvement in the budget review process, resources available, and the impact the recommendations will have on the school.</p>	<p>used; including an assessment of adequacy, effectiveness and efficiency are incomplete. School budget recommendations are poor and/or inappropriate. Little or no specificity is given to the impact of the budget on NCLB student subgroups such as Limited English Proficiency, special education and economically disadvantaged. The candidate is unable to accurately reflect on her/his involvement in reviewing the school budget, resources and impact on subgroups.</p>	<p>1 / 0</p>
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Assessment #3 Focus Area 3.2 Continued

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

Focus Area: 3.2 – Review the school’s budget and other resources with the internship principal. Detail how the resources are typically used, evaluated for adequacy, assessed for effectiveness and efficiency. Provide recommendations for improvement. Address the impact of the budget on the following NCLB student subgroups: limited English proficiency, special education and economically disadvantaged. Present recommendations for improvement to a faculty group and solicit input in the budget development process.

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

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

Focus Area: 3.3 – State the mission of the school. Determine and analyze the different systems that exist within the school to fulfill the school’s mission (i.e. instructional: curriculum, assessment, technology, class structure; and management: discipline plan; attendance; maintenance; transportation, etc.). Choose one instructional and one management system; create an assessment tool that will be used to rate the two systems. Finally, develop recommendations for improvement of aspects of the two systems that need improvement and report the findings to the internship principal.

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

Candidates must MEET 5 of 5 to demonstrate competency

TOTAL SCORE

**APPENDIX B
DePaul University
College of Education
Principal Preparation Program
SREB Critical Success Factor Rubric**

Intern's Name: _____

Internship Placement: _____

Mentor: _____

Faculty Supervisor: _____

Date: _____

Candidate Mastery of the SREB Critical Success Factors and Activities

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

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

Please describe the internship experience that includes the SREB activities.

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

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

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

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

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

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

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

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

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

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

SREB Critical Success Factor 9 The school leader is able to understand how adults learn and knows how to advance meaningful change through quality sustained professional development that benefits students.				Levels	
Aligns with 2008 ISLLC Standard 3 Functions A-E		Internship Experiences	Describe Assessment Used to Determine Proficiency	Participation (P) Leadership (L)	
Internship requires...				P	L
Activity 9a.	...study groups, problem solving sessions and/or ongoing meetings to promote student achievement.				
Activity 9b.	...scheduling, developing and/or presenting professional development activities to faculty that positively impact student achievement.				

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

SREB Critical Success Factor 11 The school leader is able to acquire and use resources wisely.				Levels	
Aligns with 2008 ISLLC Standard 3 Functions A-E		Internship Experiences	Describe Assessment Used to Determine Proficiency	Participation (P) Leadership (L)	
Internship requires...				P	L
Activity	...writing grants or developing partnerships that provide				

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

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

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

**Internship Rubric
Intern Participation in
IEP, ISFP, 504 Plan, English Language Learner Competencies**

Intern's Name: _____

Placement: _____

Date: _____

Intern completes the following:

1. Please identify the population with which you were working.

2. Describe the activity (activities) with which you have been involved.

3. How would you describe your role in the activity? (Participation / Leading)

4. What did you contribute of educational significance to the activity?

5. Describe your conversation with your mentor about this activity.

6. What did you learn as a result of engaging in this activity?

**Internship Rubric
Intern Participation in
IEP, ISFP, 504 Plan, English Language Learner Competencies**

Intern's Name: _____

Placement: _____

Date: _____

For the mentor:

1. Please verify the information in #1 - #3 above. Is it accurate?

2. What was the educational significance of the activity with which the student was engaged?

3. On a scale of 1 through 5 with 1 being very weak and 5 being very strong, how would you rate the intern's effectiveness as a participant / leader in this activity? Please explain.

4. Briefly describe your conversation with the intern about the activity.

Mentor's Signature: _____