

## Principal Preparation Program Redesign Internship Assessment Scoring Rubric

<b>Assessment # 1 – Demonstrate comprehensive understanding and performance in data analysis, school improvement, and conducting the SIP process.</b>			
<b>Focus Areas: 1.1, 1.2, 1.3, 1.4 – Demonstrate an understanding of the purpose of the school improvement plan and its relationship to the school vision by analyzing and using data, explaining the process through the use of a multi-media presentation, and facilitating a stakeholder group (e.g., faculty meeting, department meeting, parent group, etc.). Based on data, determine the progress of school improvement and recommend the steps needed in the process to support continued enhanced student learning.</b>			
	<b>Meets the Standard:</b>	<b>Does Not Meet the Standard:</b>	<b>SCORE:</b>
<b>Content:</b> <ul style="list-style-type: none"> <li>Standards = 1.a, 5.a</li> <li>Competencies = 1.1a, 1.2a</li> <li>Appropriate</li> </ul>	The candidate’s artifacts and presentation focus the school’s vision and mission on the work of the staff and principal to support enhanced student achievement. The presentation also connects the vision to the work of the school’s improvement plan.	The artifacts and presentation do not bring the vision and mission of the school into focus for supporting greater student achievement. The school improvement plan is mentioned but is not a central part of the work to accomplish enhanced student achievement.	<b>1 / 0</b>
<b>Process:</b> <ul style="list-style-type: none"> <li>Follows theory to practice</li> <li>Logical &amp; Sequential</li> <li>Understandable</li> <li>Achieves the purpose</li> </ul>	The candidate clearly outlines a data analysis process (an artifact) that demonstrates understanding of school improvement, in order to create a presentation and conduct a follow up meeting to analyze the presentation. School improvement events are logical, sequential, well planned and executed, and achieve the stated purpose.	The candidate’s outline is brief or incomplete for the presentation and follow-up meeting. Artifacts that support the school improvement process and presentation are inadequate, and not logically organized or planned. The purpose is vague and not clearly communicated to the audience of the presentation.	<b>1 / 0</b>
<b>Outcomes/Reflection:</b> <ul style="list-style-type: none"> <li>Clearly stated and demonstrated</li> <li>Data supports the results</li> <li>Candidate reflects on their role in the process</li> </ul>	The candidate clearly states the outcomes and expectations of the school improvement plan and has artifacts (presentation materials, outlines, agendas, data analysis, etc.) that demonstrate accomplishment, as well as support, to lead the school in implementing the plan. The candidate is able to thoroughly reflect on his/her role as an instructional leader for school improvement.	The outcomes and expectations of the candidate’s presentation, outlines, and data analysis are vague and unclear (few or no artifacts support the school improvement). There are few supporting documents or data to indicate the direction of the school in the school improvement plan. The candidate is unclear and unable to reflect on the role of the instructional leader in school improvement.	<b>1 / 0</b>
<b>Products:</b> <ul style="list-style-type: none"> <li>Align to standards</li> <li>Articulated and well organized</li> <li>Demonstrates full completion</li> <li>Reflection</li> </ul>	The candidate produces the following items; (more are most certainly welcome to demonstrate greater competency): data analysis process, a power point/media presentation; handouts given at the presentation and any meetings; minutes of all meetings to discuss school improvement; stakeholder input received as a result of school improvement planning; candidate reflections.	The candidate produces few of the following items; (those presented do not demonstrate competency): a power point of the presentation; handouts given at the presentation and any meetings; minutes of meetings to discuss school improvement; stakeholder input received as a result of school improvement planning; candidate reflections.	<b>1 / 0</b>
<b>Quality:</b> <ul style="list-style-type: none"> <li>Beginning principal like or better</li> <li>Complete</li> <li>Accurate</li> </ul>	The following quality is demonstrated in all materials: correct APA format; correct spelling and grammar; completeness; accuracy; comprehensiveness; meets or exceeds the standards and competencies of this assessment.	The following quality is lacking in materials: correct APA format; correct spelling and grammar; completeness; accuracy; comprehensiveness; does not meet the standards and competencies of this assessment.	<b>1 / 0</b>
<b>Candidates must MEET 5 of 5 to demonstrate competency</b>			<b>TOTAL SCORE</b>

**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.**

	<b>Meets the Standard:</b>	<b>Does Not Meet the Standard:</b>	<b>SCORE:</b>
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>ISLLC Standard 3b. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources</li> <li>IDP Standard 5.3a. Alignment of human resources to support student learning needs</li> </ul>	<p>The candidate collaborates with staff to align the teacher job description to student learning needs.</p> <p>The candidate creates a job description, or, if the school district uses a standard job description for the position, analyzes the standard job description and writes a critique of it.</p> <p>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.</p> <p>The interview questions are relevant to making judgments about the competence 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.</p> <p>The candidate neither creates nor analyzes the standard job description provided by the school district and does not write a critique of it.</p> <p>The candidate does not create interview questions and a rubric for assessment of the applicants or the interview questions were 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.</p> <p>One or more of the interview questions are not relevant to making judgments about the competence of applicants or requests information that violates anti-discrimination laws.</p>	1 / 0
<p><b>Process:</b></p> <ul style="list-style-type: none"> <li>Follows theory to practice</li> <li>Logical &amp; Sequential</li> <li>Understandable</li> <li>Achieves the purpose</li> </ul>	<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.</p> <p>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: greet applicants, state the purpose of the interview, ask relevant questions, take accurate notes, or provide 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><b>Outcomes/Reflection:</b></p> <ul style="list-style-type: none"> <li>Clearly stated</li> <li>Clearly demonstrated</li> <li>Data supports the results</li> <li>Reflection</li> </ul>	<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 is not acceptable, the candidate explains why.)</p> <p>The candidate reflects on the knowledge and skills required to effectively perform his or her role and explain 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.</p> <p>The candidate did not reflect on the knowledge and skills required to effectively perform his or her role or the reflection is superficial. The candidate did not explain how the outcome of the hiring process contributes to student learning or the explanation is facile.</p>	1 / 0
<p><b>Products:</b></p> <ul style="list-style-type: none"> <li>Align to standards</li> <li>Articulate and well organized</li> <li>Demonstrates full completion</li> <li>Reflection</li> </ul>	<p>The candidate produces (1) description of collaboration with staff on alignment of the job description with student learning needs; (2) job description created by candidate or, if a standard job description is used, 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.</p>	<p>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 created by candidate or, if a standard job description is used, 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.</p>	1 / 0
<p><b>Quality:</b></p> <ul style="list-style-type: none"> <li>Beginning principal like or better</li> <li>Complete</li> </ul>	<p>The following quality is demonstrated in all materials: correct APA format; correct spelling and grammar; completeness; accuracy; comprehensiveness; meets or exceeds the standards and competencies of this assessment.</p>	<p>The following quality is lacking in materials: correct APA format; correct spelling and grammar; completeness; accuracy; comprehensiveness; does not meet the standards and competencies of this assessment.</p>	1 / 0

• Accurate		
<b>Candidates must MEET 5 of 5 to demonstrate competency</b>		<b>TOTAL SCORE</b>

<b>Assessment #2 Demonstrate comprehensive understanding and performance in conducting teacher hiring, evaluation, and professional development</b>			
<b>Focus Area: 2.2 Conduct a full cycle of clinical supervision, including a pre-conference, conference, and post-conference. Write a summary utilizing actual notes, observations, discussion, forms, and student achievement data. Provide examples of interventions and support needed for the non-tenured or struggling teacher.</b>			
	<b>Meets the Standard:</b>	<b>Does Not Meet the Standard:</b>	<b>SCORE:</b>
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>Standards = 1.b, 1.c, 1.d, 1.e, 2.a, 2.d, 2.f, 2.g, 2.h, 2.i, 3.d, 3.e, 5.b, 5.c, 5.e</li> <li>Competencies = 1.1b, 1.1c, 1.2e, 2.1b, 2.2b, 3.1b, 3.1c, 3.2b, 3.2c, 3.2d, 5.1a2, 5.1c, 5.2b, 5.2c, 5.2d</li> <li>Appropriate</li> </ul>	<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 and skills of ways that school leaders 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 and skills of ways that school leaders 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>	1 / 0
<p><b>Process:</b></p> <ul style="list-style-type: none"> <li>Follows theory to practice</li> <li>Logical &amp; Sequential</li> <li>Understandable</li> <li>Achieves the purpose</li> </ul>	<p>Based upon best practices in clinical supervision, the candidate clearly connects the three stages of clinical supervision: the pre-conference, observation, and post-conference. The process used by the candidate is coherent and purpose-driven. The pre-conference establishes the purpose of the observation and the tool(s) to be used to gather data on the classroom instructional process. The observation is focused and aligned to its purpose. During the post-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 process used by the candidate was 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>	1 / 0
<p><b>Outcomes/Reflection:</b></p> <ul style="list-style-type: none"> <li>Clearly stated</li> <li>Clearly demonstrated</li> <li>Data supports the results</li> <li>Reflection</li> </ul>	<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 elects to seek feedback on performance as an evaluator from the evaluated teacher or principal mentor to assess personal effectiveness.</p>	<p>The outcomes for the clinical supervision and formative and summative evaluation process are not clearly identified during the pre-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 teacher who was reviewed. Additional feedback from the teacher or mentor principal is either missing or lacking.</p>	1 / 0
<p><b>Products:</b></p> <ul style="list-style-type: none"> <li>Align to standards</li> <li>Articulate and well organized</li> <li>Demonstrates full completion</li> <li>Reflection</li> </ul>	<p>The candidate produces an articulate and well-organized summary of the formative clinical supervision process that includes documentation from the formative preconference, 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 preconference, observation, post conference; post conference write-up or formative evaluation form; summative evaluation; professional development recommendations.</p>	<p>The candidate is missing one or more of the artifacts that summarize the candidate's work in the clinical supervision process that includes documentation from the formative preconference, observation, the post observation conference and the summative evaluation of the teacher's performance. Artifacts missing include: notes and forms used in the preconference, observation, post conference; post conference write-up or formative evaluation form; summative evaluation; professional development recommendations; etc.</p>	1 / 0
<p><b>Quality:</b></p>	<p>The following quality is demonstrated in all materials: correct APA format; correct spelling and grammar; completeness; accuracy; comprehensiveness;</p>	<p>The following quality is lacking in materials: correct APA format; correct spelling and grammar; completeness; accuracy;</p>	

<ul style="list-style-type: none"> <li>• <b>Beginning principal like or better</b></li> <li>• <b>Complete</b></li> <li>• <b>Accurate</b></li> </ul>	meets or exceeds the standards and competencies of this assessment.	comprehensiveness; does not meet the standards and competencies of this assessment.	1 / 0
<b>Candidates must MEET 5 of 5 to demonstrate competency</b>		<b>TOTAL SCORE</b>	

<b>Assessment # 2 – Demonstrate comprehensive understanding and performance in conducting teacher hiring, evaluation, and professional development.</b> <b>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 plan leading to school improvement.</b>			
	<b>Meets the Standard:</b>	<b>Does Not Meet the Standard:</b>	<b>SCORE:</b>
<b>Content:</b> <ul style="list-style-type: none"> <li>• <b>Standards =</b></li> <li>• <b>Competencies =</b></li> <li>• <b>Appropriate</b></li> </ul>	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 NSDC standards.	1 / 0
<b>Process:</b> <ul style="list-style-type: none"> <li>• <b>Follows theory to practice</b></li> <li>• <b>Logical &amp; Sequential</b></li> <li>• <b>Understandable</b></li> <li>• <b>Achieves the purpose</b></li> </ul>	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 demonstrated 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
<b>Outcomes/Reflection:</b> <ul style="list-style-type: none"> <li>• <b>Clearly stated</b></li> <li>• <b>Clearly demonstrated</b></li> <li>• <b>Data supports the results</b></li> </ul>	The candidate clearly states the outcomes of the school’s professional development plan in relationship to school improvement.	The candidate does not or inadequately state the outcomes of the school’s professional development plan in relationship to school improvement.	1 / 0
<b>Products:</b> <ul style="list-style-type: none"> <li>• <b>Align to standards</b></li> <li>• <b>Articulate and well organized</b></li> <li>• <b>Demonstrates full completion</b></li> <li>• <b>Reflection</b></li> </ul>	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 does not indicate or inadequately indicated 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
<b>Quality:</b> <ul style="list-style-type: none"> <li>• <b>Beginning principal like or better</b></li> <li>• <b>Complete</b></li> <li>• <b>Accurate</b></li> </ul>	The following quality is demonstrated in all materials: correct APA format; correct spelling and grammar; completeness; accuracy; comprehensiveness; meets or exceeds the standards and competencies of this assessment.	The following quality is lacking in materials: correct APA format; correct spelling and grammar; completeness; accuracy; comprehensiveness; does not meet the standards and competencies of this assessment.	1 / 0
<b>Candidates must MEET 5 of 5 to demonstrate competency</b>		<b>TOTAL SCORE</b>	

<b>Assessment # 3 – Demonstrate comprehensive understanding and performance in conducting school-wide management of personnel, resources, and systems for adequacy and equity.</b>			
<b>Focus Area: 3.1 – Investigate, define, and delineate the systems and factors within your 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.</b>			
	<b>Meets the Standard:</b>	<b>Does Not Meet the Standard:</b>	<b>SCORE:</b>
<b>Content:</b> <ul style="list-style-type: none"> <li>Standards =</li> <li>Competencies =</li> <li>Appropriate</li> </ul>	<p>The candidate’s knowledge and skills are demonstrated in an understanding of systems and factors within the internship school that advocate, nurture, and sustain a culture of collaboration, trust, learning, and high expectations and a personalized and motivating learning environment for students. Content knowledge can be 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, and 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
<b>Process:</b> <ul style="list-style-type: none"> <li>Follows theory to practice</li> <li>Logical &amp; Sequential</li> <li>Understandable</li> <li>Achieves the purpose</li> </ul>	<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, and high expectations and a personalized and motivating learning environment for students through the graphic mapping of the system and recommendations for improvement. The recommendations are accurate, complete, logical, and could 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, and high expectations and a personalized and motivating learning environment for students through the graphic mapping of the system and recommendations for improvement. The recommendations are inaccurate, incomplete, illogical, or could not be implemented in a school setting.</p>	1 / 0
<b>Outcomes/Reflection:</b> <ul style="list-style-type: none"> <li>Clearly stated and demonstrated</li> <li>Data supports the results</li> <li>Candidate reflects on her/his role in the process</li> </ul>	<p>The candidate has clearly stated 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 has not clearly stated 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
<b>Products:</b> <ul style="list-style-type: none"> <li>Align to standards</li> <li>Articulate and well organized</li> <li>Demonstrates full completion</li> </ul>	<p>The candidate has produced the following items: a review of the systems data; a graphic map of the two areas of the internship school’s learning environment; an analysis of supporting and impeding factors, an evaluation of the systems’ effectiveness; and recommendations for improvement. (Potential learning environment system areas may include: professional learning communities (PLC), school improvement process (SIP); professional development; teacher leadership; building leadership</p>	<p>The candidate has not or poorly produced the following items: a review of the systems data; a map of the two areas of learning environment system; an evaluation of the system’s effectiveness; and recommendations for improvement. (Potential learning environment system areas may include: professional learning communities (PLC), school improvement process (SIP); professional development; teacher leadership; building leadership teams; etc.)</p>	1 / 0

<ul style="list-style-type: none"> <li>• <b>Reflection</b></li> </ul>	teams; cultural proficiency; guaranteed and viable curriculum; climate etc.)		
<b>Quality:</b> <ul style="list-style-type: none"> <li>• <b>Beginning principal like or better</b></li> <li>• <b>Complete</b></li> <li>• <b>Accurate</b></li> </ul>	The following quality is demonstrated in all materials: correct APA format; correct spelling and grammar; completeness; accuracy; comprehensiveness; meets or exceeds the standards and competencies of this assessment.	The following quality is lacking in materials: correct APA format; correct spelling and grammar; completeness; accuracy; comprehensiveness; does not meet the standards and competencies of this assessment.	1 / 0
<b>Candidates must MEET 5 of 5 to demonstrate competency</b>		<b>TOTAL SCORE</b>	

<b>Assessment # 3 – Demonstrate comprehensive understanding and performance in conducting school-wide management of personnel, resources, and systems for adequacy and equity.</b>			
<b>Focus Area: 3.2 – Review the school’s budget and other school resources with the internship principal. Detail how the resources are typically used; how the resources could be evaluated for adequacy; assessed for effectiveness and efficiency; and give recommendations for improvement. Address specifically the impact of the budget on subgroups such as special education, ELL, and low socio-economic students.</b>			
	<b>Meets the Standard:</b>	<b>Does Not Meet the Standard:</b>	<b>SCORE:</b>
<b>Content:</b> <ul style="list-style-type: none"> <li>• <b>Standards =</b></li> <li>• <b>Competencies =</b></li> <li>• <b>Appropriate</b></li> </ul>	The candidate’s presentation and artifacts support a clear understanding of the school’s budget and delineates available resources detailing how resources are typically used, evaluated for adequacy and assessed for effectiveness and efficiency. The candidate’s final report gives recommendations for improvement. The candidate’s presentation and final report address specifically the impact of the budget on subgroups such as special education, ELL, and low socio-economic students.	The candidate does not present or poorly presents his/her understanding of the school budget, available resources, and specific impact of the budget on subgroups such as special education, ELL, and low socio-economic students. The candidate’s final budget report does not provide or minimally provides appropriate recommendations for improvement.	1 / 0
<b>Process:</b> <ul style="list-style-type: none"> <li>• <b>Follows theory to practice</b></li> <li>• <b>Logical &amp; Sequential</b></li> <li>• <b>Understandable</b></li> <li>• <b>Achieves the purpose</b></li> </ul>	The candidate documents a meeting with the internship principal to review and discusses the school budget (an artifact). The candidate demonstrates an understanding of school budget and typical resources available providing details of how the resources are typically used, how they are evaluated for adequacy, and assessed for effectiveness and efficiency as delineated in a report prepared and shared with the internship principal. The candidate and the internship principal meet to discuss the candidate’s recommendations and reflections on the school budget, resources, impact on subgroups, and recommendations.	The candidate fails to demonstrate an understanding of the school budget and typical resources. The candidate’s report does not show an understanding of how resources are typically used, evaluated for adequacy and/or assessed for effectiveness and efficiency. No meeting or a limited meeting was held between the candidate and internship principal to discuss the school budget, typical resources, impact on subgroups, the candidate’s recommendations and/or the candidate’s reflections on the school budget and other resources.	1 / 0
<b>Outcomes/Reflection:</b> <ul style="list-style-type: none"> <li>• <b>Clearly stated and demonstrated</b></li> <li>• <b>Data supports the results</b></li> <li>• <b>Candidate reflects on her/his role in the process</b></li> </ul>	The candidate clearly understands the school budget and other school resources as evidenced by a formal report containing: details of how the resources are typically used; how the resources could be evaluated for adequacy and assessed for effectiveness and efficiency; and appropriate recommendations for improvement. The report specifically addresses the impact of the budget on subgroups such as special education, ELL, and low socio-economic students. The reported 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.	The candidate reviews the budget. Knowledge of other resources is minimal. The details of how the resources are typically used; how resources could be evaluated for adequacy and assessed for effectiveness and efficiency were incomplete. School budget recommendations are poor and/or inappropriate. Little or no specificity is given to the impact of the budget on subgroups such as special education, ELL, and low socio-economic students. The candidate is unable to accurately reflect on her/his involvement in reviewing the school budget, resources and impact on subgroups.	1 / 0
<b>Products:</b> <ul style="list-style-type: none"> <li>• <b>Align to standards</b></li> <li>• <b>Articulate and well organized</b></li> </ul>	The candidate produces the following: a copy of the reviewed school budget initialed by the internship principal, a report that contains the following: details of how the budget resources are typically used; how the resources could be evaluated for adequacy and assessed for effective and efficiency; and recommendations for improvement. The	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 typically used; how the resources could be evaluated for adequacy and/or assessed for effectiveness and efficiency. The candidate makes	1 / 0

<ul style="list-style-type: none"> <li>• <b>Demonstrates full completion</b></li> <li>• <b>Reflection</b></li> </ul>	final report addresses specifically the impact of the budget on subgroups such as special education, ELL, and low socio-economic students.	inadequate or inappropriate recommendations for budget improvements and/or, the final report does not specifically address the impact of the budget on subgroups such as special education, ELL, and low socio-economic students.	
<b>Quality:</b> <ul style="list-style-type: none"> <li>• <b>Beginning principal like or better</b></li> <li>• <b>Complete</b></li> <li>• <b>Accurate</b></li> </ul>	The following quality is demonstrated in all materials: correct APA format; correct spelling and grammar; completeness; accuracy; comprehensiveness; meets or exceeds the standards and competencies of this assessment.	The following quality is lacking in materials: correct APA format; correct spelling and grammar; completeness; accuracy; comprehensiveness; does not meet the standards and competencies of this assessment.	1 / 0
<b>Candidates must MEET 5 of 5 to demonstrate competency</b>		<b>TOTAL SCORE</b>	

<b>Assessment # 3 – Demonstrate comprehensive understanding and performance in conducting school-wide management of personnel, resources, and systems for adequacy and equity.</b> <b>Focus Area: 3.3 – State the mission of the school. Determine and map out 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.). Delineate an instructional and a management system; create a rating tool that can be used to rate the systems from excellent to needs improvement. Finally, develop recommendations for improvement of aspects of the two systems that need improvement and report the findings to your internship principal.</b>			
	<b>Meets the Standard:</b>	<b>Does Not Meet the Standard:</b>	<b>SCORE:</b>
<b>Content:</b> <ul style="list-style-type: none"> <li>• <b>Standards =</b></li> <li>• <b>Competencies =</b></li> <li>• <b>Appropriate</b></li> </ul>	The candidate clearly incorporates the mission of the school in determining and mapping two different systems (one instructional and one management). The candidate creates a rating tool for analysis to utilize in developing recommendations for improvement in the final report.	The candidate does not or poorly incorporate the mission of the school in determining and mapping two different systems. The candidate’s rating tool for analysis was inadequate for utilization in developing recommendations for improvement in an incomplete final report.	1 / 0
<b>Process:</b> <ul style="list-style-type: none"> <li>• <b>Follows theory to practice</b></li> <li>• <b>Logical &amp; Sequential</b></li> <li>• <b>Understandable</b></li> <li>• <b>Achieves the purpose</b></li> </ul>	The candidate demonstrates an understanding of school systems (one instructional and one management) through the logical mapping, accurate creation and use of a rating tool, and connection of mapping and the tool to practical recommendations for improvement	The candidate was unable to demonstrate an understanding of school systems: the mapping was incomplete, the creation and use of a rating tool was not sufficient to differentiate the systems analysis, and there was little connection of mapping and the rating tool to recommendations for improvement	1 / 0
<b>Outcomes/Reflection:</b> <ul style="list-style-type: none"> <li>• <b>Clearly stated and demonstrated</b></li> <li>• <b>Data supports the results</b></li> <li>• <b>Candidate reflects on her/his role in the process</b></li> </ul>	The candidate clearly states the outcomes and expectations of analyzing two systems (one instructional and one management) through reviewed data, mapped systems, created evaluation tool, evaluated effectiveness, recommendations, and reported findings given 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’s statements of the outcomes and expectations of analyzing two systems were incomplete: a review of the data was lacking, the mapping of the systems was illogical, incomplete evaluation tool, recommendations and findings were lacking in the report given to the principal. The candidate was unable to accurately reflect on her/his involvement in the project and the recommendation’s impact on the school.	1 / 0
<b>Products:</b> <ul style="list-style-type: none"> <li>• <b>Align to standards</b></li> <li>• <b>Articulate and well organized</b></li> <li>• <b>Demonstrates full completion</b></li> <li>• <b>Reflection</b></li> </ul>	The candidate produces a report that contains the following: a clear connection to the mission of the school; a mapping of two systems (one instructional and one management); a rating tool used for the systems’ evaluation; an analysis of the data; and recommendations for improvement. (Potential systems for investigation include: curriculum, instruction, assessment, discipline, attendance, maintenance, transportation, etc.)	The candidate produces a report that contains the following: an unclear connection to the mission of the school; illogical mapping; an inadequate rating tool for the systems’ evaluation; little analysis of the data; and poor recommendations for improvement. (Potential systems for investigation include: curriculum, instruction, assessment, discipline, attendance, maintenance, transportation, etc.)	1 / 0
<b>Quality:</b>	The following quality is demonstrated in all materials: correct APA format; correct spelling and grammar; completeness; accuracy;	The following quality is lacking in materials: correct APA format; correct spelling and grammar; completeness; accuracy;	

<ul style="list-style-type: none"> <li>• <b>Beginning principal like or better</b></li> <li>• <b>Complete</b></li> <li>• <b>Accurate</b></li> </ul>	comprehensiveness; meets or exceeds the standards and competencies of this assessment.	comprehensiveness; does not meet the standards and competencies of this assessment.	1 / 0
<b>Candidates must MEET 5 of 5 to demonstrate competency</b>		<b>TOTAL SCORE</b>	

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