

Section 30.45, a), 4), A, B, C, D, E, F, & G Internship Assessment Rubric

Introduction

Purpose

All Principal Preparation Programs in Illinois are required to address the specific rules regarding program assessments under Section 30.45 and specifically those rules in Section 30.45, a), 4), A, B, C, D, E, F, & G. The following assessment rubric specifies how programs can evaluate the acquired knowledge and skills of their candidates, as evidenced by clearly defined leadership experiences during the internship phase of the program. The rubric ensures a level of standardization among programs and allows for the customization of programs to meet the specific needs of the program, their district partner/s, and individual candidates.

Basic Structure of the Assessment Rubric

Assessments

As defined by Public Law 096-0903 in Section 30.45, a), 4), A, B, C, D, E, F, & G students enrolled in approved Principal Preparation Programs must be evaluated on the seven defined areas in that section. The following seven (7) assessments have been developed to add additional focus to the 3 Internship Assessments (when possible) that are already required during the internship program. Each assessment is “aligned” to a “focus area” of one of the three required assessments. The following demonstrates that alignment:

Scoring Guide Section 3.B Specific Areas to Assess: [Rules 30.45 (a) (4)]	Assessment:
A) use student data to work collaboratively with teachers to modify curriculum and instructional strategies to meet the needs of each student, including ELLs and students with disabilities, and to incorporate the data into the School Improvement Plan;	(Focus Area: 1.3) A) Work with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan including using student data to work collaboratively with teachers to evaluate and modify curriculum and instructional strategies to meet the needs of each student, including ELLs, at-risk early childhood students, and students with disabilities and to incorporate the data into the School Improvement Plan.

The first column spells out the rule requirement to be assessed during the internship. The second column is the assessment to assess the requirement. The assessment is *an addition* to Focus Area 1.3 of Assessment #1:

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.

While intern candidates are working on Focus Area 1.3 assessment activity, they can also work on the assessment to demonstrate that they are meeting A) “use student data to work collaboratively with teachers to modify curriculum and instructional strategies to meet the needs of each student, including ELLs and students with disabilities, and to incorporate the data into the School Improvement Plan.”

Intended Use

While the attached assessments and scoring guide 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.

Principal Preparation Program Internship Assessments for 30.45 a), 4), A, B, C, D, E, F, and G

[Developed by the McCormick Grant LINC Project]

Scoring Guide Section 3.B Specific Areas to Assess: [Rules 30.45 (a) (4)]	Assessment:	Scoring Guide: Meets the Expectation	Scoring Guide: Does Not Meet the Expectation
<p>A) use student data to work collaboratively with teachers to modify curriculum and instructional strategies to meet the needs of each student, including ELLs and students with disabilities, and to incorporate the data into the School Improvement Plan;</p>	<p>(Focus Area: 1.3)</p> <p>A) Work with faculty or faculty teams to create, implement, and formatively evaluate the school improvement plan (SIP). Use student data to work collaboratively with teachers to evaluate and modify curriculum and instructional strategies to meet the needs of each student, including ELLs, at-risk early childhood students, and students with disabilities and to incorporate the data and methods for improvement into the School Improvement Plan.</p>	<p>A.1) The candidate provides evidence of working with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan. The plan includes student data that teachers collaboratively used to modify curriculum and instructional strategies to meet the needs of each student and incorporated the data into the School Improvement Plan;</p>	<p>The candidate does not provide evidence of working with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan that includes use of student data by teachers working collaboratively to modify curriculum and instructional strategies to meet the needs of each student;</p>
		<p>A.2) The candidate provides evidence of working with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan. The plan includes student data that teachers collaboratively used to modify curriculum and instructional strategies to meet the needs of ELL students and incorporated the data into the School Improvement Plan;</p>	<p>The candidate does not provide evidence of working with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan that includes use of student data by teachers working collaboratively to modify curriculum and instructional strategies to meet the needs of ELL students;</p>
		<p>A.3) The candidate provides evidence of working with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan. The plan includes student data that teachers collaboratively used to modify curriculum and instructional strategies to meet the needs of at-risk early childhood students and incorporated the data into the School Improvement Plan;</p>	<p>The candidate does not provide evidence of working with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan that includes use of student data by teachers working collaboratively to modify curriculum and instructional strategies to meet the needs of at-risk early childhood students;</p>
		<p>A.4) The candidate provides evidence of working with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan. The plan includes student data that teachers</p>	<p>The candidate does not provide evidence of working with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan that includes use of student data by teachers working</p>

		collaboratively used to modify curriculum and instructional strategies to meet the needs of students with disabilities and incorporated the data into the School Improvement Plan;	collaboratively to modify curriculum and instructional strategies to meet the needs of students with disabilities;
B) evaluate a school to ensure the use of a wide range of printed, visual, or auditory materials and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, students with disabilities, and struggling and advanced readers);	(Focus Area: 3.1) B) 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. Include in this process the evaluation of the use of a wide range of printed, visual, and auditory materials and online resources appropriate to the content areas and the reading needs and developmental levels of each student (including early childhood students, ELLs, students with disabilities, and struggling and advanced readers) to ensure their use in the school.	B.1) The candidate provides evidence of the ability to evaluate a school to ensure the use of a wide range of printed, visual, and auditory materials and online resources appropriate to the content areas and the reading needs and developmental levels of each student including ELLs;	The candidate does not provide evidence of the ability to evaluate a school to ensure the use of a wide range of printed, visual, and auditory materials and online resources appropriate to the content areas and the reading needs and developmental levels of each student including ELLs;
		B.2) The candidate provides evidence of the ability to evaluate a school to ensure the use of a wide range of printed, visual, and auditory materials and online resources appropriate to the content areas and the reading needs and developmental levels of each student including students with disabilities;	The candidate does not provide evidence of the ability to evaluate a school to ensure the use of a wide range of printed, visual, and auditory materials and online resources appropriate to the content areas and the reading needs and developmental levels of each student including students with disabilities;
		B.3) The candidate provides evidence of the ability to evaluate a wide range of printed, visual, and auditory materials and online resources appropriate to the content areas and the reading needs and developmental levels of each student including early childhood students to ensure their use in the school;	The candidate does not provide evidence of the ability to evaluate a wide range of printed, visual, and auditory materials and online resources appropriate to the content areas and the reading needs and developmental levels of each student including early childhood students to demonstrate their use in the school;
		B.4) The candidate provides evidence of the ability to evaluate a wide range of printed, visual, and auditory materials and online resources appropriate to the content areas and the reading needs and developmental levels of each student including struggling and advanced readers to ensure their use in the school.	The candidate does not provide evidence of the ability to evaluate a wide range of printed, visual, and auditory materials and online resources appropriate to the content areas and the reading needs and developmental levels of each student including struggling and advanced readers to demonstrate their use in the school.
C) in conjunction with special education and bilingual education teachers,	(Focus Area: 3.1) C) Investigate, define, and delineate the	C.1) Working in conjunction with general education teachers the candidate provides evidence of the ability to identify and select assessment strategies and devices that are	Working in conjunction with general education teachers, the candidate is unable to provide evidence of the ability to identify and select assessment strategies and devices that are

<p>identify and select assessment strategies and devices that are nondiscriminatory to be used by the school, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students leading to school improvement;</p>	<p>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. Work in conjunction with general education, certified staff, special education, and bilingual education teachers to identify and select assessment strategies and devices that are nondiscriminatory and that are to be used by the school (while taking into consideration the impact of disabilities, methods of communication, cultural background, and primary language) to measure the knowledge and performance of students. Include this work in the systems improvement processes.</p>	<p>nondiscriminatory to be used by the school (while taking into consideration the impact of disabilities, methods of communication, cultural background, and primary language) for measuring knowledge and performance of students. The activity is included in the systems improvement processes;</p>	<p>nondiscriminatory used by the school (while taking into consideration the impact of disabilities, methods of communication, cultural background, and primary language) for measuring knowledge and performance of students and was unable to include this activity in the systems improvement processes;</p>
		<p>C.2) Working in conjunction with certified staff the candidate provides evidence of the ability to identify and select assessment strategies and devices that are nondiscriminatory to be used by the school (while taking into consideration the impact of disabilities, methods of communication, cultural background, and primary language) for measuring knowledge and performance of students. The activity is included in the systems improvement processes;</p>	<p>Working in conjunction with certified staff, the candidate is unable to provide evidence of the ability to identify and select assessment strategies and devices that are nondiscriminatory used by the school (while taking into consideration the impact of disabilities, methods of communication, cultural background, and primary language) for measuring knowledge and performance of students and was unable to include this activity in the systems improvement processes;</p>
		<p>C.3) Working in conjunction with special education teachers the candidate provides evidence of the ability to identify and select assessment strategies and devices that are nondiscriminatory to be used by the school (while taking into consideration the impact of disabilities, methods of communication, cultural background, and primary language) for measuring knowledge and performance of students. The activity is included in the systems improvement processes;</p>	<p>Working in conjunction with special education teachers, the candidate is unable to provide evidence of the ability to identify and select assessment strategies and devices that are nondiscriminatory used by the school (while taking into consideration the impact of disabilities, methods of communication, cultural background, and primary language) for measuring knowledge and performance of students and was unable to include this activity in the systems improvement processes;</p>
		<p>C.4) Working in conjunction with bilingual education teachers the candidate provides evidence of the ability to identify and select assessment strategies and devices that are nondiscriminatory to be used by the school (while taking into consideration the impact of disabilities, methods of communication, cultural background, and primary language) for measuring knowledge and performance of students. The activity is included in the systems improvement processes;</p>	<p>Working in conjunction with bilingual education teachers, the candidate is unable to provide evidence of the ability to identify and select assessment strategies and devices that are nondiscriminatory used by the school (while taking into consideration the impact of disabilities, methods of communication, cultural background, and primary language) for measuring knowledge and performance of students and was unable to include this activity in the systems improvement processes;</p>

<p>D) work with teachers to develop a plan that focuses on the needs of the school to support services required to meet individualized instruction for students with special needs (i.e., students with IEPs, IFSPs, or Section 504 plans, ELLs, and students identified as gifted);</p>	<p>(Focus Area: 3.1)</p> <p>D) 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. Working with teachers and utilizing the systems investigation processes, produce an improvement plan that focuses on the needs of the school to support services required to meet individualized instruction for students with special needs including students with IEPs, IFSPs (Individualized Family Service Plans), or Section 504 plans; ELLs; at-risk early childhood students; and students identified as gifted.</p>	<p>D.1) Working with teachers and utilizing the systems investigation, the candidate produces an improvement plan that focuses on improvement of the needs of the school to support services required to meet individualized instruction for students with IEPs, IFSPs, or Section 504 plans. As evidence of this work, a written plan is submitted to the faculty for consideration, review and comment.</p>	<p>Working with teachers and utilizing the systems investigation, the candidate was unable to produce a plan that focuses on improvement of the needs of the school to support services required to meet individualized instruction for students with IEPs, IFSPs, or Section 504 plans. Little or no evidence of this work, such as a written plan, was able to be submitted to the faculty for consideration, review and comment.</p>
		<p>D.2) Working with teachers and utilizing the systems investigation, the candidate produces an improvement plan that focuses on improvement of the needs of the school to support services required to meet individualized instruction for ELL students. As evidence of this work, a written plan is submitted to the faculty for consideration, review and comment.</p>	<p>Working with teachers and utilizing the systems investigation, the candidate was unable to produce a plan that focuses on improvement of the needs of the school to support services required to meet individualized instruction for ELL students. Little or no evidence of this work, such as a written plan, was able to be submitted to the faculty for consideration, review and comment.</p>
		<p>D.3) Working with teachers and utilizing the systems investigation, the candidate produces an improvement plan that focuses on improvement of the needs of the school to support services required to meet individualized instruction for at-risk early childhood students. As evidence of this work, a written plan is submitted to the faculty for consideration, review and comment.</p>	<p>Working with teachers and utilizing the systems investigation, the candidate was unable to produce a plan that focuses on improvement of the needs of the school to support services required to meet individualized instruction for at-risk early childhood students. Little or no evidence of this work, such as a written plan, was able to be submitted to the faculty for consideration, review and comment.</p>
		<p>D.4) Working with teachers and utilizing the systems investigation, the candidate produces an improvement plan that focuses on improvement of the needs of the school to support services required to meet individualized instruction for students identified as gifted. As evidence of this work, a written plan is submitted to the faculty for consideration, review and comment.</p>	<p>Working with teachers and utilizing the systems investigation, the candidate was unable to produce a plan that focuses on improvement of the needs of the school to support services required to meet individualized instruction for students identified as gifted. Little or no evidence of this work, such as a written plan, was able to be submitted to the faculty for consideration, review and comment.</p>
<p>E) proactively serve all</p>	<p>(ISLLC Standard 6.0)</p>	<p>E.1) The candidate provides evidence of proactively serving all students and their</p>	<p>The candidate does not provide evidence of proactively serving all students and their</p>

<p>students and their families with equity and honor and advocate on their behalf, ensuring an opportunity to learn and the well-being of each child in the classroom;</p>	<p>E) Demonstrate understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies. Include in this demonstration your ability to proactively serve all students (including Early Childhood) and their families with equity and honor and advocate on their behalf, ensuring an opportunity to learn and the well-being of each child in the classroom.</p>	<p>families and advocating on their behalf for an opportunity to learn and for the well-being of each child in the classroom. Written evidence of an event or series of events where the candidate advocated for a student or students, family or families, or caregiver or caregivers is verified by the mentor principal.</p>	<p>families and advocated on their behalf for an opportunity to learn and for the well-being of each child in the classroom. Little or no evidence, documented in writing, is verified by the mentor principal of an event or series of events where the candidate advocated for a student or students, family or families, or caregiver or caregivers.</p>
<p>F) analyze and use student information to design instruction that meets the diverse needs of students and leads to ongoing growth and development of all students; and</p>	<p>(Focus Area: 1.4)</p> <p>F) 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 including the analysis and use of student information to design instruction that meets the diverse needs of students and leads to ongoing growth and development of all students (including early childhood and gifted students).</p>	<p>F.1) The candidate provides clear evidence of working 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; this includes the analysis and use of student information to design instruction that meets the diverse needs of students and leads to ongoing growth and development of all students (including early childhood and gifted students).</p>	<p>The candidate does not provide evidence of proactively serving Early Childhood students and their families with equity and honor on their behalf for an opportunity to learn and for the well-being of each child in the classroom. Little or no evidence, documented in writing, is verified by the mentor principal of an event or series of events where the candidate served student or students, family or families, or caregiver or caregivers with equity and honor.</p> <p>The candidate does not provide clear evidence of working 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; the inclusion of the analysis and use of student information to design instruction that meets the diverse needs of students and leads to ongoing growth and development of all students (including early childhood and gifted students) is lacking in content and quality.</p>
<p>G) recognize the individual needs of students and work with special education and bilingual education teachers to develop school support</p>	<p>(Focus Area: 1.4)</p> <p>G) Work with faculty or faculty teams to gather and examine data to assess progress on the SIP and make</p>	<p>G.1) The candidate provides clear evidence of working 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. Included in the</p>	<p>The candidate is unable to provide clear evidence and had difficulty in working 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.</p>

<p>systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs.</p>	<p>recommendations for improvements or modifications to the SIP for the following year. This work includes the recognition of the individual needs of students by working with general education, certified staff, special education, and bilingual education teachers to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs.</p>	<p>recommendation is the recognition of the individual needs of students by working with general education teachers to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs.</p>	<p>The inclusion in the recommendation of the recognition of the individual needs of students by working with general education teachers to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs was lacking and of poor quality.</p>
		<p>G.2) The candidate provides clear evidence of working 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. Included in the recommendation is the recognition of the individual needs of students by working with certified staff to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs.</p>	<p>The candidate is unable to provide clear evidence and had difficulty in working 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. The inclusion in the recommendation of the recognition of the individual needs of students by working with certified staff to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs was lacking and of poor quality.</p>
		<p>G.3) The candidate provides clear evidence of working 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. Included in the recommendation is the recognition of the individual needs of students by working with special education teachers to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of</p>	<p>The candidate is unable to provide clear evidence and had difficulty in working 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. The inclusion in the recommendation of the recognition of the individual needs of students by working with special education teachers to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of</p>

		<p>development and to students with diverse learning needs.</p>	<p>development and to students with diverse learning needs was lacking and of poor quality.</p>
		<p>G.4) The candidate provides clear evidence of working 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. Included in the recommendation is the recognition of the individual needs of students by working with bilingual education teachers to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs.</p>	<p>The candidate is unable to provide clear evidence and had difficulty in working 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. The inclusion in the recommendation of the recognition of the individual needs of students by working with bilingual education teachers to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs was lacking and of poor quality.</p>

Glossary of Terms for Section 30.45 Internship Assessment Rubric:

At-Risk Early Childhood Students: Children ages birth to 5 who have at least one risk factor in their lives that is linked with lower school and life success. The following are examples, though not an exhaustive list: At least one disability, home language other than English, does not live with both parents, either parent emigrated in past 5 years, family income below \$10,000, neither parent/guardian employed, social/emotional/behavior/health problems, parental substance abuse/mental health issues, domestic violence exposure, children in welfare settings, children of ethnic minority

Bilingual Education Teacher: Persons who have a bachelor's degree in bilingual education, are certified/licensed in bilingual education, and primarily work with students who have no or limited English proficiency.

Certified staff: Staff members who are credentialed and certified to work with specific populations within the school. Examples: speech-language pathologists, paraprofessional special education aides

ECE (Early Childhood Education): The program of development that typically addressed children ranging in ages 3 to 6

ECSE (Early Childhood Special Education): Early childhood special education as defined by the federal law known as the Individuals with Disabilities Education Act (IDEA) is for 3-, 4- and 5-year-old children with disabilities who are provided a free and appropriate public education in accordance with their individual needs.

ELL (English Language Learner): A person who is in the process of acquiring English and has a first language other than English. Also called **ESL** (English as a Second Language), **Culturally and Linguistically Diverse (CLD)**, and **Limited English Proficient (LEP)**.

General Education: The program of education that typically developing children should receive, based on state standards and evaluated by the annual state educational standards test

IEP (Individualized Education Plan): A legal document that details what special education services a child will receive and why. It will include the child's [classification](#), placement, services such as a one-on-one aide and therapies, academic and behavioral goals, a behavior plan if needed, percentage of time in regular education, and progress reports from teachers and therapists.

IFSP (Individualized Family Service Plan): A legal document that details the early intervention services a birth to age 2 child will receive and why.

Section 504 Plan: A plan designed to accommodate the unique needs of an individual with a disability, as required by the American with Disabilities Act (ADA). Children who have disabilities, but whose disabilities do not interfere with their ability to progress in general education are not eligible for special education services, may be entitled to a 504 Accommodation Plan.

Special Education: Specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability. (IDEA)

Students Identified As Gifted: Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities (current federal definition)

Students with Disabilities: Students with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and who, by reason thereof, needs special education and related services. (IDEA)

Types of ELL/Bilingual Instruction:

- TBE – Transitional Bilingual Education
- TPI – Transitional Program of Instruction
- SOIP – Sheltered Instruction Observation Protocol
- SDAIE – Specifically Designed Academic Instruction in English

Activities to Match the 30.45 a), 4), A, B, C, D, E, F, and G Assessments:

Scoring Guide Section 3.B Specific Areas to Assess: [Rules 30.45 (a) (4)]	Assessment:	Activities:
<p>A) use student data to work collaboratively with teachers to modify curriculum and instructional strategies to meet the needs of each student, including ELLs and students with disabilities, and to incorporate the data into the School Improvement Plan;</p>	<p>(Focus Area: 1.3)</p> <p>A) Work with faculty or faculty teams to create, implement, and formatively evaluate the school improvement plan (SIP). Use student data to work collaboratively with teachers to evaluate and modify curriculum and instructional strategies to meet the needs of each student, including ELLs, at-risk early childhood students, and students with disabilities and to incorporate the data and methods for improvement into the School Improvement Plan.</p>	<p>Work with faculty or a faculty team at your school to evaluate the School’s Improvement Plan. Be sure the plan includes: (1) use of student data; (2) teachers working collaboratively to evaluate and modify curriculum and instructional strategies; (3) the needs of each student, including ELLs, at-risk early childhood students, and students with disabilities are met. Lastly, incorporate the evaluation findings into the School Improvement Plan.</p>
<p>B) evaluate a school to ensure the use of a wide range of printed, visual, or auditory materials and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, students with disabilities, and struggling and advanced readers);</p>	<p>(Focus Area: 3.1)</p> <p>B) 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. Include in this process the evaluation of the use of a wide range of printed, visual, and auditory materials and online resources appropriate to the content areas and the reading needs and developmental levels of each student (including early childhood students, ELLs, students with disabilities, and struggling and advanced readers) to ensure their use in the school.</p>	<p>Evaluate in writing and prepare a report concerning the systems and factors within your school that provide for a wide range of printed, visual, and auditory materials and online resources appropriate to the content areas and the reading needs and developmental levels of each student (including ELLs, students with disabilities, early childhood students, and struggling and advanced readers) and the methods/procedures to ensure their use in the school.</p>

<p>C) in conjunction with special education and bilingual education teachers, identify and select assessment strategies and devices that are nondiscriminatory to be used by the school, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students leading to school improvement;</p>	<p>(Focus Area: 3.1)</p> <p>C) 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. Work in conjunction with general education, certified staff, special education, and bilingual education teachers to identify and select assessment strategies and devices that are nondiscriminatory and that are to be used by the school (while taking into consideration the impact of disabilities, methods of communication, cultural background, and primary language) to measure the knowledge and performance of students. Include this work in the systems improvement processes.</p>	<p>Work in conjunction with general education, certified staff, special education, and bilingual education teachers to identify and select assessment strategies and devices that are nondiscriminatory and that are to be used by the school. Evaluate these assessment strategies and devices taking into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students. Include this evaluation into a report on the school's systems improvement processes.</p>
<p>D) work with teachers to develop a plan that focuses on the needs of the school to support services required to meet individualized instruction for students with special needs (i.e., students with IEPs, IFSPs, or Section 504 plans, ELLs, and students identified as gifted);</p>	<p>(Focus Area: 3.1)</p> <p>D) 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. Working with teachers and utilizing the systems investigation processes, produce an improvement plan that focuses on the needs of the school to support services required to meet individualized instruction for students with special needs including students with IEPs, IFSPs (Individualized Family Service Plans), or Section 504 plans; ELLs; at-risk early childhood students; and students identified as gifted.</p>	<p>Working with teachers and utilizing the systems investigation process, produce a plan that focuses on the needs of the school to support services required to meet individualized instruction for students with special needs including students with IEPs, IFSPs (Individualized Family Service Plans), or Section 504 plans; ELLs; at-risk early childhood students; and students identified as gifted.</p>

<p>E) proactively serve all students and their families with equity and honor and advocate on their behalf, ensuring an opportunity to learn and the well-being of each child in the classroom;</p>	<p>(ISLLC Standard 6.0)</p> <p>E) Demonstrate understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies. Include in this demonstration your ability to proactively serve all students (including Early Childhood) and their families with equity and honor and advocate on their behalf, ensuring an opportunity to learn and the well-being of each child in the classroom.</p>	<p>Document in writing your work to advocate for and/or influence local, state, and/or national educational policy/policies that affect students, including but not limited to: all students (including Early Childhood) and their families with equity and honor and advocate on their behalf; ensuring an opportunity to learn; and the well-being of each child in the classroom.</p>
<p>F) analyze and use student information to design instruction that meets the diverse needs of students and leads to ongoing growth and development of all students; and</p>	<p>(Focus Area: 1.4)</p> <p>F) 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 including the analysis and use of student information to design instruction that meets the diverse needs of students and leads to ongoing growth and development of all students (including early childhood and gifted students).</p>	<p>Work with faculty or faculty teams at your school 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 that includes the analysis and use of student information that is used to design instruction to meet the diverse needs of students and leads to ongoing growth and development of all students; but, especially early childhood and gifted students.</p>

<p>G) recognize the individual needs of students and work with special education and bilingual education teachers to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs.</p>	<p>(Focus Area: 1.4)</p> <p>G) 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. This work includes the recognition of the individual needs of students by working with general education, certified staff, special education, and bilingual education teachers to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs.</p>	<p>Work with faculty or faculty teams at your school to gather and examine data to assess progress on the SIP and make recommendations for improvements. This includes the recognition of the individual needs of students and the school's support systems so that students receive differentiation strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs.</p>
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