EDUCATIONAL LEADERSHIP PROGRAM
Internship Matrix: SREB, LINC, Projects
for completion in Internship I and Internship II courses

Name: _____Start Date: _____Completion Date:_____
_____

Matrix Purpose
This matrix was designed for exclusive completion in the NCC Educational Leadership Internship Courses. It requires the candidate to generate evidence of how the following criteria have been fulfilled via internship leadership roles (though under special circumstances up to 20% of the criteria may be met via *participation* roles versus *leadership* roles):
- SREB Critical Success Factors as evidenced by its 36 corresponding competency activities
- Preschool, elementary, middle school, and secondary school leadership experience
- Leadership work with ELL, special education, and early childhood.

Artifact & Accompanying Reflection
An artifact is required for each indicator on the Internship Intensive Matrix. These artifacts are to serve as tangible, impressive representative exhibits of the leadership role the candidate engaged in as part of the leadership experience. Each artifact must be accompanied by a reflection which describes the artifact, identifies the matrix indicators it fulfills, explains its relationship to these indicators as well as theory to practice, and relates how it is evidence of the candidate's growth as a leader.   In certain circumstances, an artifact may be representative of more than one of the indicators on the Internship Intensive Matrix. As such, the reflection would need to clearly relate how each separate criteria was manifested via the leadership experience.

COURSE ALIGNMENT
Though all experiences represented on the Internship Intensive Matrix must be conducted as part of the internship coursework, the groundwork for the internship experiences will have been established via field experiences, activities, assignments, and readings in other coursework throughout the program. The course(s) primarily responsible for the preparatory work of each Matrix indicator is appropriately designated in this column.

Participation vs Leadership
Though students may indicate on the matrix whether they believe an experience was performed at the participation or leadership level, the ultimate designation will be determined by the supervisor as part of the review and rating process of the Internship Intensive Matrix and its corresponding documentation. The designations are defined as follows:
- **Participation** level refers to the candidate's opportunity to join/share in the activity and the decision making that may result from the activity.
- **Leadership** level refers to the candidate's opportunity to plan, direct, and develop activities and oversee decision-making that maybe required by or result from the activity.

Level s of Accomplishment
Candidates will rate the evidence of leadership submitted for each criteria as part of the self-evaluation. In turn, the supervisor will thoroughly review the provided artifact and reflection in providing level of accomplishment for each criteria using the following levels:

EDUCATIONAL LEADERSHIP PROGRAM
Internship Matrix: SREB, LINC, Projects
for completion in Internship I and Internship II courses

- **Excellent:** The student provides impressive evidence of a leadership experience that reflects a thorough understanding/knowledge of the specified criteria and an outstanding performance of its associated leadership competency.
- **Proficient:** The student provides evidence of a leadership experience that reflects a thorough understanding/knowledge of the specified criteria and solid performance of its associated leadership competency.
- **Needs improvement:** The student provides evidence of a leadership experience that reflects a thorough understanding/knowledge of the specified criteria and developing performance of its associated leadership competency.
- **Unsatisfactory:** The student provides evidence of a leadership experience that reflects a limited understanding/knowledge of the specified criteria and/or an unimpressive performance of its associated leadership competency.

Please note that upon final submission of the *Internship Matrix*, candidates may not have any criteria rated below proficient.

I. 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	**COURSE ALIGNMENT** Introduce preliminary knowledge	**Internship Project Alignment**	**ARTIFACT/ Product** serving as evidence of competency *Supervisor Evaluates	**ASSESSED LEVEL OF ACCOM-PLISHMENT** *Mentor Evaluates	**PARTICIPATION** or **LEADERSHIP** Level (min 80% Leadership)	**Grade Level Experience:** EC, Elem, Middle, HS.
1.A Working with teachers to implement curriculum that produces gains in student achievement as defined by the mission of the school	EDN 500	**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		□**Excellent** □**Proficient** □**Needs Im-provement** □**Unsatisfactory**	□Participation □Leadership	

EDUCATIONAL LEADERSHIP PROGRAM
Internship Matrix: SREB, LINC, Projects
for completion in Internship I and Internship II courses

I. 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.*						

1.B Working with the administration to develop, define, and/or adapt best practices based on current research that supports the school's vision	EDN 500	**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.)		□ Excellent
				□ Proficient
				□ Needs
				   Improvement
				  Unsatisfactory		

1.C Working with the faculty to develop, define, and/r adapt best practices based on current research that support the school's vision	EDN 500	**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.)		□ Excellent □ Proficient □ Needs Improvement Unsatisfactory		
1.D Assisting with transitional activities for students as they progress to higher levels of placement (ie elementary to middle, middle to high school, high school to higher education)	EDN 536			□ Excellent □ Proficient □ Needs Improvement Unsatisfactory		

EDUCATIONAL LEADERSHIP PROGRAM
Internship Matrix: SREB, LINC, Projects
for completion in Internship I and Internship II courses

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						
Activity Requirements:	COURSE ALIGNMENT preliminary work	Internship Project Alignment	ARTIFACT/Product serving as evidence of competency *Supervisor Verification	Mentor ASSESSED LEVEL OF ACCOMPLISHMENT	PARTICIPATION or LEADERSHIP Level (min 80% Leadership)	Grade Level Experience: EC, Elem, Middle, HS.
2.A Developing/overseeing academic recognition programs that acknowledge and celebrate student s success at all levels of ability	EDN 610					
2.B Activities resulting in raising standards and academic achievement for all students and teachers	EDN 620					
2.C Authentic assessments of student work through the use and/or evaluation of rubrics, end of course tests, projects.	EDN 620					

EDUCATIONAL LEADERSHIP PROGRAM
Internship Matrix: SREB, LINC, Projects
for completion in Internship I and Internship II courses

Critical Success Factor 3-- *The school leader is able to recognize and encourage implementation of good instructional practices that motivate and increase student achievement.* Aligns with 2008 ISLLC Standard 2 Functions A-I					
Activity Requirements:	COURSE ALIGNMENT preliminary work	LEVEL OF ACCOM-PLISHMENT	ARTIFACT serving as evidence of knowledge/performance competency	PARTICIPATION or LEADERSHIP Level (min 80%)	VERIFICATION by instructor & date of submission
Activity 3a. Uses a variety of strategies to analyze and evaluate the quality of instructional practices being implemented in a school.	EDN 620				
Activity 3b. …working with teachers to select and implement appropriate instructional strategies that address identified achievement gaps.	EDN 630				
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.	EDN 534				

EDUCATIONAL LEADERSHIP PROGRAM
Internship Matrix: SREB, LINC, Projects
for completion in Internship I and Internship II courses

Activity 3d. …working with a group of teachers to unwrap adopted standards and develop assignments and assessments aligned with the standards.	EDN 534 EDN 620				
Activity 3e. …working with a school team to monitor implementation of an adopted curriculum.	EDN 534				
Activity 3f. …involvement in the work of literacy and numeracy task forces.	EDN 534				
Activity 3g. …working with curriculum that is interdisciplinary and provides opportunities for students to apply knowledge in various modalities across the curriculum.	EDN 534				

EDUCATIONAL LEADERSHIP PROGRAM
Internship Matrix: SREB, LINC, Projects
for completion in Internship I and Internship II courses

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					
INDICATORS		SELF-ASSESSED level of competency	ARTIFACT serving as evidence of knowledge/performance competency	COURSE for which artifact was submitted	VERIFICATION by instructor & date of submission
Activity 4a. …working with staff to identify needs of all students.	EDN 630				
Activity 4b. …collaborating with adults from within the school and community to provide mentors for all students.	EDN 536				
Activity 4c. …engaging in activities designed to increase parental involvement.	EDN 536				
Activity 4d. …engaging in parent/student/school collaborations that develop long term educational plans for students.	EDN 536 EDN 630				

EDUCATIONAL LEADERSHIP PROGRAM
Internship Matrix: SREB, LINC, Projects
for completion in Internship I and Internship II courses

EDUCATIONAL LEADERSHIP PROGRAM
Internship Matrix: SREB, LINC, Projects
for completion in Internship I and Internship II courses

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					
INDICATORS		SELF-ASSESSED level of competency	ARTIFACT serving as evidence of knowledge/performance competency	COURSE for which artifact was submitted	VERIFICATION by instructor & date of submission
Activity 5a. …analyzing data (including standardized test scores, teacher assessments, psychological data, etc.) to develop/refine instructional activities and set instructional goals.	EDN 620				
Activity 5b. …facilitating data disaggregation for use by faculty and other stakeholders.	EDN 620				

EDUCATIONAL LEADERSHIP PROGRAM
Internship Matrix: SREB, LINC, Projects
for completion in Internship I and Internship II courses

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					
INDICATORS		SELF-ASSESSED level of competency	ARTIFACT serving as evidence of knowledge/performance competency	COURSE for which artifact was submitted	VERIFICATION by instructor & date of submission
Activity 6a. …analyzing and communicating school progress and school achievement to teachers, parents and staff.	EDN 620				
Activity 6b. …gathering feedback regarding the effectiveness of personal communication skills.	EDN 500				

EDUCATIONAL LEADERSHIP PROGRAM
Internship Matrix: SREB, LINC, Projects
for completion in Internship I and Internship II courses

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**					
INDICATORS OF DISPOSITION		**SELF-ASSESSED** level of competency	**ARTIFACT** serving as evidence of knowledge/performance competency	**COURSE** for which artifact was submitted	**VERIFICATION** by instructor & date of submission
7a. ...working in meaningful relationships with faculty and parents to develop action plans for student achievement.					

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**					
INDICATORS OF DISPOSITION		**SELF-ASSESSED** level of competency	**ARTIFACT** serving as evidence of knowledge/performance competency	**COURSE** for which artifact was submitted	**VERIFICATION** by instructor & date of submission
Activity 8a. ...working with faculty and staff in professional development activities.	PR				

EDUCATIONAL LEADERSHIP PROGRAM
Internship Matrix: SREB, LINC, Projects
for completion in Internship I and Internship II courses

Activity 8b. …inducting and/or mentoring new teaching staff.					
Activity 8c. …building a "learning community" that includes all stakeholders.					

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. Aligns with 2008 ISLLC Standard 3 Functions A-E					
INDICATORS OF DISPOSITION		SELF-ASSESSED level of competency	ARTIFACT serving as evidence of knowledge/performance competency	COURSE for which artifact was submitted	VERIFICATION by instructor & date of submission
Activity 9a. …study groups, problem solving sessions and/or ongoing meetings to promote student achievement.	PR				
Activity 9b. …scheduling, developing and/or presenting professional development activities to faculty that positively impact student achievement.					

EDUCATIONAL LEADERSHIP PROGRAM
Internship Matrix: SREB, LINC, Projects
for completion in Internship I and Internship II courses

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. **Aligns with 2008 ISLLC Standard 3 Functions A-E**					
INDICATORS OF DISPOSITION		SELF-ASSESSED level of competency	ARTIFACT serving as evidence of knowledge/performance competency	COURSE for which artifact was submitted	VERIFICATION by instructor & date of submission
Activity 10a. …scheduling of classroom and/or professional development activities in a way that provides meaningful time for school improvement activities.	PR				
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.					

Critical Success Factor 11 **The school leader is able to acquire and use resources wisely.** **Aligns with 2008 ISLLC Standard 3 Functions A-E**

EDUCATIONAL LEADERSHIP PROGRAM
Internship Matrix: SREB, LINC, Projects
for completion in Internship I and Internship II courses

INDICATORS OF DISPOSITION		SELF-ASSESSED level of competency	ARTIFACT serving as evidence of knowledge/performance competency	COURSE for which artifact was submitted	VERIFICATION by instructor & date of submission
Activity 11a. …writing grants or developing partnerships that provide needed resources for school improvement.	PR				
Activity 11b. …developing schedules that maximize student learning in meaningful ways with measurable success					

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					
INDICATORS OF DISPOSITION		SELF-ASSESSED level of competency	ARTIFACT serving as evidence of knowledge/performance competency	COURSE for which artifact was submitted	VERIFICATION by instructor & date of submission
Activity 12a. …working with faculty to communicate with school board and community stakeholders in a way that supports school improvement.	PR				

NORTH CENTRAL COLLEGE   **DEPARTMENT OF EDUCATION**

EDUCATIONAL LEADERSHIP PROGRAM
Internship Matrix: SREB, LINC, Projects
for completion in Internship I and Internship II courses

Activity 12b. …working with faculty, parents and community to build collaboration and support for the school's agenda.					

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

INDICATORS OF DISPOSITION		SELF-ASSESSED level of competency	ARTIFACT serving as evidence of knowledge/performance competency	COURSE for which artifact was submitted	VERIFICATION by instructor & date of submission
Activity 13a. …working with faculty to implement research-based instructional practices.	PR				
Activity 13b. …working with professional groups and organizations.					