EDN 690/691
Internship Portfolio
Evidence Chart

REPORTING FORMAT FOR INTERNSHIP CANDIDATES FULFILLING STATE OF ILLINOIS & NORTH CENTRAL CRITERIA

Field Project # 1: FOCUS AREA   SIP & Data

Demonstrate a comprehensive understanding and performance in data analysis, school improvement, and conducting the School Improvement Plan (SIP) process.

Grade Level: Intern candidates need to indicate the grade level(s) which was most directly the focus of the field project area and its accompanying evidence.
> Over the course of the internship, each grade level must be addressed.

Participation vs Leadership: Intern candidates need to indicate whether the focus area of the project was completed at the participation or leadership level:

- **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 may be required by or result from the activity.

No.	Focus Area *The following embedded coursework assignments provided a foundation for Field Project #1:* • EDN 500 Standards Study & Recommendations • EDN 515 Action Plan • EDN 620 School Program Assessment • EDN 630 School Audit	GRADE LEVEL Experience *Min. of 1 experience per grade level required through entire internship*	PARTICIPATION or LEADERSHIP *min. 80% of experiences need to be at the Leadership level*
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.)	☐ PreK ☐ Elementary (K-5) ☐ Middle School (6-8) ☐ Secondary (9-12)	☐ Participation ☐ Leadership
1.2	Analyze and review data, including but not limited to, state test results, and work with a faculty group/team to identify areas for improvement and interventions, with particular attention given to NCLB student subgroups and low performing students.	☐ PreK ☐ Elementary (K-5) ☐ Middle School (6-8) ☐ Secondary (9-12)	☐ Participation ☐ Leadership
1.3	Work with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan.	☐ PreK ☐ Elementary (K-5) ☐ Middle School (6-8) ☐ Secondary (9-12)	☐ Participation ☐ Leadership

1.4	Work with faculty or faculty teams to gather and examine data to assess progress on the SIP and make recommendations for improvements or modifications to the SIP for the following year	☐ PreK ☐ Elementary (K-5) ☐ Middle School (6-8) ☐ Secondary (9-12)	☐ Participation ☐ Leadership

Field Project # 1: ARTIFACTS   SIP & Data

Demonstrate a comprehensive understanding and performance in data analysis, school improvement, and conducting the School Improvement Plan (SIP) process.

Intern candidates need to provide **artifacts** as evidence of work related to the specified field project. Artifacts required by the State for this field project have already been indicated, but candidates should include additional artifacts/evidence as well. The intern candidate needs to provide a brief description or explanation of each artifact, as well as indicating alignment to the focus area or SREB indicators (if not already indicated).

Artifact	Description/Explanation	Focus Area	SREB Alignment
Data analysis process (*required*)		1.2	5a
Powerpoint/Media Presentation (*required*)		1.1	5b, 6a
Hand-outs (*required*)		1.1	12a
Meeting minutes to discuss school improvement (*required*)		1.3	1a
Stakeholders input received as part of process (*required*)		1.4	
Candidate reflection with APA format (*required*)		1.4	

EDN 690/691 Internship Portfolio Evidence Chart

Field Project # 1: EVALUATION   SIP & Data

NCC Stakeholder Evaluation		
SELF ASSESSMENT by Intern	**MENTOR ASSESSMENT**	**SUPERVISOR ASSESSMENT**
☐ Excellent ☐ Proficient ☐ Developing _____ ☐ Unsatisfactory Signature	☐ Excellent ☐ Proficient ☐ Developing _____ ☐ Unsatisfactory Signature	☐ Excellent ☐ Proficient ☐ Developing _____ ☐ Unsatisfactory Signature

ILLINOIS Internship Assessment Scoring Rubric assessed by the supervisor			

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.

	Meets the Standard:	**Does Not Meet the Standard:**	**SCORE:**
Content: • Standards = 1.a, 5.a • Competencies = 1.1a, 1.2a • Appropriate	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.	**1 / 0**
Process: • Follows theory to practice • Logical & Sequential • Understandable • Achieves the purpose	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.	**1 / 0**

Outcomes/Reflection: • Clearly stated and demonstrated • Data supports the results • Candidate reflects on their role in the process	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.	1 / 0
Products: • Align to standards • Articulated and well organized • Demonstrates full completion • Reflection	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.	1 / 0
Quality: • Beginning principal like or better • Complete • Accurate	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
Candidates must MEET 5 of 5 to demonstrate competency		**TOTAL SCORE**	

EDN 690/691 Internship Portfolio Evidence Chart

Field Project # 2: FOCUS AREA DEVELOPMENT   TEACHER

Demonstrate comprehensive understanding and performance in conducting teacher hiring, faculty evaluation, and professional development.

Grade Level: Intern candidates need to indicate the grade level(s) that was most directly the focus of the field project area and the accompanying evidence.

Over the course of the Internship, each grade level must be addressed.

Participation vs Leadership: Intern candidates need to indicate whether the focus area of the project was completed at the participation or leadership level:

- **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 may be required by or result from the activity.

No.	Focus Area *The following embedded coursework assignments provided a foundation for Field Project #2:* • EDN 534 Candidate Hiring/Interviewing Assignment • EDN 534 Teacher Observation & Evaluation • EDN 534 Supervision Platform Paper • EDN 534 Field Experience: non-traditional Personnel Investigation • EDN 620 Professional Development Plan Overview	GRADE LEVEL Experience *Min. of 1 experience per grade level required through entire internship*	PARTICIPATION or LEADERSHIP *min. 80% of experiences need to be at the Leadership level*
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.	☐ PreK ☐ Elementary (K-5) ☐ Middle School (6-8) ☐ Secondary (9-12)	☐ Participation ☐ Leadership
2.2	Conduct a full cycle of clinical supervision, including a pre-observation conference, a classroom observation, and a post-observation conference. Write a summary that provides evidence utilizing actual notes, observations, discussion, forms, and student achievement data providing feedback to the teacher. Provide examples of interventions and supports needed for the non-tenured or struggling teacher.	☐ PreK ☐ Elementary (K-5) ☐ Middle School (6-8) ☐ Secondary (9-12)	☐ Participation ☐ Leadership
2.3	In conjunction with stakeholders, lead in the development of a professional development plan for a school building that includes: (1) data analysis (reviewed in Focus Area 1.2); (2) multiple options for teacher development; and (3) a method for evaluating the professional development plan and the extent to which it will lead to school improvement.	☐ PreK ☐ Elementary (K-5) ☐ Middle School (6-8) ☐ Secondary (9-12)	☐ Participation ☐ Leadership

EDN 690/691 Internship Portfolio Evidence Chart

Field Project # 2: ARTIFACTS   TEACHER DEVELOPMENT

Demonstrate comprehensive understanding and performance in conducting teacher hiring, faculty evaluation, and professional development.

Intern candidates need to provide **artifacts** as evidence of work related to the specified field project. Artifacts required by the State for this field project have already been indicated, but candidates should include additional artifacts/evidence as well. The intern candidate needs to

provide a brief description or explanation of each artifact, as well as indicating alignment to the focus area or SREB indicators (if not already indicated).

Artifact	Description/Explanation	Focus Area	SREB Alignment
a description of collaboration with staff on alignment of the job description with student learning needs (required)		2.1	4a
A job description created by intern or a critique of the job description if a standard job description is used (required)		2.1	
interview questions (required)		2.1	
a rubric for assessment of the applicants (required)		2.1	
rejection letters for candidates who were not selected (required)		2.1	
notes and forms used in the preconference, observation, post conference; post conference write-up or formative evaluation form; summative evaluation; professional development recommendations (required)		2.2	
an articulate and well-organized summary of the formative clinical supervision process (required)		2.2	

a reflection articulating the effects of supervision on student learning and the school improvement process (required)		2.2	
A time-log and reflection that indicates knowledge of NSDC standards (required)		2.3	3d
Alignment of NSDC standards to a professional development plan for a school building with data analysis, aligned to the school SIP, and with multiple development options (required)		2.3	3a, 3b, 3d, 3e, 3f, 3g, 8a, 8b, 8c, 13a
a mechanism for evaluating the effectiveness of the professional development plan to improve student learning (required)		2.3	

Field Project # 2: EVALUATION DEVELOPMENT   TEACHER

NCC Stakeholder Evaluation		
SELF ASSESSMENT by Intern	**MENTOR ASSESSMENT**	**SUPERVISOR ASSESSMENT**
☐ Excellent ☐ Proficient ☐ Developing _____ ☐ Unsatisfactory Signature	☐ Excellent ☐ Proficient ☐ Developing _____ ☐ Unsatisfactory Signature	☐ Excellent ☐ Proficient ☐ Developing _____ ☐ Unsatisfactory Signature

ILLINOIS Internship Assessment Scoring Rubric assessed by the supervisor

Focus Area: 2.1   Participate in the hiring process including, at a minimum:
- creation of a job description;

- creation of interview questions and assessment rubric;
- participation in interviews for the position;
- recommendation of the candidate to hire with rationale and data to support the selection;
- and preparation of letters of rejection for candidates who were not selected.

	Meets the Standard:	**Does Not Meet the Standard:**	**SCORE:**
Content: • ISLLC Standard 3b. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources • IDP Standard 5.3a. Alignment of human resources to support student learning needs	The candidate collaborates with staff to align the teacher job description to student learning needs. 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. The candidate creates interview questions and a rubric for assessment of the applicants' competence. The interview questions are aligned with student learning needs. The assessment rubric is based on the job description and provides clear criteria for evaluating the applicants for the position. The interview questions are relevant to making judgments about the competence of applicants and do not request information that violates anti-discrimination laws.	The candidate does not collaborate with staff on the alignment of the teacher job description to student learning needs. The candidate neither creates nor analyzes the standard job description provided by the school district and does not write a critique of it. 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. 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.	1 / 0

Category	Meets the Standard	Does Not Meet the Standard	Score
Process: • Follows theory-to-practice • Logical & Sequential • Understandable • Achieves the purpose	The candidate participates in the interviews of applicants for the position. The candidate greets applicants, states the purpose of the interview, asks relevant questions, takes accurate notes, and provides information to applicants about the school and district. The candidate completes the assessment rubrics. The candidate prepares rejection letters for candidates who were not selected.	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.	1 / 0
Outcomes/Reflection: • Clearly stated • Clearly demonstrated • Data supports the results • Reflection	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.) 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.	The candidate recommends an applicant for the position, but the rationale is weak or is not supported with data from the assessment rubrics. The candidate 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.	1 / 0
Products: Align to standards • Articulate/ organized • Demonstrates full completion • Reflection	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.	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.	1 / 0
Quality: • Beginning principal like or better • Complete • Accurate	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
Candidates must MEET 5 of 5 to demonstrate competency		**TOTAL SCORE**	
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.			
	Meets the Standard:	**Does Not Meet the Standard:**	**SCORE:**

Content: • 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 • 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 • Appropriate	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.	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.	1 / 0
Process: • Follows theory to practice • Logical & Sequential • Understandable • Achieves the purpose	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.	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.	1 / 0
Outcomes/Reflection: • Clearly stated • Clearly demonstrated • Data supports the results • Reflection	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.	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.	1 / 0
Products: • Align to standards • Articulate and well organized • Demonstrates full completion • Reflection	• The candidate produces an articulate and well-organized summary of the formative clinical supervision process that includes documentation from the formative 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.	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.	1 / 0

	Meets the Standard	Does Not Meet the Standard	
Quality: Beginning principal like or better • Complete • Accurate	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
Candidates must MEET 5 of 5 to demonstrate competency		**TOTAL SCORE**	

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.

	Meets the Standard:	Does Not Meet the Standard:	SCORE:
Content: • Standards = • Competencies = • Appropriate	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
Process: • Follows theory to practice • Logical & Sequential • Understandable • Achieves the purpose	The candidate clearly demonstrates application of the NSDC standards to their own school professional development needs by analyzing data, creating options, and creating an evaluation plan in collaboration with stakeholders.	The candidate does not or inadequately 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
Outcomes/Reflection: • Clearly stated • Clearly demonstrated • Data supports the results	The candidate clearly states the outcomes of the school's professional development plan in relationship to school improvement.	The candidate does not or inadequately state the outcomes of the school's professional development plan in relationship to school improvement.	1 / 0
Products: Align to standards • Articulate and well organized • Demonstrates full completion • Reflection	The candidate's internship time-log and reflections clearly • indicate knowledge of NSDC standards, • application of the standards to the professional development plan embedded in the school SIP, • and a mechanism for evaluating the effectiveness of the plan to improve student learning.	The candidate's internship time-log and reflections 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
Quality: • Beginning principal like or better • Complete • Accurate	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
Candidates must MEET 5 of 5 to demonstrate competency		**TOTAL SCORE**	

Field Project # 3: FOCUS AREA   MANAGEMENT

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

Grade Level: Intern candidates need to indicate the grade level(s) that was most directly the focus of the field project area and the accompanying evidence.
> Over the course of the Internship, each grade level must be addressed.

Participation vs Leadership: Intern candidates need to indicate whether the focus area of the project was completed at the participation or leadership level:

- **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 may be required by or result from the activity.

No.	Focus Area *The following embedded coursework assignments provided a foundation for Field Project #3:*	GRADE LEVEL Experience *Min. of 1 experience per grade level required through entire internship*	PARTICIPATION or LEADERSHIP *min. 80% of experiences need to be at the Leadership level*
	• EDN 515 Action Plan • EDN 522 Legal Case Studies/ Response Paper • EDN 522 Examine various school district policies regulating bullying/ harassment • EDN 522 Ethics and Politics in Education Field Experience • EDN 534 PreK-12 Literacy/Numeracy/ SEL Overview • EDN 536 Community Resource Project • EDN 610 Field Experience: Welfare/Management • EDN 610 Budget Process Investigation • EDN 610 Safe School Initiative • EDN 620 Technology Applied to School Program Assignment		
3.1	Investigate, define, and delineate the systems and factors within the internship school for advocating, nurturing, and sustaining a culture of collaboration, trust, learning, high expectations, and a personalized and motivating learning environment for students.	☐ PreK ☐ Elementary (K-5) ☐ Middle School (6-8) ☐ Secondary (9-12)	☐ Participation ☐ Leadership
3.2	Review the school's budget and other resources with the internship principal. Detail how the resources are typically used, evaluated for adequacy, assess for effectiveness and efficiency. Provide recommendations for improvement. Address the impact of the budget on the following NCLB student subgroup: Limited English Proficiency, special education and economically disadvantaged. Present recommendations for improvement to a faculty group and solicit input in the budget development process.	☐ PreK ☐ Elementary (K-5) ☐ Middle School (6-8) ☐ Secondary (9-12)	☐ Participation ☐ Leadership

3.3	State the mission of the school. Determine and analyze the different systems that exist within the school to fulfill the school's mission (i.e. instructional: curriculum, assessment, technology, class structure; and management: discipline plan; attendance; maintenance; transportation, etc.). Choose one instructional and one management system; create an assessment tool that will be used to rate the two systems. Finally, develop recommendations for improvement of aspects of the two systems that need improvement and report the findings to the internship principal.	☐ PreK ☐ Elementary (K-5) ☐ Middle School (6-8) ☐ Secondary (9-12)	☐ Participation ☐ Leadership

EDN 690/691 Internship Portfolio Evidence Chart

Field Project # 3: ARTIFACTS
MANAGEMENT
Demonstrate comprehensive understanding & performance in conducting school-wide management of personnel, resources, & systems for adequacy & equity.

Intern candidates need to provide **artifacts** as evidence of work related to the specified field project. Artifacts required by the State for this field project have already been indicated, but candidates should include additional artifacts/evidence as well. The intern candidate needs to provide a brief description or explanation of each artifact, as well as indicating alignment to the focus area or SREB indicators (if not already indicated).

Artifact	Description/Explanation	Focus Area	SREB Alignment

The candidate has produced the following items: • a review of the systems data; • a graphic map of 2 areas of the school's learning environment • an analysis of supporting and impeding factors, • an evaluation of the systems' effectiveness; recommendations for improvement. *Potential learning environment system may include: professional learning communities (PLC), school improvement process (SIP); professional development; teacher leadership; building leadership teams; cultural proficiency; guaranteed/viable curriculum; climate etc.* (required)		3.1	
a copy of the reviewed school budget initialed by the internship principal (required)		3.2	

a budget report that contains: • 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. • addressing specifically the impact of the budget on subgroups such as special education, ELL, and low socio-economic students (required)		3.2	
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; • recommendations for improvement. • *(Potential systems for investigation include: curriculum, instruction, assessment, discipline, attendance, maintenance, transportation, etc.)* (required)		3.3	

Field Project # 3: EVALUATION
MANAGEMENT

NCC Stakeholder Evaluation		
SELF ASSESSMENT by Intern	**MENTOR ASSESSMENT**	**SUPERVISOR ASSESSMENT**
☐ Excellent ☐ Proficient ☐ Developing _____ ☐ Unsatisfactory Signature	☐ Excellent ☐ Proficient ☐ Developing _____ ☐ Unsatisfactory Signature	☐ Excellent ☐ Proficient ☐ Developing _____ ☐ Unsatisfactory Signature
ILLINOIS Internship Assessment Scoring Rubric assessed by the supervisor assessed by supervisor		
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.		

	Meets the Standard:	Does Not Meet the Standard:	SCORE:
Content: • Standards = • Competencies = • Appropriate	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/viable curriculum; climate.	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.	1 / 0
Process: • Follows theory to practice • Logical & Sequential • Understandable • Achieves the purpose	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.	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.	1 / 0

	Meets the Standard	Does Not Meet the Standard	Score
Outcomes/Reflection: • Clearly stated and demonstrated • Data supports the results • Candidate reflects on her/his role in the process	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.	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.	1 / 0
Products: • Align to standards • Articulate and well organized • Demonstrates full completion • Reflection	The candidate has produced the following items: • a review of the systems data; • a graphic map of 2 areas of the school's learning environment • an analysis of supporting and impeding factors, • an evaluation of the systems' effectiveness; recommendations for improvement. *(Potential learning environment system may include: professional learning communities (PLC), school improvement process (SIP); professional development; teacher leadership; building leadership teams; cultural proficiency; guaranteed/viable curriculum; climate etc.)*	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.)	1 / 0
Quality: Beginning principal like or better • Complete • Accurate	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
Candidates must MEET 5 of 5 to demonstrate competency		**TOTAL SCORE**	
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, & low socio-economic students.			
	Meets the Standard:	**Does Not Meet the Standard:**	**SCORE:**

Content: • Standards = • Competencies = • Appropriate	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
Process: • Follows theory to practice • Logical & Sequential • Understandable • Achieves the purpose	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
Outcomes/Reflection: • Clearly stated and demonstrated • Data supports the results • Candidate reflects on her/his role in the process	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
Products: • Align to standards • Articulate and well organized • Demonstrates full completion • Reflection	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 final report addresses specifically the impact of the budget on subgroups such as special education, ELL, and low socio-economic students.	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 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.	1 / 0

Quality: • Beginning principal like or better • Complete • Accurate	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
Candidates must MEET 5 of 5 to demonstrate competency		**TOTAL SCORE**	

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.

	Meets the Standard:	Does Not Meet the Standard:	SCORE:
Content: • Standards = • Competencies = • Appropriate	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
Process: • Follows theory to practice • Logical & Sequential • Understandable • Achieves the purpose	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
Outcomes/Reflection: • Clearly stated and demonstrated • Data supports the results • Candidate reflects on her/his role in the process	The candidate clearly states the outcomes and expectations of analyzing two systems (one instructional and one management) through 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

Products:	The candidate produces a report that contains the following:	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
• Align to standards • Articulate and well organized • Demonstrates full completion • Reflection	• 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; • recommendations for improvement. *(Potential systems for investigation include: curriculum, instruction, assessment, discipline, attendance, maintenance, transportation, etc.)*		
Quality: • Beginning principal like or better • Complete • Accurate	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
Candidates must MEET 5 of 5 to demonstrate competency		**TOTAL SCORE**	

Field Project # 4: FOCUS AREA   ELL/ SPECIAL ED/ ECE

Demonstrate competency in specific areas related to English Language Learners, Special Education, the IEP, IFSP, Section 504 plan & a continuum of learning from early childhood through grade 12.

Grade Level: Intern candidates need to indicate the grade level(s) which was most directly the focus of the field project area and its accompanying evidence. Over the course of the internship, each grade level must be addressed.

Participation vs Leadership: Intern candidates need to indicate whether the focus area of the project was completed at the participation or leadership level:
- **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 may be required by or result from the activity.

No.	**Focus Area** *The following embedded coursework assignments provided a foundation for Field Project #4:* • EDN 515 Creating School Culture Assignment EDN 522 Special Education Readings & Applied Experiences • EDN 534 PK-12 Literacy/ Numeracy/ SEL Overview • EDN 536 Community Partnership Field Experience EDN 536 ELL Communications Assignment • EDN 630 Field Project: ELL Experience EDN 630 School Audit	**GRADE LEVEL Experience** *Min. of 1 experience per grade level required through entire internship*	**PARTICIPATION or LEADERSHIP** *min. 80% of experiences need to be at the Leadership level*
4.1	Uses student data to collaborate with teachers in modifying curriculum and instructional strategies to meet the needs of each student including ELLs and students with disabilities, and to incorporate the data collected into the School Improvement Plan	☐ PreK ☐ Elementary (K-5) ☐ Middle School (6-8) ☐ Secondary (9-12)	☐ Participation ☐ Leadership
4.2	Evaluates 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 as well as advanced readers	☐ PreK ☐ Elementary (K-5) ☐ Middle School (6-8) ☐ Secondary (9-12)	☐ Participation ☐ Leadership
4.3	Works with special education and bilingual education teachers to identify and select assessment strategies and devices that are nondiscriminatory and to 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	☐ PreK ☐ Elementary (K-5) ☐ Middle School (6-8) ☐ Secondary (9-12)	☐ Participation ☐ Leadership

4.4	Works with teachers to develop a plan focusing on the needs of the school in supporting 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	☐ PreK ☐ Elementary (K-5) ☐ Middle School (6-8) ☐ Secondary (9-12)	☐ Participation ☐ Leadership
4.5	Serves all students and their families with equity and honor and advocates on their behalf, ensuring an opportunity to learn and the well-being of each child in the classroom	☐ PreK ☐ Elementary (K-5) ☐ Middle School (6-8) ☐ Secondary (9-12)	☐ Participation ☐ Leadership
4.6	Analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and development of all students	☐ PreK ☐ Elementary (K-5) ☐ Middle School (6-8) ☐ Secondary (9-12)	☐ Participation ☐ Leadership
4.7	Recognizes the individual needs of students and works with special education and bilingual education teachers to develop school support systems to differentiate strategies, materials, pace, levels of complexity, and language to teach students at varying levels of development and to accommodate students with diverse learning needs	☐ PreK ☐ Elementary (K-5) ☐ Middle School (6-8) ☐ Secondary (9-12)	☐ Participation ☐ Leadership

EDN 690/691 Internship Portfolio Evidence Chart

Field Project # 4: ARTIFACTS   ELL/ SPECIAL ED/ ECE

Demonstrate competency in specific areas related to English Language Learners, Special Education, the IEP, IFSP, Section 504 plan and a continuum of learning from early childhood through grade 12.

Intern candidates need to provide **artifacts** as evidence of work related to the specified field project. Artifacts required by the State for this field project have already been indicated, but candidates should include additional artifacts/evidence as well. The intern candidate needs to provide a brief description or explanation of each artifact, as well as indicating alignment to the focus area or SREB indicators (if not already indicated).

Artifact	Description/Explanation	Focus Area	SREB Alignment

EDN 690/691 Internship Portfolio Evidence Chart

Field Project # 4: EVALUATION   ELL/ SPECIAL ED/ ECE

NCC Stakeholder Evaluation		
SELF ASSESSMENT by Intern	**MENTOR ASSESSMENT**	**SUPERVISOR ASSESSMENT**
☐ Excellent ☐ Proficient ☐ Developing _____ ☐ Unsatisfactory Signature	☐ Excellent ☐ Proficient ☐ Developing _____ ☐ Unsatisfactory Signature	☐ Excellent ☐ Proficient ☐ Developing _____ ☐ Unsatisfactory Signature

	NCC Internship Assessment Scoring Rubric assessed by the supervisor		
Focus Areas:			
	Meets the Standard:	**Does Not Meet the Standard:**	**SCORE:**
Content: • Standards • Competencies • Appropriate	The candidate's artifacts and presentation focus the work to support enhanced student achievement at all levels and with all populations, with emphasis on providing for the needs of gifted, ELL, and special education students.	The artifacts and presentation do not bring focus on supporting greater student achievement. Noted populations are mentioned but are not a central part of the work.	**1 / 0**
Process: • Follows theory to practice • Logical & Sequential • Understandable • Achieves the purpose	The candidate clearly outlines a process and activities that demonstrate understanding of the work of the focus areas. School activities are logical, sequential, well planned and executed, and achieve the stated purpose.	The candidate's outline of activities/work is brief or incomplete for focus areas. Artifacts are inadequate, and not logically organized or planned. The purpose is vague and not clearly communicated.	**1 / 0**
Outcomes/Reflection: • Clearly stated and demonstrated • Data supports the results • Candidate reflects on their role in the process	The candidate clearly states the expected criteria of each focus area and has artifacts (presentation materials, outlines, agendas, data analysis, etc.) that demonstrate accomplishment, as well as support, to lead the school in meeting this criteria. The candidate is able to thoroughly reflect on his/her role as an instructional leader in these areas.	The outcomes and expectations of the candidate's materials are vague and unclear (few or no artifacts support the criteria). There are few supporting documents or data to indicate focus areas have been accomplished in the school. The candidate is unclear and unable to reflect on the role of the instructional leader in these areas.	**1 / 0**
Products: • Align to standards • Articulated and well organized • Demonstrates full completion • Reflection	The candidate produces artifacts that serve as outstanding examples of leadership in action, maximizing every opportunity to make a difference in students' lives in these areas of focus.	The candidate fails to produce impressive artifacts or fails to develop artifacts that demonstrate leadership and/or an impact on students in these areas.	**1 / 0**
Quality: • Beginning principal like or better • Complete • Accurate	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**
Candidates must MEET 5 of 5 to demonstrate competency		**TOTAL SCORE**	

Field Project # 5: FOCUS AREA   RESIDENCY

Experience immersion in a full-time administrative experience, balancing the competing demands on time/energy while learning to prioritize appropriately, manage time effectively and foster ongoing leadership development (min 2 weeks, 80 hours, full-time role).

Grade Level: Intern candidates need to indicate the grade level(s) which was most directly the focus of the field project area and its accompanying evidence. Over the course of the internship, each grade level must be addressed.

Participation vs Leadership: Intern candidates need to indicate whether the focus area of the project was completed at the participation or leadership level:
- **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 may be required by or result from the activity.

No.	Focus Area *The following embedded coursework assignments provided a foundation for Field Project #1:* • EDN 500 Standards Study & Recommendations • EDN 515 Action Plan • EDN 620 School Program Assessment • EDN 630 School Audit	GRADE LEVEL Experience *Min. of 1 experience per grade level required through entire internship*	PARTICIPATION or LEADERSHIP *min. 80% of experiences need to be at the Leadership level*
5.1	Work in a full-time administrative role to gain the immersion experience of daily leadership functions (min 80 hours)	☐ PreK ☐ Elementary (K-5) ☐ Middle School (6-8) ☐ Secondary (9-12)	☐ Participation ☐ Leadership
5.2	Analyze and review the role of a full-time administrator, including insights gained and leadership growth realized	☐ PreK ☐ Elementary (K-5) ☐ Middle School (6-8) ☐ Secondary (9-12)	☐ Participation ☐ Leadership

Field Project # 5: ARTIFACTS   RESIDENCY

Experience immersion in a full-time administrative experience, balancing the competing demands on time/energy while learning to prioritize appropriately, manage time effectively and foster ongoing leadership development (min 2 weeks, 80 hours, full-time role).

Intern candidates need to provide **artifacts** as evidence of work related to the specified field project. Artifacts required by the State for this field project have already been indicated, but candidates should include additional artifacts/evidence as well. The intern candidate needs to provide a brief description or explanation of each artifact, as well as indicating alignment to the focus area or SREB indicators (if not already indicated).

Artifact	Description/Explanation	Focus Area	SREB Alignment
Log of residency hours (required)		5.1	
Reflection including description and areas of growth (required)		5.2	

Field Project # 5: EVALUATION   RESIDENCY

NCC Stakeholder Evaluation		
SELF ASSESSMENT by Intern	**MENTOR ASSESSMENT**	**SUPERVISOR ASSESSMENT**
☐ Excellent ☐ Proficient ☐ Developing _____ ☐ Unsatisfactory Signature	☐ Excellent ☐ Proficient ☐ Developing _____ ☐ Unsatisfactory Signature	☐ Excellent ☐ Proficient ☐ Developing _____ ☐ Unsatisfactory Signature
NCC Internship Assessment Scoring Rubric assessed by the supervisor		

FIELD PROJECT # 5   The Residency *Experience immersion in a full-time administrative experience, balancing the competing demands on time/energy while learning to prioritize appropriately, manage time effectively and foster ongoing leadership development (min 2 weeks, 80 hours, full-time role).*

	Meets the Standard:	Does Not Meet the Standard:	Scoring
<u>Content</u>: • **Standards =** • **Competencies =** • **Appropriate**	The candidate clearly fulfills varied leadership standards/indicators (Internship Critical Success factors and/or Ed Ldr Program Matrix's ISLLC standards), developing pronounced competencies in an appropriate and relevant manner.	The candidate only minimally meets some of the standards/indicators of either the Internship Matrix Critical Success Factors or the Ed Ldr Program Matrix's ISLLC standards/indicators, without a clear leadership role or competency.	1 / 0
<u>Process</u>: • **Follows theory to practice** • **Logical & Sequential** • **Understandable** • **Achieves the purpose**	The candidate demonstrates an understanding of the role of a school leader and how to successfully assume a leadership role despite being a short-term placement. The candidate fully immersed him/herself in the responsibilities and difficulties of leadership in a motivated, self-starting manner.	The candidate was unable to demonstrate an understanding of how to successfully assume a leadership role due to its short term placement or failed to fully immerse him/herself in a leadership role, but seemed comfortable resigned to a role as a contributor versus a leader.	1 / 0

Outcomes/Reflection: • **Clearly stated and demonstrated** • **Data supports the results** • **Candidate reflects on her/his role in the process**	The candidate clearly states the outcomes and expectations of analyzing this experience in the Residency reflection: describing fully the experience, detailing the standards/indicators met via the Residency, and effectively and impressively reflecting on the impact this experience had on one's leadership development and growth. The experience seems fully maximized as a learning experience via the Residency reflection which is supported with specific examples of impacting students.	The candidate's statements of the outcomes and expectations of analyzing this experience is incomplete or lacing all of the clear components: a description with details, a clear identification of how experiences related to standards/indicators, and a reflection on the impact of the experience on leadership development. The candidate was unable to accurately reflect on her/his involvement in the project and the experience's impact on students.	1 / 0
Products: • **Align to standards** • **Articulate and well organized** • **Demonstrates full completion** • **Reflection**	The candidate produces artifacts that serve as outstanding examples of leadership in action, maximizing every opportunity to make a difference in students' lives through this immersion experience in leadership.	The candidate fails to produce impressive artifacts or fails to develop artifacts that demonstrate leadership and/or an impact on students.	1 / 0
Quality: • **Beginning principal like or better** • **Complete** • **Accurate**	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
Candidates must MEET 5 of 5 to demonstrate competency		**TOTAL SCORE**	