

# **Illinois Principal Preparation Program Internship Assessment Rubric**

## **Introduction**

### **Purpose**

All Principal Preparation Programs in Illinois are required to use the Principal Preparation Program Internship Assessment Rubric. The rubric specifies how programs 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 Rubric**

### **Assessments**

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

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

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

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

- **Focus Area: 2.1** – Participate in the hiring process including, at a minimum: creation of a job description; creation of interview questions and assessment rubric; participation in interviews for the position; recommendation of the candidate to hire with rationale and data to support the selection; and preparation of letters of rejection for candidates who were not selected.

- **Focus Area: 2.2** – Conduct a full cycle of clinical supervision, including a pre-observation conference, a classroom observation, and a post-observation conference. Write a summary that provides evidence utilizing actual notes, observations, discussion, forms, and student achievement data providing feedback to the teacher. Provide examples of interventions and supports needed for the non-tenured or struggling teacher.
- **Focus Area: 2.3** – In conjunction with stakeholders, lead in the development of a professional development plan for a school building that includes: (1) data analysis (reviewed in Focus Area 1.2); (2) multiple options for teacher development; and (3) a method for evaluating the professional development plan and the extent to which it will lead to school improvement.

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

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

### Measures and Scoring

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

- **Content:** the level at which the product is standards-based, competent, and appropriate. **Standards** include the 2008 ISLLC Standards and Functions that align to the Focus Area.<sup>1</sup>

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<sup>1</sup> The Illinois Distinguished Principal Leadership Institute (IDPLI) competencies have been removed from initial DRAFT of the Illinois Principal Preparation Program Internship Assessment Rubric as the IDPLI competencies are no longer being used in Illinois.

- **Process:** the level at which the process follows theory to practice, is logical and sequential, understandable, and achieves its purpose.
- **Outcomes:** the level at which the outcomes are clearly stated, clearly demonstrated, and demonstrate the extent to which the candidate uses data to support the results.
- **Products:** the level at which the products are aligned to the standards, articulated and well organized, and fully complete.
- **Quality:** the overall level of the candidate's proficiency at the beginning principal level or better.

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

### **Intended Use**

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

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

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

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