NORTH CENTRAL COLLEGE
NAPERVILLE, ILLINOIS
Founded 1861

Department of Education

Educational Leadership

Internship Handbook

Internship Guidebook Table of Contents

Appendices

Overview of the Educational Leadership Field Experiences

The purpose of the Educational Leadership and Administration Program (for Principal endorsement) is to develop educational leaders and administrators who have vision and possess a wide set of leadership and management perspectives and skills. The program provides graduate candidates with breadth of theory and practical experiences for the foundation of knowledge and performances necessary to facilitate the learning of all students.

Students are required to fulfill a minimum of 10 hours of Field Experience in each of the following Educational Leadership Program courses, totaling a minimum of 80 hours:

> EDN 500: Leadership for the 21st Century
> EDN 515: The Institutional and Political Environment of Schools
> EDN 522: Navigating Issues in Special Education & School Law
> EDN 534: Leadership for Supervision & Instruction
> EDN 536: School, Home, and Community
> EDN 610: School Operations and Management
> EDN 620: Curriculum & Program Assessment
> EDN 630: Schools as Learning Communities

Students are required to complete at least four different field experiences (approximately 140 hours) and an 80 hour FT residency experience through the combination of the *Internship I* and *Internship II* courses for approximately 200 hours of internship work:

> EDN 690: Internship I
> EDN 691: Internship II

Thus graduates of the North Central College Educational Leadership Program are immersed in approximately 300 hours of field experiences as part of their administrative preparation. The field experiences are aligned to the ISLLC Standards; in addition, the *Internship I* and *Internship II* experiences are aligned to the SREB 13 Critical Success Factors and their corresponding 36 activities/indicators.

Internship I / Internship II - Introduction

The North Central Program provides candidates with a flexible, twelve-month internship experience. Leadership candidates enroll in two courses to complete all internships requirements: EDN 690 Internship I and EDN 691 Internship II. Each of the two internship courses earns three credits and allows a candidate to complete all internships requirements in a year (four terms). Each course (EDN 690 and EDN 691) extends over two terms, with a "PR" (in progress) being issued until course criteria has been completed provided that the student is still actively involved in internship work.

Students are expected to make significant and substantive progress on internship projects during the two terms of the first internship course to be eligible for enrollment in the second internship course. Internship candidates will be fully supported to fulfill all field requirements in a twelve-month (four term) period. However, a student may request additional time to complete internship requirements in either EDN 690 or EDN 691 by completing a Petition for Extension form.

Internship Prerequisites

Unless otherwise approved, candidates must have completed 12 hours (4 classes) of course work *prior* to enrollment in the internship or take the fourth class in tandem with the first Internship course.

Candidates must have evidence of significant progress on a minimum of 50% of the internship requirements before enrolling in a subsequent internship course (typically Internship I followed by Internship II). The faculty supervisor assigned to the internship course will be responsible for monitoring candidate progress and determining whether this prerequisite has been met in order to enroll in the second internship course.
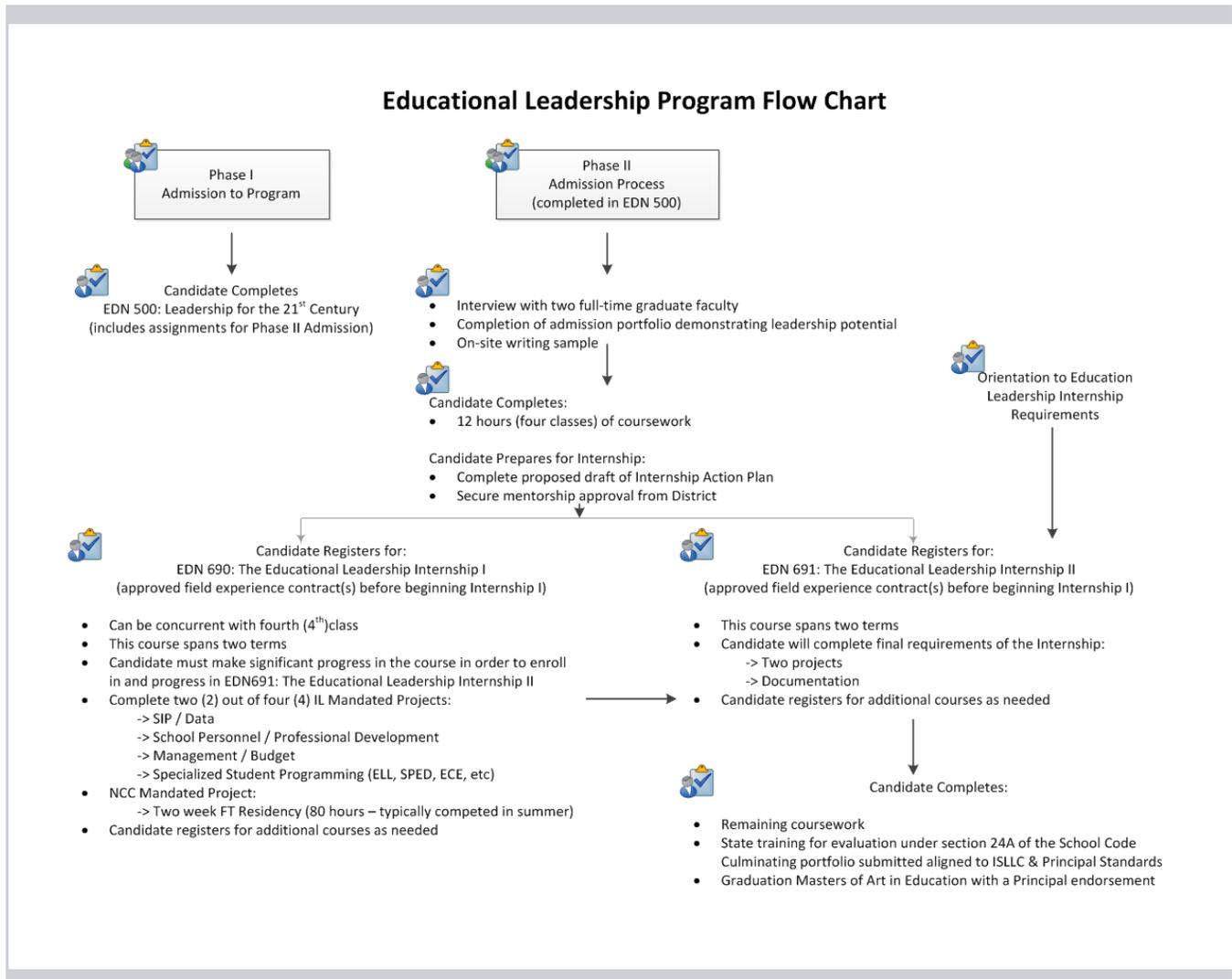
The Internship Schedule

The internship requires that four State-prescribed projects and one residency be completed over the course of the two (2) three-credit internship courses. A typical schedule for completion **may** look like the following:

Summer	Fall		Winter		Spring
Residency (Project 5)	SIP (Project 1)		Management (Project 3)		Finalize Internship Anthology: Evidence Chart & Reflections
	Teacher Development: (Project 2)	Prof Dev Plan	Evaluations	Hiring	
--------------- ELL, Gifted, Special Education, ECE --------------- (Project 4)					

The Educational Leadership Program Flow Chart

The following flowchart indicates how preliminary work is undertaken leading up to the internship courses and how the internship courses subsequently serve to move the candidate towards program completion.

Educational Leadership Program Flow Chart

Phase I
Admission to Program

Phase II
Admission Process
(completed in EDN 500)

Candidate Completes
EDN 500: Leadership for the 21st Century
(includes assignments for Phase II Admission)

- Interview with two full-time graduate faculty
- Completion of admission portfolio demonstrating leadership potential
- On-site writing sample

Orientation to Education
Leadership Internship
Requirements

Candidate Completes:
- 12 hours (four classes) of coursework

Candidate Prepares for Internship:
- Complete proposed draft of Internship Action Plan
- Secure mentorship approval from District

Candidate Registers for:
EDN 690: The Educational Leadership Internship I
(approved field experience contract(s) before beginning Internship I)

Candidate Registers for:
EDN 691: The Educational Leadership Internship II
(approved field experience contract(s) before beginning Internship I)

- Can be concurrent with fourth (4th)class
- This course spans two terms
- Candidate must make significant progress in the course in order to enroll in and progress in EDN691: The Educational Leadership Internship II
- Complete two (2) out of four (4) IL Mandated Projects:
    -> SIP / Data
    -> School Personnel / Professional Development
    -> Management / Budget
    -> Specialized Student Programming (ELL, SPED, ECE, etc)
- NCC Mandated Project:
    -> Two week FT Residency (80 hours – typically competed in summer)
- Candidate registers for additional courses as needed

- This course spans two terms
- Candidate will complete final requirements of the Internship:
    -> Two projects
    -> Documentation
- Candidate registers for additional courses as needed

Candidate Completes:

- Remaining coursework
- State training for evaluation under section 24A of the School Code Culminating portfolio submitted aligned to ISLLC & Principal Standards
- Graduation Masters of Art in Education with a Principal endorsement

The Role of the Candidate in Field Experiences

Candidates who wish to pursue the Educational Leadership program must meet the following criteria:

- participate in all orientation and seminar preparation/training as provided by the NCC leadership program and as required by the State;
- develop appropriate leadership activities and projects in collaboration with the mentor and site administration team members;
- communicate regularly and work collaboratively with the mentor to best meet the needs of students while engaging in appropriate/relevant leadership activities related to student learning;
- pass the principal content-area test (see 23. Ill. Adm. Code 25.710 Definitions) as defined by State requirements related to the internship (originally required before Internship completion);
- complete successfully the Evaluator training required under Section 24A-3 of the School Code (105 ILCS 5/24A-3) before the end of the internship , (originally required before beginning the internship);
- conduct a minimum of four (4) on site seminars/meetings with NCC supervisor(s) related to internship experiences;
- arrange for observation and evaluation by the intern supervisor at least four (4) times a year;
- incorporate feedback from the supervisor and internship mentor into ongoing efforts towards growth and development of leadership potential;
- assure the completion of assessments of performance by the supervisor and administrative mentor;
- collect and submit all candidate internship assessments and documents;
- collect artifacts and reflect appropriately on the evidence of SREB Critical Success factors;
- complete successfully all four prescribed State internship experiences;
- complete an 80 hour FT residency experience;
- complete successfully the Internship Evidence Chart with supporting artifacts and reflections;
- provide appropriate field experience write-ups for each of the four (4) mandated field experiences and the residency experience;
- request additional time if necessary to complete the requirements of the internship.

The Role of the Administrative Mentor

The mentor becomes involved with the candidate initially in the admission process to review the candidate's admission portfolio and Internship Action Plan. It is anticipated that the primary mentor in most cases will be the candidate's principal. This person may also be helpful in providing feedback to the candidate on the admission portfolio of evidence of school performance and leadership, much like what occurs in the teacher supervision and evaluation process.

The mentor agrees to the responsibilities and qualifications required by the state and college and completes training to successfully fulfill the role of the internship mentor.   A copy of the mentor agreement will be submitted to the mentor's district to communicate with district supervisors the responsibilities of the mentor and possible other school administrators who may be asked to assist in completing the candidate's Internship Action Plan.

The principal mentor plays a critical role in the internship experiences for a leadership candidate. The mentor is trained to be a coach and assessor in the internship process. The following are responsibilities conducted by the principal mentor to ensure the success of the candidate. The mentor agrees to the following criteria:

- provide feedback on the selection of the leadership candidate through the admission process, portfolio artifacts, and interview;
- participate in mentor preparation/training as provided by the NCC leadership program and as required by the State;
- work directly with candidates to observe specific tasks related to meeting the SREB 13 critical success factors (on the Internship Evidence Chart) and essential competencies referenced in Section 30.30(b)(3) of the rules;

- work collaboratively with the faculty supervisor to assess the performance of the leadership candidate through observations and the use of the internship rubrics described in the NCC Leadership Program Handbook;

- provide support and remediation for any areas of performance in the internship that does not meet the identified standards.

The Role of the NCC Supervisor in Field Experiences

The NCC Supervisor is also responsible to provide feedback, support, and assessment for the leadership candidate, and a liaison between the candidate and mentor with the college. The supervisor will conduct at least four (4) meetings on site with the mentor and candidate and facilitate at least four seminars on campus. While both the mentor and supervisor share in the responsibilities of assessing the candidate in six required areas, the supervisor is responsible for the collection and submission of all documents. The following is a summary of responsibilities:

- participate in supervisor preparation/training as provided by the NCC leadership program and as required by the State;

- participate in Evaluator training for Section 24A-3 of the School Code (105 ILCS 5/24A-3);

- verify that the candidate receives a passing score on the applicable Principal Content Exam (see 23. Ill. Adm. Code 25.710 (Definitions)) before entering the internship;

- verify that the candidate successfully completes the training required under Section 24A-3 of the School Code (105 ILCS 5/24A-3) before the end of his or her internship;

- conduct a minimum of four (4) on-site meetings; schedule additional meetings as needed;

- observe, evaluate and provide feedback at least four times a year to each candidate about the candidate's performance on those measures which align to the final assessments;

- conduct a minimum of four seminars a year (two per internship course);

- work in collaboration with internship mentors to complete the assessment of the candidate's performance;

- collect and submit all candidate internship assessments and documents;

- request additional time and/or support for a candidate who does not meet all the requirements of the internship; determine a plan of action to remediate any competency that are met during the internship.

The Role of the NCC Internship Coordinator

The following identifies the job description for the Leadership Internship Coordinator. The role of the coordinator is fulfilled by one of the two full time NCC Leadership faculty members.

Roles and Responsibilities:

1. Identify partnership and non-partnership placements for leadership candidate internship requirements, including multiple sites for each candidate in early childhood, English Language Learners, and special education.

2. Determine sites to meet the Pre-K through 12 internship requirements--All candidates must complete internship work at elementary, middle, and high school. Provide a signed agreement between each of these sites and NCC.

3. Determine a system to monitor and document all internship candidate placements as evidence of the state requirements and as developed in each candidate's Internship Action Plan.

4. Identify a qualified primary mentor (according to state requirements) for each intern and develop an agreement between each mentor and candidate that details/complies with the one year internship requirements.

5. Provide training for each mentor (according to the state requirements), including an orientation to the program and issuing of the program handbook of policies and forms.

6. Communicate/meet with school partners to address areas of the annual partnership agreement (District 203, 204, and 131).

7. Evaluate each partnership annually in the spring (in accordance with the state requirements), and provide evidence of successes or the need for modifications in the fall.
8. Develop an annual state report that provides data addressing all state internship and program requirements.
9. Work in coordination with the department Partnership and Placement staff to form relationships and develop written agreements established for undergraduate/graduate placements.
10. Serve as a liaison to the department and college regarding partnerships and placements for the leadership graduate program.
11. Review internship agreements in collaboration with the site faculty supervisor and mentors to ensure that all requirements have been completed (according to the state requirements).
12. Work in collaboration with faculty, supervisors and partners to ensure that all required documentation has been completed and submitted, including but not limited to the following:
   - Admission Notification Upon Meeting Requirements
   - Principal Mentor Agreement Submission and Notification
   - Principal Mentor Training Dates
   - Candidate Internship Action Plan(s)
13. Work with the admission office and monitor the admission process to ensure that the program is in compliance with the new state requirements.
14. Monitor faculty, supervisors, principal mentors, and candidates who are required to have training on the internship (per state mandates) requirements.
15. Monitor faculty, supervisors, principal mentors, and candidates who are required to be trained in the state supervision requirements (per State mandate).

The Internship Action Plan

Each candidate upon admission to the program is encouraged to develop an Internship Action Plan outlining tentative plans, possible mentors, and anticipated sites to complete the internship requirements. This early development of the Internship Action Plan allows the program's Internship Coordinator to check on the viability of the plan and verify the credentials of the mentor well in advance of the start of the internship course(s). The internship plan is reviewed again and modified as necessary by the candidate, principal mentor, and faculty supervisor prior to the start of the internship course work.

Note: It is the responsibility of each candidate to communicate with the faculty supervisor and the principal mentor to determine a plan best suited for the candidate and his/her school(s) schedule to fulfill all of the internship requirements.

Internship Requirements

The internship requires four State-mandated projects that are completed during the two courses:

- Project 1: The School Improvement Process (State-mandated with State-mandated rubric)
- Project 2: Teacher Development (State mandated with State-mandated rubric)
- Project 3: Management of Systems (State mandated with State-mandated rubric)
- Project 4: ELL, Special Education and Early Childhood (State-mandated; no State mandated rubric)

Additionally, the following are required:

- Project 5: The Residency (NCC Internship requirement)
- Evidence of meeting the 13 SREB Critical Success Factors & its 36 indicators (State-mandated /addressed via the Internship Evidence Chart)
- Attendance at EDN 690/691 Seminars (State mandated minimum of 3 seminars; more are required by NCC)
- Arrangement and engagement in site observations & conferences (State mandated minimum of 4)
- Arrangement and engagement in Supervisor-Mentor meetings (State mandated minimum of 2)

- Successful completion of IL Principal Content Exam (State mandated upon program completion; an NCC Internship requirement)
- Successful completion of the State Evaluator Training (State mandated upon program completion; an NCC Internship requirement)

Focus areas for each of the internship projects follows:

Field Experience Project #1: School Improvement Process (SIP & Data)

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

Field Experience Project #2: Teacher Development

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.

Field Experience Project #3: Management

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, 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.

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.

Field Experience Project #4: English Language Learners, Special Education, Early Childhood, & Gifted

Another area of the internship is to 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. These areas are provided to candidates in the Internship Evidence Chart and include the following internship requirements:

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;

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;

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;

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;

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;

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; and

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.

Field Experience #5: Residency

Leadership candidates will spend two weeks fully immersed in an administrative role. In most cases, the Residency will be conducted during the summer in a setting conducive to the candidates' Internship Action Plan.   At times, candidates may find summer work hour restrictions result in a four week half-day internship experience. Nevertheless, a minimum of 80 hours working full-time is required; these hours are to be documented and verified by the mentor on the log sheet provided in the Appendix of this handbook.

The varied roles of the FT residency serves as a compelling opportunity to fulfill many of the leadership activities detailed (and required) as part of the SREB-aligned Internship Evidence Chart. Candidates already serving in a FT administrative role may serve in another administrative role for the internship or request in writing an alternative arrangement to this requirement.

Internship Evidence Chart

The Internship Evidence Chart is a core element in the final internship submission providing evidence of meeting all internship criteria. Requirements of the internship need to be completed exclusively during the internship courses; experiences during prior coursework and corresponding artifacts from those courses are not applicable as artifacts to fulfill the criteria detailed on the Internship Evidence Chart.

The Internship Evidence Chart details the focus areas for each of the required projects, requiring candidates to indicate whether fulfillment of the focus areas required leadership (vs participation) and what grade levels were addressed in meeting the focus area. The Internship Evidence Chart provides a table for recording the artifacts that were accumulated as evidence of competence, noting its alignment to focus areas as well as SREB indicators.

This table includes the required artifacts prescribed by the State, and the candidate provides a brief description of each artifact as part of the table. Thus, the Internship Evidence Chart serves the following requirements:

- Candidate evidence of meeting internship criteria via leadership roles (though under special circumstances up to 20% of the criteria may be met via participation internship roles versus leadership internship roles)
- Candidate evidence of meeting the 13 SREB Critical Success Factors, demonstrated by the 36 corresponding indicators detailed in the table
- PK-12 leadership experience as indicated next to each focus area.
- Leadership work with ELL, special education, Gifted, early childhood as detailed via Project 4 artifact evidence.

Though all experiences represented on the Internship Evidence Chart 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 embedded in other coursework throughout the program. The course(s) primarily responsible for the preparatory work of each indicator are appropriately designated on the Internship Evidence Chart for reference.

An artifact is required for each indicator on the Internship Evidence Chart. These artifacts are to serve as tangible, impressive representative exhibits of the leadership role the candidate engaged in as part of the leadership experience. In certain circumstances, an artifact may be representative of more than one of the indicators on the Internship Evidence Chart, and this is acceptable.

The field experiences completed during the *Internship I* and *Internship II* courses should provide ample opportunity for a candidate to gather evidence of accomplishment for each of the required indicators. If a candidate does not have adequate evidence to prove competency in a specified indicator, it is the candidate's responsibility to seek additional field experiences in order to gain experience in the deficient area.

As part of the final internship submission, the candidate will rate the evidence submitted for each project in the self-evaluation portion of the Internship Evidence Chart, as will the mentor. In turn, the internship supervisor will thoroughly review the provided artifacts' level of accomplishment for each project. The following levels will be used for these evaluations:

- *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 competencies.
- *Proficient*: 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 competencies.
- *Developing*: 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 competencies.

Please note that upon final submission of the Internship Evidence Chart, candidates may not have any criteria rated below Proficient.

Though students should indicate on the Internship Evidence Chart 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 Evidence Chart 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.

As part of the Internship Evidence Chart requirements, candidates must indicate the grade level(s) that was most directly the focus of the field experience and the accompanying evidence. Over the course of the internship, all grade levels must, at some point, be addressed via field experience evidence that is substantive and proficient.

The SREB 13 Critical Success Factors and 36 corresponding indicators are also represented in the Internship Evidence Chart. Candidates will demonstrate evidence of leadership in these areas:

1. 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.

2. Set high expectations for all students to learn higher-level content.

3. Recognize and encourage implementation of good instructional practices that motivate and increase student achievement.

4. Know how to lead the creation of a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult.

5. Use data to initiate and continue improvement in school and classroom practices and student achievement.

6. Keep everyone informed and focused on student achievement.

7. Make parents partners in their student's education and create a structure for parent and educator collaboration.

8. Understand the change process and have the leadership and facilitation skills to manage it effectively.

9. Understand how adults learn and know how to advance meaningful change through quality sustained professional development that benefits students.

10. Use and organize time in innovative ways to meet the goals and objectives of school improvement.

11. Acquire and use resources wisely.

12. Obtain support from the central office and from community and parent leaders for their school improvement agenda.

13. Continually learn and seek out colleagues who keep them abreast of new research and proven practices.

State Content Exam & Supervision Training Requirements

All students must successfully complete the Principal Content Exam (see 23. IL Adm Code 25.710) in order to successfully complete the internship experience. Evidence of meeting this requirement must be provided in the final internship submission (The Internship Anthology) and should be verified by the assigned internship supervisor. Students should submit a copy of test results but also must have North Central designated as a site that should receive a report of the scores directly.

Since the internship takes place over 12 months, internship candidates are encouraged to take the Content Exam early in the internship experience. If the candidate were to receive a "not passing" score, this would allow the candidate another opportunity to take the exam before the end of the internship experience. If the candidate has not successfully completed the internship by the end of the internship experience, the candidate would need to apply for an extension to the experience or embark upon a remediation program. A passing grade for the internship cannot be issued until successful completion of the Content Exam.

Similarly, students are required to successfully complete the supervision modules training required under Section 24A of the School Code [105 ILCS 5/Art. 25A-3]. This training is time-intensive, typically taking 50 hours or more, so candidates are encouraged to create a plan that devotes the necessary time to meet this requirement. Evidence of successful completion should be provided in the final internship submission (The Internship Anthology) and should be verified by the assigned internship supervisor. Students may submit a print-out of the certificates of completion for each module or a screenshot of the pass/no pass summary page.

Field Experience Monitoring & Site Visits

As part of the internship experience, all candidates will be observed a minimum of four (4) times by the NCC internship supervisor, two times per Internship course (EDN 690/691). The internship supervisor will subsequently meet with the internship student for a private conference regarding his/her leadership development.

The supervisor will also meet with the mentor a minimum of two (2) times. The mentor is expected to verify internship experiences, as well as provide guidance and support during the internship experience. A log of hours may be required to assist in this process. Mentors are expected to provide feedback and an evaluation rating for each of the required internship projects.

Internship Culminating Submission: The Internship Anthology

Upon completion of the field experience, students are to submit an Internship Anthology with completed Internship Evidence Chart, corresponding artifacts, five reflection papers (APA Style), evidence of supervision module completion, and evidence of passed State of Illinois principal exam.

Details of each follow:

A completed Internship Evidence Chart
- indicating the following:
    - All Focus areas have been completed with indication of leader/participations level and grade levels involved.
    - All SREB indictors have been fulfilled with corresponding artifact evidence.
    - All State-prescribed criteria have been fulfilled as indicated on the State-prescribed rubrics.
    - A self-evaluation and mentor evaluation of each project has been completed, indicated on the chart.
    - Corresponding rubrics included in the Internship Evidence Chart are provided for supervisor completion.

- Compiled artifacts clearly labeled to correspond to the chart with indicated focus area and/or SREB indicator. Note: For the residency, these artifacts will include a log of residency hours signed by the supervisor.

- A reflection for *each* of the four State-prescribed projects and the required residency:
    - describing the project experience, including each of the focus areas for the project
    - integrating connections of research/theory to the experience (APA style)
    - explaining how the candidate grew as a leader and what insights were gained
    - a works sited page

- Evidence of a "pass" on State required modules and exam:
    - Successful completion of the supervision modules training required for under Section 24A of the School Code [105 ILCS 5/Art. 25A-3] as indicated by a print-out of the certificates or screenshot of the pass/no pass summary page
    - successful completion of the State of Illinois principal exam as indicated by a score report, though an official copy of the scores also must be sent directly to the college

- Mentor Feedback
    - Rating evaluation on the Internship Evidence Chart for each project (Excellent, Proficient, Developing)
    - A commentary on each project from the mentor (or a culminating letter from the mentor to the same effect)

The Internship Anthology should be organized with a category for each of the five required projects followed by a sixth section with the State test and training evidence. Each project section should lead with the focus areas for that project from the Internship Evidence Chart, followed by the reflection for that project, the table listing the artifacts, the corresponding *labeled* artifacts, the mentor's feedback, and the provided rubrics for the project.

Internship Grade

The Internship Anthology documenting all internship criteria will be graded in conjunction with the candidate's record of seminar attendance and dispositions to determine a grade for the internship. This culminating grade for all internship work will be reflected as the letter grade issued for both EDN 690 and EDN 691. If different supervisors are involved in EDN 690 and EDN 691, they will work cooperatively to evaluate the Internship Anthology and coordinate the issuing of a grade for each respective internship course.

In the interim, candidates who are actively involved in internship work each term of EDN 690/691 will be eligible for a "PR" or "in progress" grade for the four terms until internship completion.

Internship Activity Exclusions

During the EDN 690/691 internship experience, activities that are NOT directly related to the provision of instruction at the school may NOT be considered part of the internship experience. Examples include but are not limited to supervision of students during lunch or recess periods, coaching athletics, classroom teaching, completion of program coursework, etc. Activities not directly related to the administration of instruction cannot be used to meet any of the requirements of the EDN 690/691 requirements. In addition, internship experiences must take place during the terms in which a student is enrolled in EDN 690/691, unless a field experience pre-approval form is completed allowing for a specified project to approved prior to the enrolled internship term.

Internship Extension Process

In rare cases, student might find it necessary to extend the internship in order to meet all required criteria. Circumstances that might warrant an extension include medical issues, job change of the administrative mentor, unforeseen disruptions at the placement site, candidate change in employment/residency, lack of a passing score on the Content Exam, etc. In such cases, the Department of Education has adopted the following policy: *Internship candidates may petition in writing for an extension to the internship experience beyond the customary time frame of 12 months. If approved, the candidate would need to complete the internship within the approved extension time frame (up to an additional 24 months) in order to receive credit for work completed. (3/2012)*

To petition for an extension, the candidate should complete a "Petition for Extension of Internship" form (appendix item to this Guidebook) and submit it to the Education Office/ Attention: Graduate Coordinator. A meeting with the faculty supervisor is necessary as part of the petition process as is a revised Internship Action Plan. Details on potential costs associated with this extension are provided in the petition document. The decision on an extension will be recorded on the form and returned to the student with a copy provided to the administrative mentor and supervisor. The petition for an extension should take place prior to the end of the initial internship time frame and, if approved, would be in effect the term immediately following the initial internship. If an extension is denied, the student may appeal the decision to the Education department chair.

Remediation Process

At times, circumstances might warrant intervention to assist the candidate in developing stronger competencies. One indication of such a need would be failing to achieve a "meets the standard" on any of the required assessments associated with EDN 690/691. Another indication would be failure to pass the Content Exam the first time that it is taken. Yet another indicator would be low scores on the disposition assessment form—whether completed as a self-evaluation, a mentor evaluation, or an instructor appraisal.

When it has been determined that remediation is warranted, the candidate will meet with concerned faculty or supervisor. This meeting will be documented along with a Professional Characteristics form that details the nature of the remediation plan, its time frame, etc. If there are still concerns after remediation has been initiated, a Hearing may be held to determine the candidate's status. Paperwork on this monitoring process is included in the Appendix.

APPENDICES

APPENDIX A: Internship Action Plan

NCC Educational Leadership Internship Action Plan (IAP)

Leadership candidates will receive an orientation to the program and the internship during the admission process to the program. A tentative *Internship Action Plan* is required before the candidate is registered for the Internship courses. This plan identifies the candidate's anticipated internship mentor(s), field sites, and projects. Ideally, the internship mentor should sign the IAP indicating approval of the <u>tentative</u> plan and verification of his/her role as a mentor. The IAP will be reviewed again prior to the start of the internship.

Candidate Name:

Admission Orientation Date:

Anticipated Internship Start Date:

Prospective Principal Mentor: Tentative Approval by Mentor?_____

Principal Signature if possible:_____

Identify sites for your five internship projects; consider NCC partnership sites as well as your home school.

I. Project #1: School Improvement

Time Period:

Description:

Location:

Principal Mentor:

II. Project 2: Teacher Development

Time Period:

Description:

Location:

Principal Mentor:

III. Project #3: Management

Time Period:

Description:

Location:

Principal Mentor:

IV. Project #4: ELL, Early Childhood, and Special Education

ELL Internship

Time Period:

Description:

Location:

Principal Mentor:

Special Education/Gifted Internship

Time Period:

Description:

Location:

Principal Mentor:

Early Childhood Internship:

Time Period:

Description:

Location:

Principal Mentor:

V. Project #5: The Residency

Time Period:

Description:

Location:

Principal Mentor:

APPENDIX B: Field Project Early Approval Form

Educational Leadership Internship Project Early Approval Form
Regarding Internship Work Prior to the Term of Enrollment in the Internship (EDN 690/691)

Student Name_____   Term:_____

NCC Faculty Supervisor_____   Date:_____

Mentor_____

This form is being completed to allow the above names candidate the opportunity to begin internship work prior to the term of enrollment in internship coursework (EDN 690/691). Only work agreed upon in this document will be considered applicable to the internship.

Course Field Requirements:
- Each Field Project reflects approximately 40 hours of active work in administrative roles.
- Each of the Field Projects involves the specified administrative roles/ State prescribed focus areas.
- Each Field Project includes State-prescribed work products (see State-rubrics for Projects 1, 2, & 3).
- Each of the Field Projects directly relates to SREB critical success factors.
- Field Projects are approved, supervised, & verified by an Administrative Mentor (or more than one administrator dependent on the project).
- Each Field Project is approved and supervised by an NCC Faculty Supervisor <u>prior</u> to field experience work (even if started prior to the registered term)
- Each of the Field projects impacts student learning and minimally, <u>one</u> Field Project must also involve the area of <u>diversity</u>.
- Appropriate artifacts have been identified or each element of the Field Project criteria.

Circle one: Management   Teacher Development   Data Analysis/SIP

ELL/ Special Education/Gifted/ECE   2 Week Residency

    I.   Project Description:

    II.   Project Goals:

    III.   Project Timeline (Be sure to include possible dates for supervisor site visits):

Student Signature_____Date_____

Supervisor Signature_____Date_____

APPENDIX C: Residency Experience Log

(Project 5: Residency Requirement)

Student Name_____**Term/Year:**_____

- Record hours actively engaged in administrative tasks.
- Acquire the appropriate signatures.
- Different grade level settings should be incorporated into experiences.
- It is strongly recommended that different racial and socioeconomic school settings be integrated into experiences.

Date	Time	Location (include school)	Activity Summary	Total Time

Student Verification_____   Mentor Verification_____

REPORTING FORMAT

INTERNSHIP CANDIDATES

**STATE OF ILLINOIS
and
NORTH CENTRAL COLLEGE CRITERIA**

INTERNSHIP EVIDENCE CHART

EDN 690 & EDN 691

NORTH CENTRAL COLLEGE
NAPERVILLE, ILLINOIS
Founded 1861

Directions for Completing the Internship Evidence Chart

Each project is represented by three sections in the Internship Evidence Chart:

1. **Focus Area Cover Page**. This page details the project and its focus area while also providing two columns for the candidate to indicate the grade level(s) the candidate worked with as part of the focus area and whether the focus area activity constituted leadership or participation.

   - **Grade Level:** Intern candidates need to indicate the grade level(s) addressed during the field project for each focus area. 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. Artifacts should support the level of involvement indicated. *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.

2. **Artifact Table.** This section includes a table to overview the artifacts associated with each field project. The table includes State-prescribed artifacts that are indicated by the word "required" after the title of the artifact. It includes a column indicating, when applicable, the focus area the artifact is aligned to as well as the SREB indicator. A brief title and description of the artifact is also required. Artifacts are to be submitted with the table, so it is important to label corresponding artifacts for clear identification. In each field project section, blank lines have been provided for additional artifacts from the project and related field experiences. Candidates may add as many log lines as necessary to accommodate all artifacts for submission.

   > **NOTE:** Each section contains descriptors of necessary artifacts for alignment to SREB indicators. Some artifact descriptors are labeled "required" indicating that they are specific products required for that project as part of the State-prescribed rubric. If a provided artifact descriptor in the table is **not** labeled "required," the candidate has flexibility on how to organize the indicators and which project would best serve as the conduit for meeting that particular SREB indicator. These SREB indicators have been housed in the field project that seemed best suited to generate corresponding artifacts, but the candidate may meet this criteria more aptly in other field projects and may move the item(s) to other sections as appropriate. Only the "required" artifacts must remain in the assigned field project section. Of course, all SREB indicators much be met through field project experiences and supported artifacts.

3. **Rubric**. A rubric follows each table of artifacts. A Stakeholder Evaluation section is included for the candidate to self-evaluate performance on that particular field project as well as a section for mentor and supervisor evaluation. The candidate and mentor sections should be completed prior to submission of the evidence chart. A *basic* rating indicates a candidate has met all requirements with substantial evidence, whereas *proficient* indicates that the evidence is not only adequate, but compelling and impressive. An *unsatisfactory* indicates that criteria has been met in an unimpressive or cursory manner. Candidates who have not met criteria will not earn a rating and will need to resubmit.

   A rubric of ratings 1/0 is also included for each project. In the case of field projects 1, 2, and 3, the rubric is a State-designed evaluation that requires scores of 1 (vs. 0) on all rubric items in order to pass; other areas have NCC-designed rubrics using the same 1/0 rating. All criteria in these sections must be met (1 rating) in order to pass the internship.

Student Name:	Mentor(s) Name:	Submission Date (Month/Day/Year):
EDN 690 (Term/Year started): Supervisor(s) Name for EDN 690:		Observations (date) / (date):
EDN 691 (Term/Year started): Supervisor(s) Name for EDN 691 if different:		Observations (date) / (date):

EDN 690/691 Internship Evidence Chart

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.

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

EDN 690/691 Internship Evidence Chart

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	3a, 4a
Powerpoint/Media Presentation. (*required*)		1.1	4c, 5b, 6a
Hand-outs. (*required*)		1.1	12a, 5b
Meeting minutes to discuss school improvement. (*required*)		1.3	1a, 2b, 4a
Stakeholders input received as part of process. (*required*)		1.4	4d, 3b, 12b
Candidate reflection with APA format. (*required*)		1.4	1b
Evidence of overseeing academic recognition program at all levels of ability.			2a
Authentic assessments of student work use/evaluation of rubrics, texts, projects.			2c
Evidence of working on team mapping curriculum across grade levels with standards, assignments, assessments & monitor implementation with team.			3c, 3d, 3e
Work on literacy/numeracy task forces in interdisciplinary manner, allowing students to apply knowledge across various modalities across the curriculum.			3f, 3g

Artifact	Description/Explanation	Focus Area	SREB Alignment
Collaborating with adults from within the school and community to provide mentors for all students.			4b
Writing grants or developing partnerships that provide needed resources for school improvement.			11a
Gathering feedback regarding the effectiveness of personal communication skills.			6b

EDN 690/691 Internship Evidence Chart

Field Project # 1: EVALUATION   **SIP & DATA**

NCC Stakeholder Evaluation		
SELF ASSESSMENT by Intern	**MENTOR ASSESSMENT**	**SUPERVISOR ASSESSMENT**
☐ Excellent ☐ Proficient ☐ Developing _____ <div align=center>Signature</div>	☐ Excellent ☐ Proficient ☐ Developing _____ <div align=center>Signature</div>	☐ Excellent ☐ Proficient ☐ Developing _____ <div align=center>Signature</div>

ILLINOIS Internship Assessment Scoring Rubric Assessed by the Supervisor			
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.)			

	Meets the Standard	**Does Not Meet the Standard**	**SCORE**
Content: Standards = 1.A-1.E, 4.A, 5.A Appropriateness of the Content	The candidate uses media in a compelling presentation format that focuses on the school's vision and mission and its connection to the work of the staff and principal to attain greater student achievement. The presentation also connects the vision to the work of the school's improvement plan and is tailored to the audience.	The presentation does not bring the vision and mission of the school into focus for the attainment of greater student achievement. The school improvement plan is mentioned but is not a central part of the work to accomplish greater student achievement. The presentation is too generic to specifically connect the audience to the material.	1 / 0
Process: Follows Theory to Practice Logical & Sequential Understandable Achieves the Purpose	The candidate creates a document that clearly outlines the process used in preparing for the presentation, communicating with the audience, and planning the follow- up meeting. The candidate provides additional artifacts to support the presentation. There is a logical sequence to all events, all are well planned and executed, and achieve the stated purpose.	The candidate's outline is brief or incomplete for the presentation. Few artifacts support the presentation. It lacks organizational logic and reflects poor planning. The purpose is vague, clear communication to the audience is lacking, and the presentation does not achieve its purpose.	1 / 0
Outcomes: Clearly Stated Clearly Demonstrated Data Supports the Results	The candidate clearly states the outcomes and expectations of the presentation. The candidate has additional data and documents to support the outcomes and expectations. The candidate provides artifacts to support the presentation.	The outcomes of the candidate's presentation are vague and unclear (few or no artifacts support the presentation). There are few supporting documents or data to back up the presentation.	1 / 0
Products: Align to Standards Articulate and Well- organized Demonstrates Full Completion	The candidate produces the following presentation items: an outline, a multi-media presentation (power point or other), handouts, and meeting minutes; as well as documentation of the input from the audience as a result of the presentation. (More artifacts are encouraged to demonstrate greater competency.)	The candidate produces few of the following suggested items: (artifacts did not demonstrate competency): an outline, a multi-media presentation (power point or other), handouts, meeting minutes; as well as documentation of the input from the audience as a result of the presentation.	1 / 0
Quality: Beginning Principal Like or Better Complete Accurate	The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate meets or exceeds the standards measured on this assessment.	The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate does not meet or exceed the standards measured on this assessment.	1 / 0
Candidates must MEET 5 of 5 to demonstrate COMPETENCY		**TOTAL SCORE**	

ILLINOIS Internship Assessment Scoring Rubric Continued			
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.			
	Meets the Standard	**Does Not Meet the Standard**	**SCORE**
Content: Standards = 2.A-2.I, 5.A, 5.C, 5.D, 5.E Appropriateness of the Content	The candidate works with faculty to review and analyze national, state, district, school and classroom data to identify academic achievement interventions for each of the schools NCLB subgroups or low performing students. Candidate's work reflects new interventions that align to the School Improvement Plan and the school's student achievement goals.	The candidate's work with faculty to analyze and review data will not likely result in improved student learning for each of the schools NCLB subgroups or low achieving students. The candidate's work with faculty is sporadic, disconnected, and/or does not connect the intervention to the SIP and the school's student achievement goals.	1 / 0
Process: Follows Theory to Practice Logical & Sequential Understandable Achieves the Purpose	The candidate produces an analysis of data (an artifact) and has other artifacts to demonstrate the process used in preparing for, working with, and following up on the work with the faculty in the identification of interventions that will improve student learning for all NCLB subgroups. There is a logical sequence to all activities. Planning and execution is of high quality and achieves the purpose.	The candidate is not able to produce a useable process for the review and analysis of data (an artifact) and/or other artifacts that demonstrate a reliable process for preparing, working with, and following up on the work with the faculty. The candidate identifies inadequate improvement interventions. There is an illogical sequence to all activities. Planning and execution is poor and the purpose is not achieved.	1 / 0
Outcomes: Clearly Stated Clearly Demonstrated Data Supports the Results	The candidate produces clearly stated outcomes and expectations, performs data analysis, reviews the process used with the faculty (artifacts to demonstrate accomplishment) and has additional data and documents to support the outcomes of specific new improvement interventions for all NCLB subgroups.	The candidate produces unclear outcomes and expectations for the data analysis and review process with the faculty (and has poorly constructed artifacts). Further, additional data and documents to support the outcomes of specific new improvement interventions for all NCLB subgroups are lacking or absent.	1 / 0
Products: Align to Standards Articulate and Well-organized Demonstrates Full Completion	The candidate produces the following suggested items: a document detailing the data analysis and review process and products; all materials created and used in leading the faculty through the analysis and identification of specific interventions, and the meeting minutes verifying the input of, and work done by the faculty on the interventions (more artifacts are encouraged to demonstrate greater competency).	The candidate produces few of the suggested items. Those produced do not demonstrate competency in the documentation of the following processes: conducting a review of the analysis of data; leading the faculty through the analysis and identification of specific instructional interventions; detailing meeting minutes indicating faculty worked on the interventions discussed; and/or soliciting input from faculty in the school improvement process.	1 / 0
Quality: Beginning Principal Like or Better Complete Accurate	The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate meets or exceeds the standards measured on this assessment.	The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate does not meet or exceed the standards measured on this assessment.	1 / 0
Candidates must MEET 5 of 5 to demonstrate COMPETENCY		**TOTAL SCORE**	

ILLINOIS Internship Assessment Scoring Rubric Continued			
Focus Area: 1.3 – Work with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan.			
	Meets the Standard	**Does Not Meet the Standard**	**SCORE**
Content: Standards =1.B-1.E, 2.A, 2.D, 2.E, 2.I, 4.A- 4.D, 5.A Appropriateness of the Content	The candidate demonstrates their work with the faculty to create, implement and evaluate an SIP action plan. The action plan is based on current data, reflects current research and best practices, and is connected to the work outlined in the school's SIP.	The candidate's action plan does not clearly focus on the work of the faculty to attain greater student achievement. The plan is not based on data, does not reflect current research, and is not clearly connected to the work outlined in the school's SIP.	1 / 0
Process: Follows Theory to Practice Logical & Sequential Understandable Achieves the Purpose	The candidate creates a clear action plan (an artifact) in collaboration with the faculty and possesses other artifacts that demonstrate the processes used in preparing for, implementing and evaluating the SIP action plans. There is a logical sequence to all events, all are well planned and executed, and achieve the purpose of improving student achievement.	The candidate's action plan is not clear or is missing (an artifact) and other artifacts that demonstrate the processes used in preparing for, implementing, and evaluating the action plan are inadequate to create success. The candidate does not engage faculty in the creation of the action plan. The sequence of events is illogical, often unplanned and executed, and they do not achieve the purpose of improving student achievement.	1 / 0
Outcomes: Clearly Stated Clearly Demonstrated Data Supports the Results	The candidate clearly states the outcomes and expectations of the action plan. The candidate and the faculty demonstrate a clear understanding of the roles and responsibilities required for the implementation of the action plan and the continuous quality improvement process.	The candidate states the outcomes and expectations of the initiatives but the focus is unclear. The candidate's action plan is unclear or lacks faculty input. The additional data and documents to support the outcomes of the initiative are lacking or absent. The process for the formative evaluation of the action plan is lacking or absent.	1 / 0
Products: Align to Standards Articulate and Well- organized Demonstrates Full Completion	The candidate produces the following artifacts: a copy of the action plan; data and other information used with staff who work on the creation and implementation of the action plan; documentation of meetings and processes used to monitor the progress of the implementation; evidence of a formative evaluation process and impacts on student learning attained as a result of the initiative; etc. (more artifacts are encouraged to demonstrate greater competency).	The candidate produces few of the suggested items: a copy of the action plan; data and other information used with staff who work on the creation and implementation of the action plan; documentation of meetings and processes used to monitor the progress of the implementation; evidence of a formative evaluation process and measurement of impact on student learning attained as a result of the action plan, etc.	1 / 0
Quality: Beginning Principal Like or Better Complete Accurate	The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate meets or exceeds the standards measured on this assessment.	The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate does not meet or exceed the standards measured on this assessment.	1 / 0
Candidates must MEET 5 of 5 to demonstrate COMPETENCY		**TOTAL SCORE**	

ILLINOIS Internship Assessment Scoring Rubric Continued			
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.			
	Meets the Standard	**Does Not Meet the Standard**	**SCORE**
Content: Standards =1.B-1.E, 2.A, 2.D, 2.E, 2.I, 4.A- 4.D, 5.A Appropriateness of the Content	The candidate presents to the school's leadership team a comprehensive examination of the progress made by the staff and principal toward the identified goals of the SIP. The presentation clearly explains the data used to analyze the impact of various interventions toward the goals identified in the SIP. The candidate's recommendations are based on an analysis of interventions implemented in support of the SIP, faculty input, and are aligned with the mission and vision of the school. The presentation focuses on the work of the staff and principal to attain improved and increased student achievement and demonstrates significant logical and practical improvements for future planning by the school's Leadership Team.	The candidate's presentation to the school's Leadership Team is an incomplete examination of the school's SIP; the analysis of action plans is lacking and recommendations are not logical and/or practical for future improvement planning. The recommendations are not based on an analysis of interventions implemented in support of the SIP or are lacking in detail. The presentation is unclear in its focus on the work of the staff and principal to increase student achievement. The recommendations are not aligned with the mission and vision of the school, or are not clearly articulated as such.	1 / 0
Process: Follows Theory to Practice Logical & Sequential Understandable Achieves the Purpose	The candidate demonstrates the analysis and presentation as an artifact and has other artifacts that demonstrate the processes used in preparing for, presenting, and following up on the meeting after the presentation. There is a logical sequence to all events, all are well planned and executed, and they achieve the purpose of improving student achievement.	The candidate has an incomplete analysis and presentation as an artifact and does not provide other artifacts that demonstrate the processes used in preparing for, presenting, and following up on the meeting after the presentation. The sequence of events is illogical, often unplanned and executed, and they do not achieve the purpose of improving student achievement.	1 / 0
Outcomes: Clearly Stated Clearly Demonstrated Data Supports the Results	The candidate clearly states the outcomes and expectations of the presentation (and possesses artifacts to demonstrate accomplishment). The candidate produces additional data and documents to support the outcomes and/or expectations from the presentation.	The outcomes of the candidate's presentation are vague and unclear (few or no artifacts support the presentation). There are few supporting documents or data to back up the presentation.	1 / 0
Products: Align to Standards Articulate and Well-organized Demonstrates Full Completion	The candidate produces the following presentation items: an outline, a multi-media presentation (power point or other), handouts, explanation of the analysis of interventions implemented in support of the SIP and how the recommendations incorporate that analysis, list of recommendations, and meeting minutes, as well as input received as a result of the presentation. (More are most certainly welcome to demonstrate greater competency)	The candidate produces few of the following items; (those presented do not demonstrate competency): handouts, explanation of the analysis of interventions implemented in support of the SIP and how the recommendations incorporate that analysis, list of recommendations, and meeting minutes, as well as input received as a result of the presentation.	1 / 0
Quality: Beginning Principal Like or Better Complete Accurate	The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate meets or exceeds the standards measured on this assessment.	The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. Candidate does not meet or exceed the standards measured on this assessment.	1 / 0
Candidates must MEET 5 of 5 to demonstrate COMPETENCY		**TOTAL SCORE**	

EDN 690/691 Internship Evidence Chart

Field Project # 2: FOCUS AREA   **TEACHER DEVELOPMENT**

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

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 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	8b
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

Artifact	Description/Explanation	Focus Area	SREB Alignment
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	8b, 8c, 13a, 9b
A mechanism for evaluating the effectiveness of the professional development plan to improve student learning. (required)		2.3	8a, 9b
Scheduling of classroom and/or professional development activities to provide meaningful time for school improvement activities.			10a

EDN 690/691 Internship Evidence Chart

Field Project # 2: EVALUATION   **TEACHER DEVELOPMENT**

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

ILLINOIS Internship Assessment Scoring Rubric Continued			
Focus Area: 2.1 Continued	**Meets the Standard**	**Does Not Meet the Standard**	**SCORE**
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**	

	ILLINOIS Internship Assessment Scoring Rubric Assessed by the Supervisor		
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

ILLINOIS Internship Assessment Scoring Rubric Continued			
Focus Area: 2.2 Continued	**Meets the Standard**	**Does Not Meet the Standard**	**SCORE**
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
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**	

ILLINOIS Internship Assessment Scoring Rubric Assessed by the Supervisor			

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.

No.	Focus Area *The following embedded coursework assignments provided a foundation for Field Project #3:* • 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	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*
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 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	1c, 1d
A copy of the reviewed school budget initialed by the internship principal. (required)		3.2	1c, 1d

Artifact	Description/Explanation	Focus Area	SREB Alignment
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	
Developing schedules that maximize student learning in meaningful ways with measurable success.			11b

EDN 690/691 Internship Evidence Chart

Field Project # 3: EVALUATION   **MANAGEMENT**

<table>
<tr><td colspan="3" align="center">NCC Stakeholder Evaluation</td></tr>
<tr><td align="center">SELF ASSESSMENT by Intern</td><td align="center">MENTOR ASSESSMENT</td><td align="center">SUPERVISOR ASSESSMENT</td></tr>
<tr>
<td>☐ Excellent
☐ Proficient
☐ Developing _____
<div align="center">Signature</div></td>
<td>☐ Excellent
☐ Proficient
☐ Developing _____
<div align="center">Signature</div></td>
<td>☐ Excellent
☐ Proficient
☐ Developing _____
<div align="center">Signature</div></td>
</tr>
<tr><td colspan="3" align="center">ILLINOIS Internship Assessment Scoring Rubric Assessed by the Supervisor</td></tr>
<tr><td colspan="3">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.</td></tr>
</table>

	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
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

ILLINOIS Internship Assessment Scoring Rubric Continued			
Focus Area: 3.1 Continued	**Meets the Standard**	**Does Not Meet the Standard**	**SCORE**
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;*	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**	

ILLINOIS Internship Assessment Scoring Rubric Assessed by the Supervisor			
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

ILLINOIS Internship Assessment Scoring Rubric Continued			
Focus Area: 3.2 Continued	**Meets the Standard**	**Does Not Meet the Standard**	**SCORE**
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**	

ILLINOIS Internship Assessment Scoring Rubric Assessed by the Supervisor			

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: Align to Standards Articulate and Well- organized Demonstrates Full Completion Reflection	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.)	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
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 Evidence Chart

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.

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 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 & 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
Uses student data to collaborate with teachers to modify curriculum and instructional strategies to meet student needs including ELLs and students with disabilities, and to incorporate the data collected into SIP.		4.1	
Evaluates a school to ensure the use of a wide range of printed /visua / auditory materials and online resources appropriate to the content and student reading needs including ELLs, students with disabilities, and struggling & advanced readers.		4.2	
Works with special education & bilingual education teachers to identify/select assessment strategies and devices that are nondiscriminatory and consider the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge/performance of students leading to SI.		4.3	
Works with teachers to develop a plan for supporting services 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.		4.4	

Artifact	Description/Explanation	Focus Area	SREB Alignment
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.		4.5	
Analyzes and uses student info to design instruction that meets the diverse needs of students and leads to ongoing student growth and development.		4.6	
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.		4.7	
Engaging in parent/school/student collaborations that develop long term educational plans for students.			4d
Analyzing data to develop/refine instructional activities & set instructional goals and setting action plan with faculty and parents.			5a, 7a
Building a learning community that includes all stakeholders.			8c
Involved in study groups, problem solving sessions and/or ongoing meetings to promote student achievement.			9a
Scheduling time to provide struggling students with opportunity for extra support so they have the opportunity to learn mastery.			10b

EDN 690/691 Internship Evidence Chart

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

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

ILLINOIS Internship Assessment Scoring Rubric Assessed by the Supervisor			
	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 her/his 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 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 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**	

EDN 690/691 Internship Evidence Chart

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).

No.	**Focus Area** *The following embedded coursework assignments provided a foundation for Field Project #5:* • 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
5.3	Reflection including description of residency experiences, integration of research/theory to the experiences (APA style), and detail of how the residency led to candidate growth and development.	☐ PreK ☐ Elementary (K-5) ☐ Middle School (6-8) ☐ Secondary (9-12)	☐ Participation ☐ Leadership

EDN 690/691 Internship Evidence Chart

Field Project # 5: ARTIFACTS   **RESIDENCY**

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.

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. (NCC required)		5.1	
Analysis of full-time Administrator's Leadership Role		5.2	
Reflection including description and areas of growth. (NCC required)		5.3	

EDN 690/691 Internship Evidence Chart

Field Project # 5: THE RESIDENCY   **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).

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

ILLINOIS Internship Assessment Scoring Rubric Assessed by the Supervisor			
	Meets the Standard	**Does Not Meet the Standard**	**SCORE**
Content: Standards = Competencies = Appropriate	The candidate clearly fulfills varied leadership standards AND indicators (Internship Critical Success factors and/or Ed Leadership Program Matrix's ISLLC standards), developing pronounced competencies in an appropriate and relevant manner.	The candidate only minimally meets some of the standards and indicators of either the Internship Matrix Critical Success Factors or the Ed Leadership Program Matrix's ISLLC standards/indicators, without a clear leadership role or competency.	1 / 0
Process: 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**	

APPENDIX E: Internship Anthology Grading Guide

EDN 690 / EDN 691 Internship Anthology Grading Guide

Project 1: SIP	Reflection	• Description • Integration of Research (APA Style) • Leadership Development/Growth • Works cited	
	Artifacts	• Substantive • Labeled • State required ones • Alignment	
	State Criteria	• No "0"s on State-prescribed rubric	
Project 2: Personnel	Reflection	• Description • Integration of Research (APA Style) • Leadership Development/Growth • Works cited	
	Artifacts	• Substantive • Labeled • State required ones • Alignment	
	State Criteria	• No "0"s on State-prescribed rubric	
Project 3: Management	Reflection	• Description • Integration of Research (APA Style) • Leadership Development/Growth • Works cited	
	Artifacts	• Substantive • Labeled • State required ones • Alignment	
	State Criteria	• No "0"s on State-prescribed rubric	
Project 4: Special Ed, ECE, Gifted, ELL	Reflection	• Description • Integration of Research (APA Style) • Leadership Development/Growth • Works cited	
	Artifacts	• Substantive • Labeled • Alignment	
	Rubric	• No "0"s on NCC-designed rubric	
Project 5: Residency	Reflection	• Description • Integration of Research (APA Style) • Leadership Development/Growth • Works cited	
	Artifacts	• Substantive • Labeled • Log of hours • Alignment	
	Rubric	• No "0"s on NCC-designed rubric	
State Criteria	Supervision Training	• Evidence of passing all required supervision training/ modules	
	Principal Content Exam	• Evidence of passing the principal content exam	
Overall Criteria	SREB	• Artifact evidence for all 36 indicators	
	Leadership	• Evidence of at least 80% of the experiences at the leadership level	
	PK-12 Experience	• Evidence of experiences at each grade level	

APPENDIX F: INTERNSHIP AGREEMENTS

**NCC Education Leadership Program
Internship Mentor Agreement
Qualifications, Roles, and Responsibilities**

Principal Name:

Leadership Candidate:

The principal mentor plays a critical role in the internship experiences for a leadership candidate. The following are responsibilities conducted by the principal mentor to ensure the success of the candidate. The mentor agrees:

- to provide feedback on the selection of the leadership candidate through the admission process, portfolio artifacts, and interview.

- to participate in mentor preparation/training as provided by the NCC leadership program and as required by the State.

- to work directly with candidates to **observe** specific tasks related to meeting the 13 critical success factors and essential competencies referenced in Section 30.30(b)(3) of the rules.

- to work directly with candidates to **participate in** specific tasks related to meeting the critical success factors and essential competencies referenced in Section 30.30(b)(3) of the rules.

- to work directly with candidates to **take the lead in** specific tasks related to meeting the critical success factors and essential competencies referenced in Section 30.30(b)(3) of the rules.

- to collaboratively work with the faculty supervisor to assess the performance of the leadership candidate through observations and the use of the internship rubrics described in the NCC Leadership Program Handbook.

- to provide support and remediation for any areas of performance in the internship that does not meet the identified standards

Please read and sign below to verify your agreement to the roles and responsibilities shown above and that the requirements established by Illinois have been met.

As a principal mentor for North Central College, I understand and verify that I:
- have fulfilled the Illinois requirements to hold a valid and current administrative certificate endorsed for general administrative or principal pursuant either to 23 Ill. Adm. Code 25.335 or 25.337;
- I have three years of successful experience as a building principal as evidenced by relevant data;
- and I will <u>not</u> be agreeing to serve more than two candidates at the same time.

_____   _____
Mentor Name   Mentor Signature

_____   _____
NCC Faculty Signature   Date

cc: District Office

NCC Education Leadership Program
Internship Candidate Agreement
Qualifications, Roles, and Responsibilities

Candidate Name:

Supervisor:

Administrative Mentor:

The Role of the Candidate in Field Experiences

Candidates who wish to pursue the Educational Leadership program degree and/or certification must meet the following criteria:

- to participate in all orientation and seminar preparation/training as provided by the NCC leadership program and as required by the State;

- to develop appropriate leadership activities and projects in collaboration with the mentor and site administration team members;

- to regularly communicate and work collaboratively with the mentor to best meet the needs of students while engaging in appropriate/relevant leadership activities related to student learning;

- to regularly communicate and work collaboratively with the mentor to best meet the needs of students while engaging in appropriate/relevant leadership activities related to student learning;

- to take and pass the content-area test (see 23. Ill. Adm. Code 25.710 (Definitions) before completion of the internship (EDN 691);

- to successfully complete the training required under Section 24A-3 of the School Code (105 ILCS 5/24A-3) by the end of the program

- to conduct a minimum of four on site seminars/meetings with NCC supervisor(s) related to internship experiences;

- to arrange for observation and evaluation by the intern supervisor at least four times a year;

- to incorporate feedback from the supervisor and internship mentor into ongoing efforts towards growth and development of leadership potential;

- to assure the completion of assessments of performance by the supervisor and administrative mentor;

- to collect and submit all candidate internship assessments and documents;

- to collect artifacts and reflect appropriately on the evidence of SREB Critical Success factors;

- to successfully complete all four prescribed State internship experiences;

- to complete an 80 hour FT residency experience;

- to successfully complete the Internship Evidence Chart with supporting artifacts and reflections;

- to provide appropriate field experience write-ups for each of the four mandated field experiences and the residency experience;

- to request additional time if necessary to complete the requirements of the internship

Please read and sign below to verify your agreement to the roles and responsibilities shown above and that the required qualifications established by Illinois have been met.

_____   _____
Candidate Signature   Date

_____   _____
NCC Faculty Signature   Date

NCC Graduate Leadership Program
Internship Supervisor Agreement
Qualifications, Roles, and Responsibilities

NCC Supervisor Name:

Supervision of Leadership Candidate:

The supervisor plays a critical role in the internship experiences for a leadership candidate. The following are responsibilities conducted by the supervisor to ensure the success of the candidate. The NCC supervisor agrees:

- to participate in supervisor preparation/training as provided by the NCC leadership program and as required by the State;
- participate in training for Section 24A-3 of the School Code (105 ILCS 5/24A-3);
- to verify that the candidate receives a passing score on the applicable content-area test (see 23. Ill. Adm. Code 25.710 (Definitions) before completion of the internship;
- to verify that the candidate successfully completes the training required under Section 24A-3 of the School Code (105 ILCS 5/24A-3) before beginning his or her internship;
- to conduct a minimum of <u>four</u> on site meetings; schedule additional meetings as needed;
- observe, evaluate and provide feedback at least four times a year to each candidate about the candidate's performance on those measures which align to the final assessments;
- to hold a minimum of four seminars a year (two per internship course);
- to work in collaboration with internship mentors to complete the assessment of the candidate's performance during the Internship;
- to collect and submit all candidate internship assessments and documents;
- to request additional time and/or support for a candidate who does not meet all the requirements of the internship; determine a plan of action to remediate any competency that met during the internship;
- to assure that no more than 36 candidates are supervised by him/her on a 12 month period.

Please read and sign below to verify your agreement to the roles and responsibilities shown above and that the required qualifications established by Illinois have been met.

As a supervisor for North Central College, I understand and verify that I:
- have fulfilled the Illinois requirements to hold a valid and current administrative certificate endorsed for general administrative or principal pursuant either to 23 Ill. Adm. Code 25.335 or 25.337 by the state in which the internship site is located;
- have three years of successful experience as a building principal as evidenced by relevant data, including data supporting student growth in two of the principal's previous five years, and formal evaluations or letters of recommendation from former supervisors;
- and will <u>not</u> supervise more than 36 candidates during any one 12-month period.

_____   _____   _____
NCC Supervisor (Print Name)   Signature   Date

_____   _____   _____
Graduate Coordinator (Print Name)   Signature   Date

SREB Critical Success Factors for Principals

Information Revised by Michele Seelbach, IBHE,per Kathy O'Neill, SREB, 10-12-10
Southern Regional Education Board. All rights reserved.

A curriculum framework for leadership preparation and development that is based on the practices of principals who raise student achievement. Through literature reviews and research data from its own school reform initiatives, SREB identified 13 Critical Success Factors (CFSs) associated with principals who have succeeded in raising student achievement in schools with traditionally "high risk" demographics. These factors, along with their subset of activities, are the driving force for the work of SREB's Learning-Centered Leadership Program.

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. Field experiences require...
Activity 1a. ...working with teachers to implement curriculum that produces gains in student achievement as defined by the mission of the school.
Activity 1b. ...working with the administration to develop, define and/or adapt best practices based on current research that supports the school's vision.
Activity 1c. ...working with the faculty to develop, define and/or adapt best practices based on current research that support the school's vision.
Activity 1d. ...assisting with transitional activities for students as they progress to higher levels of placement (i.e. elementary to middle, middle to high school, high school to higher education).

Critical Success Factor 2: The school leader is able to set high expectations for all students to learn high-level content. Field experiences require...
Activity 2a. ...developing/overseeing academic recognition programs that acknowledge and celebrate student's success at all levels of ability.
Activity 2b. ...activities resulting in raising standards and academic achievement for all students and teachers.
Activity 2c. ...authentic assessments of student work through the use and/or evaluation of rubrics, end of course tests, projects.

Critical Success Factor 3: The school leader is able to recognize and encourage implementation of good instructional practices that motivate and increase student achievement. Field experiences require...
Activity 3a. ...using a variety of strategies to analyze and evaluate the quality of instructional practices being implemented in a school.
Activity 3b. ...working with teachers to select and implement appropriate instructional strategies that address identified achievement gaps.
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.
Activity 3d. ...working with a group of teachers to unwrap adopted standards and develop assignments and assessments aligned with the standards.
Activity 3e. ...working with a school team to monitor implementation of an adopted curriculum.
Activity 3f. ...involvement in the work of literacy and numeracy task forces.
Activity 3g. ...working with curriculum that is interdisciplinary and provides opportunities for students to apply knowledge in various modalities across the curriculum.

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.   Field experiences require...

Activity 4a.   ...working with staff to identify needs of all students.
Activity 4b.   ...collaborating with adults from within the school and community to provide mentors for all students.
Activity 4c.   ...engaging in activities designed to increase parental involvement.
Activity 4d.   ...engaging in parent/student/school collaborations that develop long term educational plans for students.

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. Field experiences require...

Activity 5a.   ...analyzing data (including standardized test scores, teacher assessments, psychological data, etc.) to develop/refine instructional activities and set instructional goals.
Activity 5b.   ...facilitating data disaggregation for use by faculty and other stakeholders.

Critical Success Factor 6: The school leader is able to keep everyone informed and focused on student achievement. Field experiences require...

Activity 6a.   ...analyzing and communicating school progress and school achievement to teachers, parents and staff.
Activity6b.   ...gathering feedback regarding the effectiveness of personal communication skills.

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. Field experiences require...

Activity 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. Field experiences require...

Activity 8a.   ...working with faculty and staff in professional development activities.
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. Field experiences require...

Activity 9a.   ...study groups, problem solving sessions and/or ongoing meetings to promote student achievement.
Activity 9b.   ...scheduling, developing and/or presenting professional development activities to faculty that positively impact student achievement.

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. Field experiences require...

Activity 10a.   ...scheduling of classroom and/or professional development activities in a way that provides meaningful time for school improvement activities.
Activity 10b.   ... scheduling time to provide struggling students with the opportunity for extra support (i.e. individual tutoring, small group instruction, 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. Field experiences require...

Activity 11a.   ...writing grants or developing partnerships that provide needed resources for school improvement.
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. Field experiences require...

Activity 12a. ...working with faculty to communicate with school board and community stakeholders in a way that supports school improvement.

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. Field experiences require...

Activity 13a. ...working with faculty to implement research-based instructional practices.

Activity 13b. ...working with professional groups and organizations.

APPENDIX H: Disposition Survey

**NORTH CENTRAL COLLEGE DEPARTMENT OF EDUCATION
EDUCATIONAL LEADERSHIP PROGRAM
Survey of Candidate Dispositions**

Candidate_____

- Honestly assess the candidate's proficiency in each of these ISLLC designated dispositions, essential to the development of an educational leader, at this point in time. Please note that it is expected that a candidate will be developing or proficient in most areas.
- Please <u>only</u> mark a candidate as exceptional if it is a particular area of strength; it is expected that a valid assessment would NOT mark a candidate as exceptional in all areas.
- Please indicate "not evident" or "not familiar" if you have not yet had the opportunity to see that particular disposition evidenced by the candidate.

INDICATORS OF DISPOSITION	Not Evident or Not Familiar	Deficient Area		Developing			Proficient			Exceptional Strength	
	N/A	1	2	3	4	5	6	7	8	9	10
1.F / 2.N / 3.G Collaboration with all stakeholders											
Commitment to support all students achieving high standards of learning* **1.G / 2.O / 4.E / 5.I** High expectations & standards for all, including modeling high expectations											
1.H Examining assumptions and beliefs											
1.E / 2.L / 5.J Continuous improvement using evidence Continuous professional growth & development Continuously improving knowledge & skills											
2.J / 2.P Learning as the fundamental purpose of school											
2.K / 6.H Diversity as an asset Build on diverse social & cultural assets											
2.M / 4.H Lifelong learning Continuous learning and improvement for all											
3.F A safe and supportive learning environment											

INDICATORS OF DISPOSITION	Not Evident or Not Familiar	Deficient Area		Developing			Proficient			Exceptional Strength	
	N/A	1	2	3	4	5	6	7	8	9	10
3.J / 3.I Management in service of staff and student learning Operating efficiently and effectively											
3.H / 6.E Equitable distribution of resources Advocate for children and education											
Demonstrated respect for family & community* **4.F / 4.G** Including family & community as partners Respect for the diversity of family composition											
5.F / 5.H Ethical principles in all relationships & decisions The common good over personal interests											
5.G Taking responsibility for actions											
6.F Influence politics											
6.G Eliminate barriers to achievement											
Interpersonal skills*											
Professionalism*											
Motivation*											
Reliability*											
Leadership*											
Communication skills*											

NORTH CENTRAL COLLEGE
LEADERSHIP AND ADMINISTRATION MASTER'S PROGRAM
EDN 690: INTERNSHIP I
EDN 691: INTERNSHIP II

Mission
The Department of Education prepares undergraduate teacher candidates and practicing teachers to facilitate the learning of all students, enabling both teachers and their students to act as informed, involved, principled and productive citizens and leaders over a lifetime.

Course   EDN 690: Internship I
                                    EDN 691: Internship II
Meeting Information: Day/Dates, Time, Meeting Location
Instructor Information: Phone, Office, Location, Office Hours, E-mail

Text Requirement: *The Standards-based Administrative Internship: Putting the ISLLC Standards in Practice* by Donald G. Hackmann, c. 2002, Scarecrow Education Press   ISBN-10: 0810842351 or ISBN-13: 978-0810842359   (Issued in orientation to the internship)

I.   Course Description:

This course, EDN 690/691: Field Experience for Educational Leadership, has been designed to help students apply and extend the field experiences of previous courses in the Educational Leadership program to future challenges in educational administration, particularly at the building level. Students will focus on the Illinois Leadership Standards for Principals in discussions, hands-on school-based assignments, and the refinement of an individual leadership portfolio. Students will identify and select representative artifacts that are aligned with the Illinois Leadership Standards for Principals.

In accordance with Section 30.40 of Illinois State Leadership Redesign:

The internship shall be conducted at one or more public or nonpublic schools as to enable the candidate to be exposed to and participate in a variety of school leadership situations in settings that represent diverse economic and cultural conditions and involve interaction with various members of the school community (e.g. parents, school board members, local school councils, or other governing councils, community partners, etc). It should include:

- Engagement in instructional activities that involve teachers at all grade levels (i.e. PK-12), including teachers in both general education and special education.
- Participation in leadership opportunities to demonstrate that the candidate meets required competencies.
- Activities that are not directly related to the provision of instruction at the school such as supervision of students during lunch or recess periods, completion of program coursework.

The internship shall require the candidate to work directly with the principal mentor observing, participating in, and taking the lead in specific tasks related to meeting the critical success factors and essential competencies from the mentor training.

Prerequisites/ Co-requisites:

- All students are required to have completed a minimum of 12 credits in the Educational Leadership program before completing their enrollment in EDN 690.
- Successfully completes the training required under Section 24A-3 of the School Code [105 ILCS 5/24A-3] before program completion
- Passes the applicable content-area test (see 23. IL Adm Code 25.710 (Definitions) before completion of the internship.

II. **Course Objectives**

1. Students will be able to synthesize their field experiences from previous courses by refining their leadership portfolio, determine a selective collection of artifacts, and further assess their leadership proficiency aligned with the Illinois Leadership Standards for Principals.
2. Students will demonstrate skills as reflective practitioners by actively participating in seminar discussions.
3. Students will demonstrate their proficiency by organizing and presenting products/artifacts of their school-based internship experiences.
4. Students will demonstrate a competency in the 13 Critical Success Factors for Effective Principals and the 36 corresponding activities required during the internship as documented in the EDN 690/691 Internship Evidence Chart.

III. **ISLLC Standards Alignment**

This course represents the following ISLLC indicators:

Standard I
The competent school administrator is an educational leader who promotes the successes of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by a school community.

1.A   Collaboratively develop & implement a shared vision & mission
1.B   Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.
1.C   Create and implement plans to achieve goals
1.D   Promote continuous and sustainable improvement
1.E   Monitor and evaluate progress and revise plans

Standard II
The competent school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

2.A   Nurture and sustain a culture of collaboration, trust, learning, & high expectations
2.B   Create a comprehensive, rigorous, and coherent curricular program
2.C   Create a personalized and motivating learning environment for students
2.D   Supervise instruction
2.E   Develop assessment and accountability systems to monitor student progress
2.F   Develop the instructional and leadership capacity of staff
2.G   Maximize time spent on quality instruction
2.H   Promote the use of the most effective and appropriate technologies to support teaching and learning
2.I   Monitor and evaluate the impact of the instructional program

Standard III
The competent school administrator is an educational leader who promotes the success of all students by ensuring the management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

3.A   Monitor and evaluate the management and operational systems
3.B   Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
3.C   Promote and protect the welfare and safety of students and staff
3.D   Develop the capacity for distributed leadership
3.E   Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard IV

The competent school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

4.A   Collect and analyze data and information pertinent to the educational environment
4.B   Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
4.C   Build and sustain positive relationships with families and caregivers
4.D   Build and sustain productive relationships with community partners

Standard V

The competent school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

5.A   Ensure a system of accountability for every student's academic and social success
5.B   Model principles of self-awareness, reflective practice, transparency, and ethical behavior
5.C   Safeguard the values of democracy, equity, and diversity
5.D   Consider and evaluate the potential moral and legal consequences of decision-making
5.E   Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard VI

The competent school administrator is an educational leader who promotes the success of all students by understanding, responding to and influencing the larger political, social, cultural, and economic context of schooling.

6.A   Advocate for children, families, and caregivers
6.B   Act to influence local, district, state, and national decisions affecting student learning
6.C   Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

IV.   The Conceptual Framework

The mission of the department states, *The Department of Education prepares undergraduate teacher candidates and practicing teachers to facilitate the learning of all students, enabling both teachers and their students to act as informed, involved, principled, and productive citizens and leaders over a lifetime.* There are four aspects to one being able to facilitate the learning of all students: content knowledge, pedagogical knowledge (learning how to teach), understanding student characteristics, and the environmental context of learning (e.g., socioeconomics, politics, policies, rules, laws).

This course encourages students to explore how the instructional leader can promote success in a school setting in these six areas. Students will deepen their abilities as educational leaders by immersing themselves in the knowledge necessary to be an effective administrative leader while undertaking projects that directly impact the environmental context of learning. Their explorations of success strategies for diverse learners will deepen their understanding of student characteristics and how to support student success through a deeper understanding of effective best practices.

V.   Summary of Course Assignments & Assessments

Six assignments and assessments must be completed during the two internship courses, EDN 690 and EDN 691.
- School Improvement Plan Field Experience
- Teacher Development Field Experience
- Management Field Experience
- ELL and Special Education Field Experience
- Two week full-time Residency
- Internship Evidence Chart of Experiences with corresponding artifacts

Note: Seminar Attendance is required in each of the internship courses.
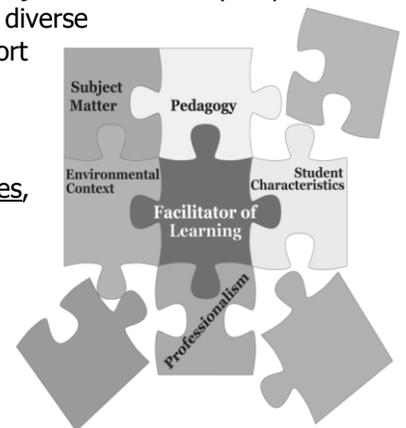
In EDN 690, three of the following six assignments/assessments will be completed. In EDN 691 the remaining three assignments/assessments will be completed, including the SREB Critical Success Factors Internship Evidence Chart assignment with corresponding artifacts and reflections. (If projects overlap students must show significant and substantive progress on projects to be enrolled in the second course)

Assignments	Focus	Assessment(s)
Internship Anthology Part 1: Teacher Development Field Experience	Apply knowledge from readings and previous course experiences to a leadership role in a school setting and reflect appropriately on these connections	Field Experience Rubric and State-designed competent checklist
Internship Anthology Part 2: Management Field Experience	Apply knowledge from readings and previous course experiences to a leadership role in a school setting and reflect appropriately on these connections	Field Experience Rubric and State-designed competent checklist
Internship Anthology Part 3: School Improvement Field Experience	Apply knowledge from readings and previous course experiences to a leadership role in a school setting and reflect appropriately on these connections	Field Experience Rubric and State-designed competent checklist Field Experience Rubric and State-designed competent checklist
Internship Anthology Part 4: Special Education/ ELL/ ECE Field Experience	Apply knowledge from readings and previous course experiences to a leadership role in a school setting and reflect appropriately on these connections	Field Experience Rubric and State-designed competent checklist
Two week full-time Residency	Apply knowledge from readings and previous course experiences to a leadership role in a school setting and reflect appropriately on these connections	Field Experience Rubric
Principal Content Exam	Passing score required to receive a passing score in EDN 691	IL State passing rate
Minimum of three per course Required Seminars	Progress on projects; discussion and feedback with peers	

I. Course Learning Activities & Requirements

In EDN 690, three of the following six assignments will be completed. In EDN 691 the remaining three assignments will be completed, including the Internship Evidence Chart assignment with corresponding artifacts and reflections.

- Two week full-time Residency
- School Improvement Plan Field Experience
- Teacher Development Field Experience
- Management Field Experience
- ELL and Special Education Field Experience
- Critical Success Factors Internship Evidence Chart of Experiences with corresponding artifacts
- Seminar Attendance

Field Project #1: School Improvement Process

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.

Students will develop a field project of at least 50 hours that results in data analysis and school improvement via increased student achievement. A written contract will be developed between the student, field supervisor, and instructor, clearly identifying which professional standards will be addressed via the project. A summary of the project will be required that includes a description of the project, how it connects to the identified standards, how it reflects leadership growth, and appropriate attached artifacts, including a written assessment by the field supervisor (contract form).

The field project will demonstrate a comprehensive understanding and performance in data analysis, school improvement, and conducting the school improvement plan (SIP) process. Specifically, the student will 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 (i.e. faculty meeting, department meeting, parent group, etc). Based on the data, the students should determine the progress of school improvement and recommend the steps needed in the process to support continued enhanced student learning.

Field Project #3: Teacher Development
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.

Students will develop a field project of at least 50 hours that is in the area of teacher personnel and provides a leadership role that is distinctly different than the role in other Field Experiences. A written contract will be developed between the student, field supervisor, and instructor, clearly identifying which professional standards will be addressed via the project. A summary of the project will be required that includes a description of the project, how it connects to the identified standards, how it reflects leadership growth, and appropriate attached artifacts, including a written assessment by the field supervisor (contract form).

The field project will demonstrate comprehensive understanding and performance in conducting teacher hiring, evaluation, and professional development. Specifically, the student will participate in the hiring process including, at a minimum: creation of a job description; creation of interview questions and an 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 Additionally, the student will 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; and provide examples of interventions and support needed for the non-tenured or struggling teacher. The student will also collaborate with stakeholders to lead in the development of a professional development plan for a school building that includes data analysis, multiple options for teacher development, and a method for evaluating the plan leading to school improvement.

Field Project #3: Management

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, 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.
- 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.

The project must demonstrate the student's comprehensive understanding and performance in conducting school-wide management of personnel, resources, and systems for adequacy and equity. Specifically, the students will 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.

The student will also review the school's budget and other school resources with the internship principal and detail how the resources are typically used, how the resources could be evaluated for adequacy, how the resources could be assessed for efficiency and effectiveness, and give recommendations for improvement. The student should also address specifically the impact of the budget on sub-groups such as special education, ELL, and low socio-economic students.

Additionally, the student should state the mission of the school, determine and map out the different systems within the school to fulfill the school's mission (i.e. instructional: curriculum, assessment, technology, class structure/ management: discipline plan, attendance, maintenance, transportation, etc.), delineate an instructional and management system, create a rating tool that can be used to rate the systems from excellent to needs improvement, and develop recommendations for improvement of aspects of the two systems that need improvement and report the findings to the internship principal

Field Project #4: English Language Learners, Special Education, Early Childhood

Another area of the internship is to 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. These areas are provided to candidates in the Internship Evidence Chart and include the following internship requirements:

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;

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;

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;

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;

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;

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; and

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.

This project must demonstrate a thorough understanding of the requirements of an IEP (Individualized Education program), as well as development of individual family service plans (IFSP) and 504s. Specifically this project must include the ability of the student to disaggregate student data and otherwise assist teachers in addressing the curricular needs of students with disabilities. The student must also work with school personnel to identify English language learners and administer the appropriate program and services to address the curricular and academic needs of ELLs.

Field Project #5: FT 80 Hour Residency Experience
It is recommended that this immersion field experience be part of the three projects completed in *EDN 690 Educational Leadership Internship I.* A minimum of one full-time two-week experience (or approved half-time equivalent) of administrative work is required. For the purposes of the residency, full-time should constitute a minimum of forty-hours per week. If fewer hours reflect the nature of the school calendar, additional days should be added to achieve a minimum of 80 hours towards the residency. These hours will be documented via a residency log with appropriate signatures. Residency hours may not qualify unless an **approved residency agreement** has been established **prior** to the hours commencing. Part-time equivalent arrangements must be approved by the instructor, but the residency experience must reflect **an intensive immersion experience in administration versus scattered project experiences**.

Possible residency experiences will be posted on Blackboard to facilitate students contacting administrators for substantive, intensive residency experiences. Ultimately, it is the responsibility of the student to make appropriate arrangements for authentic full-time residency experiences.

Requirement #6: Internship Evidence Chart
This project should typically be completed as part of the *EDN 691 Educational Leadership Internship II* requirements. Students will develop artifacts as a result of internship experiences in EDN 690/691. These artifacts will be collected as part of the completion of the internship Evidence chart. Please note that all artifacts for the chart must be the result of work done *exclusively* in the Internship courses (EDN 690/691). Field Experiences in conjunction with *other* coursework and field experiences completed before/after the internship may not apply. If the prescribed five other field experiences in EDN 690/691 did not allow a student to gain relevant expertise/artifacts to meet all critical success factors, than additional field experience work must be undertaken until all of the indicated factors have been successfully fulfilled and documented. The Internship Evidence Chart is the only Internship Evidence Chart that applies to this course. The ISLLC-aligned matrix used in conjunction with all other Master Coursework does not apply to EDN 690/691.

Seminar Attendance
All students are required to attend a minimum of four seminars as part of the internship requirements.

NOTE: Students will be graded on the above-noted Field Projects using the customary Field Experience Grading form used in all Educational Leadership courses. **In addition**, students must pass the pass/fail grading Internship Evidence Chart provided by the State for each project, receiving a "meets standards" on each competency in order to pass. These State rubrics are also attached.

II.   Course Assessments
See other Appendix items.

APPENDIX J: Extension Petition

Petition for Extension of Internship
(to be submitted to the Office of Education – Attention: Graduate Coordinator)

Name _____   **Date** _____

I am requesting a 12 month extension of my Internship Requirements for North Central College due to....

_____ medical issues, which make me unable to complete the internship requirements without being granted this 12 month extension.

_____ a change in employment, which makes me unable to complete the internship requirements without being granted this 12 month extension.

_____ issues with the school placement site, which make me unable to complete the internship requirements without being granted this 12 month extension.

_____ my mentor's inability to continue in that capacity, which makes me unable to complete the internship requirements without being granted this 12 month extension.

_____ Due to (please detail) _____

- I understand that by requesting an extension, I may have to pay an additional course fee to stay enrolled at North Central College.
- I also understand that by requesting this extension I may not be able to graduate until all internship requirements have been fulfilled.
- It is also my understanding that I may be denied this request for extension if the graduate program coordinator does not feel that my request has provided sufficient information to warrant the extension. If denied, I understand I have a right to appeal this decision to the Education department chair.

I verify that I have met with my assigned . . .

_____ Supervisor: Signature_____   Date_____ (required)

_____ Mentor: Signature_____   Date_____ (recommended)

. . . and the above signature signifies support for my revised plan to complete all internship requirements within the extended time frame.   In accordance with these discussions, I have attached a revised Internship Action Plan. I understand that I will resume my internship by the first semester following this request.

Signature of Student: _____   Date_____

_____ Extension Approved   _____ Extension Denied

Graduate Coordinator Signature:_____

After determination:
Copy to Intern Candidate
Copy to Mentor/Site
Copy to Supervisor
Copy to Internship Placement Coordinator

APPENDIX K: Remediation Process

Remediation: Monitoring of Educational Leadership Candidate

The Department of Education prepares candidates to successfully complete the Educational Leadership Program. The following monitoring process serves in the identification of concerns so that they can be addressed to enable the development of leadership competencies. This process is used with candidates who have been accepted to the program. This monitoring process is only used by faculty and supervisors in the Department of Education after some competency issues have arisen that are in need of immediate remediation. The nature and/or frequency of the concern will indicate the suitable intervention strategies to be employed. The level of intervention needed is to be determined by the supervisor, faculty member, Coordinator of Graduate Education, or the Department Chairperson and/or as indicated below:

Candidate Name: _____

The signatures below verify that the meeting took place:

Signature of Faculty/Supervisor:_____ Date: _____

Signature of Candidate:_____ Date: _____

The faculty member should complete the attached "Professional Characteristics Evaluation" form.

The faculty member and candidate work together to develop goals for improvement and create timelines to complete the goals. These mutually agreed-upon goals and timelines are documented on the form and it is signed by the candidate and the faculty member/supervisor.

A copy is given to . . .
* the candidate
* the faculty member/supervisor,
* the Chair of the Education Department,
* the Coordinator of Internship Placements,
* the Graduate Education coordinator,
* the candidate's supervisor.

In the rare circumstance that a discussion is not possible or appropriate, the faculty member documents the specifics of the behavior and the rationale for not having a meeting with the candidate.

Upon receipt of a *Professional Characteristics Evaluation* form, the Graduate Education coordinator follows up with a letter and/or meeting with the candidate concerning the issues raised.   In most cases, no further intervention may be necessary. Students are often requested to meet with the Graduate Education Coordinator or Internship Placement coordinator on a regular basis as part of the remediation plan.

Recommendation for a Hearing
If the candidate is *not* making significant and consistent progress on the remediation plan, a *Recommendation for a Hearing* form may be completed by personnel.   A hearing with the department chair, the Education graduate coordinator, the internship placement coordinator, the candidate's supervisor, and the candidate will take place. The mentor may be invited to attend as well, dependent on the issue being remediated.

On the *Recommendation for a Hearing* form, the faculty member/supervisor indicates what transpired since the original meeting and attaches a copy of all documentation, including the *Professional Characteristics Evaluation* form(s). During the hearing, the student is asked to speak to the committee about the concerns that have been raised, sharing information regarding any pertinent reasons for the concerns, ways in which the student is addressing the concerns, etc.   The committee members ask questions of clarification to assist them in understanding the remediation steps' progress and the student's dispositions and perceptions regarding the concerns.

Depending on the information disclosed at the hearing, the committee determines that:
a. The candidate will continue in the program with the remediation plan.
b. The candidate is denied the opportunity to complete the program, though some credits earned might be applied towards the Masters of Curriculum & Instruction if suitable as an alternate Master's program.
c. The candidate will not be allowed to pursue a Master's in Education program at the College.

Professional Characteristics Evaluation
Educational Leadership Candidate

Candidate:_____ ____ _____ _____   Credits in the Program:_____

Faculty Member/Supervisor:_____   Date:_____

The following concerns have been identified: (check all that apply)

- ❑ Failure to meet Field Project expectations
  (specify)_____
- ❑ Failure to complete the Evaluation online training (Modules 1-4)
- ❑ Failure to pass the Principal Content exam
- ❑ Disposition concerns
  (specify)_____
  _____
- ❑ Placement concerns
  (specify)_____
  _____
- ❑ Other_____
  _____

A. Describe briefly the **behavior**, situation, or class requirement that motivated the completion of this form and the **actions taken** with the candidate to address these concerns.

B. Describe mutually agreed-upon **goals and timelines** established between the candidate and the faculty member/supervisor.

This process is intended to support the candidate's success in the Educational Leadership Program.

Candidate Signature:_____   Credits in the Program:_____

Faculty Member/Supervisor Signature:_____   Date:_____

Recommendation for a Hearing
Educational Leadership Program

Candidate:_____   Credits in the Program:_____

Faculty Member/Supervisor:_____   Date:_____

State briefly the behavior, situation, or class requirement addressed previously with the candidate. Describe what the candidate has done or failed to do to meet the goals and timelines. Attach relevant documentation. If this request for a hearing is based on a single serious incident, please describe that incident.

This process is intended to support the candidate's success in the Educational Leadership Program.

Candidate Signature:_____   Credits in the Program:_____

Faculty Member/Supervisor Signature:_____   Date:_____