Key Program/Licensure Assessment #4: Assessment of Culminating Internship
Principal Licensure: EDUC 768 and 770
Overview
Other School Professional Preparation Program
Educator Preparation Unit
Muskingum University

1. Description of the Assessment and Its Use in the Program

The Principal in Action I and II are internships designed as a two-semester culminating experience to the principal licensure program that is field-based, planned, and supervised. These internships require candidates seeking licensure as a principal in grades PK-9 (EDUC 767/768) or grades 4-12 (EDUC 769/770) to work with a mentor principal in a school setting aligned with the licensure level sought. The internship allows a candidate to work with the mentor principal to (1) observe the functions of a principal; (2) assume leadership in planning, implementing, and evaluating selected tasks; (3) put theory into practice; (4) engage in professional development activities within the school; and (5) acquire new knowledge and skills. This nine-month experience consists of 180 clock hours, consisting of 120 “logged” clock hours of work with/for the mentor principal and an additional 60 hours of required and optional activities (see MENU LIST in Section 3 below). All 180 hours are completed across the six ELCC standards.

In particular, Key Licensure Assessment #4: Assessment of Culminating Internship, occurs at the conclusion of The Principal in Action II internship and is designed to assess a candidate’s ability to demonstrate that s/he understands and possesses the skills needed to carry out the expectations called for across the Educational Leadership Constituent Council (ELCC) Standard Elements. The assessment is completed by the university supervisor.

To exit the Principal Licensure Program at Gateway #3, a candidate must complete Key Licensure Assessments #2, #3, #4, #5, #6A, and #6B (Portfolio: Assessment of Content Knowledge, Supervision and Change Intervention Plan, Assessment of Culminating Internship, Instructional Improvement Plan, Financial Appropriations Plan, and Community Relations Project) with at least 80% of the elements of the ELCC standard elements across the six assessments rated at meets element and no element rated unacceptable.

2. Description of How the Assessment Specifically Aligns with the Educational Leadership Constituent Council (ELCC) Standards (2011)

The following elements of the ELCC standards are evaluated through this key licensure assessment.

<table>
<thead>
<tr>
<th>ELCC Standard Element Number</th>
<th>Standard Element Statement</th>
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<tbody>
<tr>
<td>1.1</td>
<td>candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school</td>
</tr>
<tr>
<td>1.2</td>
<td>candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals</td>
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1.3 candidates understand and can promote continual and sustainable school improvement

1.4 candidates understand and can evaluate school progress and revise school plans supported by school stakeholders

2.1 candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students

2.2 candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program

2.3 candidates understand and can develop and supervise the instructional and leadership capacity of school staff

2.4 candidates understand and can promote the most effective and appropriate technologies to support teaching and learning

3.1 candidates understand and can monitor and evaluate school management and operational systems

3.2 candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations

3.3 candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school

3.4 candidates understand and can develop school capacity for distributed leadership

3.5 candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning

4.1 candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment

4.2 candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community

4.3 candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers

4.4 candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners

5.1 candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success

5.2 candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school

5.3 candidates understand and can safeguard the values of democracy, equity, and diversity within the school

5.4 candidates understand and can evaluate the potential moral and legal consequences of decision making in the school

5.5 candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling
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<td>candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment</td>
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<td>candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies</td>
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3. **The Assessment Instrument**

   **Assessment of Culminating Internship (The Principal in Action II) Guidelines**

   *As you complete the following, refer to the scoring guide for Key Licensure Assessment #4 to ensure that you include all expectations for this assessment.*

   **Purpose of the Internship:** to *demonstrate* that you *understand* and *possess the skills needed* to carry out the expectations called for across the Educational Leadership Constituent Council (ELCC) Standard Elements.

   **Directions:**

   1. Complete 180 hours of experiences across The Principal in Action I and II internships.

   2. Plan to be supervised by your mentor principal, your EDUC 765/766: Professional Practices and Portfolio Seminar I and II instructor(s), and your university supervisor who will visit with you and your mentor principal.

   3. Complete 120 “logged” clock hours of work with/for your mentor principal AND an additional 60 hours of required activities (see MENU LIST below). Your EDUC 765/766: Professional Practices and Portfolio Seminar instructor will provide you with specific details regarding the requirements for the 60 hours of required activities. The 180 hours are to be aligned across all six of the ELCC standards.

   4. Complete the 120 “logged” clock hours within a nine-month period of the school year in which you are enrolled in the internship experience (i.e. either mid-August through mid-May or January through December, excluding summer break). Up to 30 of the 120 “logged” clock hours may be completed during the weeks immediately preceding the opening of a district’s school year; the remainder of the 120 “logged” hours must be completed during the school year.

   5. Spend, within the 120 “logged” clock hours, 12 hours (the equivalent of two school days) “shadowing” principals *outside and different from the diversity demographics* of the building/district in which you are completing the major portion of your internship. This setting(s), which need to include interactions with diverse populations of students and faculty, must be approved in advance by the Professional Practices and Portfolio Seminar instructor. At least one of the days must be spent at the “age” level included in your intended licensure
Complete the required 60 MENU hours across all six ELCC standards, with a minimum of 10 hours per standard.

Gather documentation for your EDUC 766 Professional Portfolio that is intended to showcase and document the completed tasks of your internship and provide evidence that you understand AND that you possess the skills needed to carry out the expectations called for across the Educational Leadership Constituent Council (ELCC) Standard Elements. Your Portfolio will be submitted to the EDUC 765/766: Professional Practices and Portfolio Seminar instructor.

Using data gathered through observations and conferences with you and through conferences with your mentor principal and your EDUC 765/766: Professional Practices and Portfolio Seminar instructor, your university supervisor will use the Scoring Guide for Key Licensure Assessment #4: Assessment of Culminating Internship at the conclusion of the semester of your enrollment in The Principal in Action II internship to rate each of the respective candidate proficiencies noted on the Scoring Guide.

**MENU LIST**

**Standard One:** A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

- **Required:** Self-administer the School Leadership Self-Inventory provided by Kathy Brown and reflect on the results of the self-inventory in a two to three page paper. Write a personal statement describing your leadership styles and values. Describe what type of school would best fit your values, style, and interests. Establish a professional development plan based on your findings.

- **Required:** Reflect upon the question “What is an ideal school, an ideal district?” Create a vision for learners, teachers, principals, an ideal school, and an ideal district (the purpose of this activity is for you to convey who you are and what you stand for as an educator and as a leader; that is to articulate what beliefs guide your actions as an educational leader).

- **Required:** Project 1
**Standard Two:** A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

- **Required:** Identify barriers to student learning and positive school culture and make recommendations for improvement.
- **Required:** Document your involvement in educator assessment activities.
- **Required:** Project 3
- **Required:** (1) identify school practices that reflect cultural (racial, ethnic, gender, religious, lifestyle, SES, etc.) AND disability biases and (2) make recommendations for ways to improve and/or to stop those practices.
- **Required:** Document your involvement in curriculum activities that enable teachers to teach to the standards (look for the new common core standards).
- **Required:** Document your involvement in discipline issues.
- **Optional:** Develop a school-wide behavioral support plan.
- **Optional:** Organize and lead a parent and teacher focus group regarding high stakes testing and alternative methods of measuring student performance.
- **Optional:** Document your involvement in your district’s LPDC and work with the Highly Qualified Teacher Rubric and Worksheet.

**Standard Three:** A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

- **Required:** Review building and/or district strategic plan(s) and/or school improvement plan to find links between student performance and financial, human and material resources, explaining how these resources connect to teaching and learning.
- **Required:** Document your involvement in the development and/or analysis of building and/or district budgets.
- **Required:** Create a document/notebook/checklist that reflects activities and responsibilities of the principal for each month of the year.
- **Required**: Document your work with classified/support staff.

- **Required**: Project 4

- **Optional**: Document your analysis and evaluation of building and district policies, such as bullying; drugs, alcohol, and tobacco; weapons; open enrollment; etc., and make recommendations for revisions to these policies as needed.

- **Optional**: Analyze district technology plan and make recommendations as needed.

*Standard Four:* A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

- **Required**: Develop and implement a family and/or community school-wide activity.

- **Required**: Document your involvement in IAT AND IEP conferences.

- **Optional**: Document school-related involvement in activities/interactions with community agencies.

*Standard Five:* A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

- **Required**: Present an analysis of how your mentor principal promotes teaching and learning that recognizes learning differences, multicultural awareness, gender sensitivity, exceptionality sensitivity, and appreciation of racial and ethnic diversity.

- **Required**: Analyze student and personnel policies, including sexual harassment policies for fair and equitable treatment.

- **Required**: Project 2

- **Optional**: Develop professional growth goals for your professional development plan that relate to Standard Five.

- **Optional**: Plan OR plan and implement professional development session(s) to enable teachers to recognize and address issues of integrity and fairness.
Standard Six: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

- **Required:** Identify the most frequent legal issues facing the school or district, the reasons for the issues, and recommendations for solutions.

- **Required:** Identify and reflect on potential legal issues facing the school or district that may not have emerged or that may not have been addressed. Identify why these issues have not been addressed. Describe what you would do to address these issues.

- **Optional:** Interview a state legislator and/or lobbyist and present a report to the school or your internship class about the state’s strategies used to influence change.

- **Optional:** Establish questions based on a real political, social, economic, educational, legal, or cultural issue in which the Ohio Department of Education (ODE) has some involvement. Interview one or more ODE employees and develop a paper that reflects the perspectives of ODE and that articulates your perspectives on this issue.

For any of the standards, you may develop other options or other tasks/projects if more optional hours are needed. These require discussion and approval from both your mentor principal and the EDUC 765/766: Professional Practices and Portfolio Seminar instructor.