

ISU PRINCIPAL PREP INTERNSHIP COMPETENCY CHECKLIST

STATE ASSESSMENTS

State Assessment 1.1 Vision and Mission

Explain the purpose of the SIP and its relationship to the school’s vision in a presentation to a group of stakeholders.

√	Date Started	Date Completed	Elements of Rubric
			Outcomes and expectations stated.
			Focus on vision and mission and connection to achievement and SIP.
			Document outlining process used for this competency
			Multi-media Presentation
			Supportive artifacts to support presentation.
			Logical sequence...well-planned and executed.
			Handouts
			Meeting minutes documenting input from others.
			Documentation of input from audience of presentation.
			Correct APA, spelling, grammar, completeness, accuracy....
			Reflection

State Assessment 1.2: Data Analysis and Intervention

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 subgroups and low performing students.

√	Date Started	Date Completed	Elements of Rubric
			Clearly stated outcomes and expectations.
			Document detailing analysis of data.
			Work with faculty to review national, school, and classroom data to identify interventions for each subgroup of the school and low-performing students.
			Includes specific, new interventions that align with SIP achievement goals.
			Documentation of process used in preparing for, working with, and following-up of the work of the faculty in the identification of interventions. (all materials used)
			Meeting minutes verifying input of and work done by faculty.
			Logical sequence.
			Correct APA, spelling, grammar, completeness, accuracy....
			Reflection

State Assessment 1.3: Develop SIP

Work with faculty teams to create, implement, and formatively evaluate a school improvement action plan.

√	Date Started	Date Completed	Elements of Rubric
			Clearly stated outcomes and expectations.
			Action plan which is based on current data, reflects current research and best practices, and is connected to work outlined in school's SIP.
			Evidence of collaboration with faculty and additional artifacts demonstrating the processes used in preparing for, implementing, and evaluating the SIP action plan.
			Logical sequence.
			Achieve purpose of improving student achievement. Include academic achievement goals.
			Candidate and staff demonstrate understanding of the roles and responsibilities required for implementation of the plan and continuous improvement process.
			All supportive data and other information shared with staff who worked on action plan.
			Documentation of meetings and processes used.
			Evidence of formative evaluation process.
			Impact on student learning attained as a result of the initiative.
			Correct APA, spelling, grammar, completeness, accuracy....
			Reflection

State Assessment 1.4: Evaluate SIP

Work with faculty and staff teams to gather and examine data to assess progress on the SIP and make recommendations for improvements or modifications to the SIP for following year.

√	Date Started	Date Completed	Elements of Rubric
			Outcomes and expectations stated.
			Multi-media presentation to leadership team of comprehensive examination of work and progress made by staff to attain improved and increased student achievement through the identified goals of SIP. Includes: explanation of data used to analyze impact of various interventions towards goals.
			Recommendations based on analysis of interventions, faculty input, and are aligned with mission and vision of school.
			Includes all artifacts that demonstrate the processes used in preparing for, presenting, and following up on the meeting after presentation.
			Handouts, evidence of faculty input, meeting minutes.
			Feedback received as a result of the presentation (survey, exit slip, etc.)
			Correct APA, spelling, grammar, completeness, accuracy....
			Reflection

State Assessment 2.1: Hiring

Participate in the hiring process.

√	Date Started	Date Completed	Elements of Rubric
			Outcomes and expectations stated.
			Description of collaboration with staff to align job description to student learning needs.
			Creates job description. Or, if district uses a standard job description, candidate analyzes and writes a critique.
			Creates interview questions that are aligned with student learning needs and are relevant to making judgments about the competence and do not request information that violates anti-discrimination laws.
			Creates a rubric for assessment of the applicants' competence based on job description and provides clear criteria for evaluating the applicants for the position.
			Evidence of participating in the interviews including greeting applicants, asking questions, taking notes, and providing information about the school and district.
			Completion of rubrics.
			Preparation of rejection letters for candidates who were not selected.
			Prepare written recommendation of selected applicant to superintendent including sound rationale and data from the rubrics.
			Reflection 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.
			Correct APA, spelling, grammar, completeness, accuracy....

State Assessment 2.2: Clinical Supervision

Conduct full-cycle of clinical supervision in conjunction with mentor principal.

√	Date Started	Date Completed	Elements of Rubric
			Outcomes and expectations stated.
			Produce articulate summary of formative supervision process that includes documentation from the pre-conference, observation, and post-observation conference including notes, forms, and student data.
			Provide recommendations and professional development activities connected to SIP or necessary interventions to support a struggling teacher.
			Evidence of feedback from the evaluated teacher or mentor to assess personal effectiveness.
			Reflection on the effects of supervision on student learning and the school improvement process.
			Correct APA, spelling, grammar, completeness, accuracy....

State Assessment 2.3: PD Plan

In conjunction with stakeholders, lead in the development of a professional development plan for a school that includes data analysis (see 1.2) multiple options for teacher development, and a method for evaluating the plan leading to school improvement.

√	Date Started	Date Completed	Elements of Rubric
			Outcomes and expectations stated.
			Create professional development plan based on a need identified in school improvement plan (see 1.2).
			Apply the 12 components of the National Staff Development council (NSDC) professional development standards in professional development plan.
			Create process for evaluating the effectiveness of the plan to improve student learning.
			Reflection
			Correct APA, spelling, grammar, completeness, accuracy....

State Assessment 3.1: Culture/Climate

Investigate, define, and delineate the systems and factors within the school for advocating, nurturing, and sustaining a culture of collaboration, trust, learning, high expectations, and a personalized and motivating learning environment for students. i.e. mentor program, PBIS, culture-building initiatives, Promise Council, etc.)

√	Date Started	Date Completed	Elements of Rubric
			Outcomes and expectations stated.
			Demonstrate understanding of system(s) listed above by creating reviewing 2 areas of school learning environment
			Create graphic map of 2 areas of school's learning environment.
			Conduct review of data.
			Identify and analyze supporting and impeding factors.
			Evaluate system effectiveness.
			Make recommendations for improvement.
			Reflection
			Correct APA, spelling, grammar, completeness, accuracy....

State Assessment 3.2: Budget

Review the school's budget and other school resources with the internship mentor. 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, EL, and low-socio-economic students.

√	Date Started	Date Completed	Elements of Rubric
			Outcomes and expectations stated.
			Review budget with mentor.
			Create graphic map of 2 areas of the school's learning environment."
			Prepare report to share and discuss with mentor including the following: <ul style="list-style-type: none"> • Details of how the budget resource are used • Description of how the resources could be evaluated for adequacy and assessed for effectiveness and efficiency. • Specifically address the impact of the budget on subgroups including special education, EL, and low-socio-economic students. • Recommendations for improvement
			Artifacts should include a copy of the reviewed budget initialed by the mentor principal.
			Reflect on involvement in the budget process, resources available, and the impact the recommendations will have on the school.
			Meet and discuss report, recommendations, and reflection with mentor.
			Correct APA, spelling, grammar, completeness, accuracy....

State Assessment 3.3: Systems Analysis

State the mission of the school. Determine and map out the different systems that exist to fulfill the school's mission. (i.e. Instructional: curriculum, assessment, technology, class structure, discipline, etc. Management: attendance, transportation, food service, maintenance, etc.) Delineate an instructional and management system and create a rating tool to rate the systems from needs improvement to excellent. Develop recommendations for improvement for each system.

√	Date Started	Date Completed	Elements of Rubric
			Outcomes and expectations stated.
			State the mission of the school.
			Map out the different systems in the school that exist to fulfill the mission.
			Select an instructional and a management system to review further.
			Create a rating tool to use to rate the systems from needs improvement to excellent.
			Develop recommendations for improvement based on the results of the ratings.
			Reflect on the process and impact the recommendations will have on the school.
			Share and discuss the report with the mentor principal.
			Correct APA, spelling, grammar, completeness, accuracy....

ISLLC ASSESSMENTS

ISLLC Assessment 1: ECE

Work with faculty or faculty team and parents to create, implement, and formatively evaluate a school action plan to embrace high quality early childhood programs/principles/practices as the foundation for education throughout the school community.

√	Date Started	Date Completed	Elements of Rubric
			Outcomes and expectations stated.
			Evidence of working with faculty team including parents to engage them in process.
			Create, implement, and formatively evaluate a school action plan to embrace high quality early childhood programs/principles, practices.
			Plan must address proactive leadership for early learning and management of program that addresses early childhood needs.
			Plan should contain: <ul style="list-style-type: none"> • Analysis of problems and issues • Goals to address the problems and issues • Action steps to implement the goals • Evaluation process to determine if the goals were accomplished.
			Reflection on process.
			Correct APA, spelling, grammar, completeness, accuracy....

ISLLC #2: Cultural Competency Audit

Conduct cultural competency of school minimally including rules, policies, practices, cultural actions/expectations, and attitudes.

√	Date Started	Date Completed	Elements of Rubric
			Outcomes and expectations stated.
			Conduct cultural competency audit of school including, but not limited to: <ul style="list-style-type: none"> • Rules • Policies • Practices • Cultural actions/expectations • Attitudes
			Create audit report with recommendations for changes.
			Discuss findings and recommendations with mentor principal.
			Reflection.
			Correct APA, spelling, grammar, completeness, accuracy....

ISLLC #3: Curriculum Evaluation

Working with group of teachers, conduct comprehensive program evaluation of a major component of the curriculum (math, science, language arts, etc.)

√	Date Started	Date Completed	Elements of Rubric
			Outcomes and expectations stated.
			Evidence of working with groups of teachers to conduct a program evaluation.
			Evaluation must contain recommendations for improvement <ul style="list-style-type: none">• How to personalize and better motivate students• Methods to monitor and evaluate impact of program• Assessments and systems to monitor student progress• Methods to help staff implement the recommendations.
			Provide complete report to mentor principal.
			Reflection.
			Correct APA, spelling, grammar, completeness, accuracy....

ISLLC #4: Schedule

Work with mentor principal to review the building's schedule to create an alternative schedule with an emphasis on focusing time for learning and limited interruptions.

√	Date Started	Date Completed	Elements of Rubric
			Outcomes and expectations stated.
			Review building schedule and create an alternative schedule focusing time for learning and limiting interruptions.
			Create well-designed display.
			Create checklist that contains measurement methods to determine if changes will be beneficial to learning.
			Reflection.
			Correct APA, spelling, grammar, completeness, accuracy....

ISLLC #5: Technology Audit

√	Date Started	Date Completed	Elements of Rubric
			Outcomes and expectations stated.
			Conduct technology audit of the school.
			Present findings and recommendations to mentor and/or school faculty.
			Reflection
			Correct APA, spelling, grammar, completeness, accuracy....

ISLLC #6: Bullying Policy

√	Date Started	Date Completed	Elements of Rubric
			Outcomes and expectations stated.
			Evidence of working with teacher, parents and students to review and make recommendations for improvements to the school's policy and rules regarding bullying.
			Recommendations must include: <ul style="list-style-type: none"> • Emphasis on identification of bullying • Understanding the types of bullying behavior • Processes that should be used to help teach and promote a peaceful and bully-free environment
			Reflection.
			Correct APA, spelling, grammar, completeness, accuracy....

ISLLC #7: Feedback Consultant

Develop leadership capacity of staff by working with a committee of potential leaders in the school to review and receive feedback on internship assessment items *before* they are presented by candidate to staff.

√	Date Started	Date Completed	Elements of Rubric
			Outcomes and expectations stated.
			Work with mentor principal to identify potential leaders in the school to serve as your feedback consultants.
			Develop leadership capacity by working with potential leaders to seek feedback on items, prior to sharing with full staff.
			Include artifacts/evidence of process and feedback.
			Reflection.
			Correct APA, spelling, grammar, completeness, accuracy....

ISLLC #8: Community Relations

Conduct sociological inventory of the school community and use the information as the foundation for a community relations plan.

√	Date Started	Date Completed	Elements of Rubric
			Outcomes and expectations stated.
			Conduct sociological inventory to identify characteristics of the school and greater school community, including the various "audiences" of the school.
			Develop plan for promoting positive school relations with the various "audiences" of the school community.
			Reflection.
			Correct APA, spelling, grammar, completeness, accuracy....

ISLLC #9: Community Resource

Create a listing of community resources to help staff in understanding, appreciating, and using the diverse cultural resources of the school community.

√	Date Started	Date Completed	Elements of Rubric
			Outcomes and expectations stated.
			Use information from the sociological inventory and other resources to create a list of community resources for, but not limited to, ECE, EL, SED, and gifted students.
			Present resources to the school's faculty.
			Reflection.
			Correct APA, spelling, grammar, completeness, accuracy....

ISLLC #10: Partnerships

√	Date Started	Date Completed	Elements of Rubric
			Outcomes and expectations stated.
			Review the school's partnerships.
			Make recommendations for improvements or expansion.
			If no partnerships exist, create a written recommendation for developing a partnership(s).
			Reflection.
			Correct APA, spelling, grammar, completeness, accuracy....

ISLLC #11: Monthly Log

Candidate submits monthly logs to the University Supervisor which document the candidate's internship experiences including a self-reflection of performance, practice, and insights.

ISLLC #12: Moral/Legal Issue

√	Date Started	Date Completed	Elements of Rubric
			Outcomes and expectations stated.
			Present a potential moral and/or legal issue for discussion and resolution during an internship gathering.
			Correct APA, spelling, grammar, completeness, accuracy....

ISLLC #13: Advocacy

√	Date Started	Date Completed	Elements of Rubric
			Outcomes and expectations stated.
			Document in writing and verified by mentor an event or series of events where the candidate advocated for a student/students/family/families, or caregiver/caregivers.
			Correct APA, spelling, grammar, completeness, accuracy....

ISLLC #14: Policy Influence

√	Date Started	Date Completed	Elements of Rubric
			Outcomes and expectations stated.
			Document work during the course of the internship to influence local, state, and/or national educational policy/policies that affect students.
			Correct APA, spelling, grammar, completeness, accuracy....

ISLLC #15: Emerging Trends

√	Date Started	Date Completed	Elements of Rubric
			Outcomes and expectations stated.
			Document a presentation to the school faculty regarding an emerging trend and initiative that might affect the school, students, staff, and/or community.
			Correct APA, spelling, grammar, completeness, accuracy....

SREB #1d: Transition Planning

Working with a team of teachers from two transitional grades (5 to 6, 8 to 9) conduct an audit of transitioning students to the next grade level.

√	Date Started	Date Completed	Elements of Rubric
			Outcomes and expectations stated.
			Evidence of working with team of teachers from two transitional grades.
			Audit of the transition process. Including: <ul style="list-style-type: none">• Attendance• Achievement• Social adjustment• Behavior• Other relevant considerations
			Create report for principals of both grade levels for implementation of recommendations for student transitional success.
			Reflection.
			Correct APA, spelling, grammar, completeness, accuracy....

SREB #6a: Communication Audit

√	Date Started	Date Completed	Elements of Rubric
			Outcomes and expectations stated.
			Review communication system of the school.
			Present a written report to the principal that includes, but is not limited to: <ul style="list-style-type: none">• An analysis of the methods the school uses to keep all “audiences” informed.• Include focus on communication of student achievement.• Include recommendations for improvement.
			Reflection.
			Correct APA, spelling, grammar, completeness, accuracy....

SREB #6b: Gathering Feedback

Utilizes a well-developed method to gather data from two separate presentation audiences of either faculty or parents concerning the effectiveness of the candidate’s personal communication skills.

√	Date Started	Date Completed	Elements of Rubric
			Outcomes and expectations stated.
			After two separate presentations, gather feedback from audience on effectiveness of personal communication skills.
			Use data to reflect on: <ul style="list-style-type: none">• What was learned• What should be improved• How improvement changes will be made.
			Correct APA, spelling, grammar, completeness, accuracy....

School Code Assessments: 4.1 – 4.7

Use student data to collaborate with teachers in modifying curriculum

√	Date Started	Date Completed	Elements of Rubric
			<p>4.1 Use student data to collaborate with teachers in modifying curriculum and instructional strategies to meet the needs of each student including EL and students with disabilities.</p>
			<p>4.2 Evaluates/reviews school to ensure the use of a wide range of printed, visual, and auditory materials and online resources appropriate to the content areas and the reading needs and levels of each student, including EL. Students with disabilities, struggling readers, and advanced readers.</p>
			<p>4.3 Work with special education & bilingual education teachers to identify & select assessment strategies that are non-discriminatory.</p> <p>Take into consideration the impact of the listed items on measuring knowledge and performance of students leading to school improvement:</p> <ul style="list-style-type: none"> • disabilities, • methods of communication, • cultural background, • and primary language
			<p>4.4 Work with teachers to develop a plan focusing on the needs of the school in supporting services to meet individualized instruction of students with special needs (IEPS, EL, 504s, and who are gifted.)</p>
			<p>4.5 Evidence of serving 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.</p>
			<p>4.6 Analyze and use student information to design instruction that meets the diverse needs of students and leads to ongoing growth and development of all students.</p>
			<p>4.7 Recognize the individual needs of students and work with special education and bilingual education teachers to meet the needs of diverse learners by developing school support systems to differentiate:</p> <ul style="list-style-type: none"> • strategies, • materials, • pace, • levels of complexity, and • language
			<p>Write overall reflection of work with special populations.</p>
			<p>Correct APA, spelling, grammar, completeness, accuracy....</p>