

**Illinois State University
Educational Administration and Foundations**

EAF 498 INTERNSHIP ASSESSMENT CHECKLIST

Name of Intern _____

Name of Mentor Principal _____

Location of Placement: _____

Signature of Mentor Principal: _____ Date _____

Listed in this **Internship Assessment Checklist** are the required Assessments and Activities for the leadership experiences that have been developed by the Educational Administration and Foundations Department in accordance with the State of Illinois Rules governing the Principal Endorsement. These Assessments and Activities must be completed by the Intern Candidate during the internship experience with supervision and evaluation provided by the Mentor Principal and University Supervisor. This checklist is provided as a reminder and means for planning to assure the Intern Candidate completes all required activities and assessments for the Internship experience. **The required Assessments and Activities range in total number from 35 to 51, depending upon whether planning incorporates – when possible – the 16 required engagement activities listed in Section 5.**

ALL Intern Assessments	Internship Assessment & Activity Planning and Record Keeping	Completion Date(s):	Evaluation Date(s):
#1	<p>SECTION 1 REQUIRED STATE ASSESSMENTS DESIGNED TO DEMONSTRATE COMPETENCY (10 Total) (For detailed assessment directions see Attachment C Illinois Principal Preparation Program Internship Assessment Rubric, pages 18 to 28)</p> <p>Assessment #1= Understanding and conducting SIP Process to the extent possible</p> <p>1. Focus Area 1.1 = Explain purpose of SIP/vision to group of stakeholders</p>		
#2	<p>2. Focus Area 1.2 = Examine data, work with faculty/teams, identify areas for improvement, attention NCLB subgroups and low performing students</p>		
#3	<p>3. Focus Area 1.3 = Work with faculty/teams, create, implement, evaluate and school improvement action plan ***See SECTION 5 LINC to integrate Assessments for related Requirement A on page 39</p>		
#4	<p>4. Focus Area 1.4 = Work with faculty/teams and data to assess SIP progress and recommend changes ***See SECTION 5 LINC to integrate Assessments for related Requirement F on page 44; and G on page 44.</p>		

<p>#5</p> <p>#6</p> <p>#7</p> <p>#8</p> <p>#9</p> <p>#10</p>	<p>Assessment #2 = Understand/performing in teacher hiring, evaluation, professional development</p> <p>5. Focus Area 2.1 = Participate in hiring process, job description, interview questions/rubric. Recommendations, all correspondence</p> <p>6. Focus Area 2.2 = Conduct full cycle of clinical supervision</p> <p>7. Focus Area 2.3 = Lead creation of professional development plan, including data analysis, multiple options, method for evaluating the plan</p> <p>Assessment #3 = Understand school-wide management of personnel, resources, and systems for adequacy and equity</p> <p>8. Focus Area 3.1 = Use systems to create personalized culture and motivating learning environment ***See SECTION 5 LINC to integrate Assessments for related Requirements B on page 40; C on page 41; and D on page 42</p> <p>9. Focus Area 3.2 = Review budget and give recommendations for improvements, specifying impact of budget on subgroups.</p> <p>10. Focus Area 3.3 = Identify systems that support mission; create assessment to rate one instructional and one management system; and develop recommendations for improvement.</p>		
<p>#11</p> <p>#12</p> <p>#13</p> <p>#14</p> <p>#15</p> <p>#16</p> <p>#17</p>	<p>SECTION 2</p> <p>REQUIRED EAF ASSESSMENTS TO MEET 2008 ISLLC STANDARDS (not already covered in section 1) (15 Total) (For detailed assessment directions see Attachment D Principal Preparation Program Internship Assessment Aligned to the 2008 ISLLC Standards, pages 29 to 34)</p> <p>1. Standard 1C = EAF Assessment #1, page 29 Work with faculty teams to create and evaluate a school action plan for high quality early childhood programs</p> <p>2. Standard 2A = EAF Assessment #2, page 30 Conduct cultural competency audit and make recommendations for change</p> <p>3. Standard 2B = EAF Assessment #3, page 30 Conduct comprehensive program evaluation of a major curriculum area</p> <p>4. Standard 2G = EAF Assessment #4, page 31 Create an alternative building schedule that puts emphasis on time for learning with limited interruptions</p> <p>5. Standard 2H = EAF Assessment #5, page 31 Complete and report on a technology audit of the school</p> <p>6. Standard 3C = EAF Assessment #6, page 31 Work with committee to review and make recommendations regarding rules and policy about bullying</p> <p>7. Standard 3D = EAF Assessment #7, page 32 Develop leadership capacity of staff by getting feedback from potential</p>		

	leaders on internship assessment products		
#18	8. Standard 4A = EAF Assessment #8, page 32 Conduct sociological inventory and use information to create school/community relations plan		
#19	9. Standard 4B = EAF Assessment #9, page 32 Use information from sociological inventory to create list of community resources to meet specified student needs and present to faculty/staff		
#20	10. Standard 4D = EAF Assessment #10, page 33 Review and suggest updates to existing school partnerships or develop a written recommendation for a school partnership program		
#21	11. Standard 5B = EAF Assessment #11, page 33 Monthly logs include self-reflection on performance and practice and the University's moral and intellectual commitments		
#22	12. Standard 5D = EAF Assessment #12, page 33 Present and discuss resolution of potential moral/legal issue at one of Internship meetings		
	***For the following ISLLC Standard 6 EAF Assessments, see SECTION 5 LINC Assessments to integrate related Requirement E on page 43		
#23	13. Standard 6A = EAF Assessment #13, page 33 Document an event, verified by mentor where you (candidate) advocated for student/s, family/ies, and or caregiver/s		
#24	14. Standard 6B = EAF Assessment #14, page 33 Document work to influence state and or national educational policies		
#25	15. Standard 6C = EAF Assessment #15, page 34 Document presentation to school faculty regarding emerging trends/initiatives that might affect school, students, staff, or community		
	SECTION 3 MEETING THE REQUIREMENTS FOR THE SREB 13 CRITICAL SUCCESS FACTORS AND 36 COMPETENCIES (3 Total)		
	A. PARTICIPATION REQUIREMENT Demonstrating <u>participation</u> in 12 of the Critical Success Factors and 34 of the Competencies will happen as Candidates complete the State Assessments required and listed in Section 1 and the EAF Assessments required and listed in Section 2. Three other assessments will be needed to complete the Participation Requirement. These three assessments are not included in the State Required and EAF Required Assessments. <u>For detailed directions</u> for these assessments see Attachment E Internship Assessments and Scoring Guide for the SREB additional assessments, Critical Success Factor 6 and Competencies 1d and 6b, page 35 (3 Total)		
#26	1. Critical Success Factor 6 = Assessment 6, page 35 Review communication system/methods for focus on student achievement and write report for principal of recommendations for improvement		

#27	<p>2. Competency 1.d = EAF Assessment 1d, page 35 Working with teacher team conduct audit of transitioning students and develop recommendations in form of report to principal for student transition success</p>		
#28	<p>3. Competency 6b = EAF Assessment 6b, page 35 After two presentations to faculty or parents gather feedback on and write reflection explaining learning and changes to improve speaking skills</p> <p>B. LEADERSHIP REQUIREMENT (pages 60-69) In addition to participating in 100% of the 49 SREB experiences, candidates must demonstrate leadership in 80% or 40 of these activities. For a complete listing of all 49 of these activities see Attachment G Leadership and Participation Record in IV. FORMS REQUIRING SIGNATURES. The attachment indicates which State Assessments and which EAF Assessments meet each of these requirements. Records will need to be kept and the mentor principal will be required to sign off that both the Participation and Leadership requirements are met.</p>		
#29	<p>SECTION 4 REQUIRED ASSESSMENTS TO DEMONSTRATE COMPETENCY IN THE REQUIREMENTS OF 23 IL ADM CODE 30.45, A), 4), A, B, C, D, E, F, & G. (7 Total) (These are seven additional assessments to give another layer of focus to the 3 Internship Assessments required by the state. Each additional assessment is “aligned” to a “focus area.” For detailed assessment directions see Attachment F for Assessments of Section 30.45, particularly of the rules, pages 37 to 46)</p> <p>NOTE: These 7 assessments can be incorporated into required State Assessments indicated in Part 1 of this Internship Checklist. Each adds another layer of activity and accountability to the designated Focus Areas. See Focus Area requirements and devise plans to meld these activities into what is already included as part of the 7 required State Assessments.</p> <p>A. Use student data to work collaboratively with teachers to modify curriculum and instructional strategies to meet the needs of each student, including ELLs and students with disabilities, and to incorporate the data into the School Improvement Plan <i>Use with Focus Area 1.3 (page 39)</i></p>		
#30	<p>B. Evaluate 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 and advanced readers <i>Use with Focus Area 3.1 (page 40)</i></p>		
#31	<p>C. In conjunction with special education and bilingual education teachers, identify and select assessment strategies and devices that are non discriminatory to be used by the school, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring</p>		

	<p>knowledge and performance of students leading to school improvement. <i>Use with Focus Area 3.1</i> (page 41)</p> <p>#32 D. Work with teachers to develop a plan that focuses on the needs of the school to support 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). <i>Use with Focus Area 3.1</i> (page 42)</p> <p>#33 E. Proactively serve all students and their families with equity and honor and advocate on their behalf, ensuring an opportunity to learn and the well-being of each child in the classroom. <i>Use with ISLLC 6.0</i> – (See Section 2, EAF Assessments 13-15 – page 43)</p> <p>#34 F. Analyze and use student information to design instruction that meets the diverse needs of students and leads to ongoing growth and developments of all students <i>Use with Focus Area 1.4</i> (page 44)</p> <p>#35 G. Recognize the individual needs of students and work with special education and bilingual education teachers to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs. <i>Use with Focus Area 1.4</i> (page 44)</p>		
<p>#36</p> <p>#37</p> <p>#38</p>	<p>SECTION 5 CANDIDATE INTERNSHIP ENGAGEMENT IN INSTRUCTIONAL AND OBSERVATIONAL ACTIVITIES (16 Total – <u>May or may not require additional activities</u>)</p> <p>A. INSTRUCTIONAL ACTIVITIES (pages 69-72) Instructional activity experiences require engagement with teachers at four levels – Preschool, Elementary, Middle, and High School – and in four categories as displayed below. <u>These experiences may be possible at least in part (e.g., for one level) during completion of other required Internship assessments.</u> Accounting for and planning double counting of experiences will require coordination of the candidate, mentor principal, and university supervisor working together. In Part IV FORMS REQUIRING SIGNATURES see Attachment H for the Record and Sign-Off Form, pages 69 to 71, to record required engagement experiences for the 16 categories of activities. <i>In some cases, with documentation, credit may be given for instructional activities requiring engagement with teachers that occurred during prior coursework Field Experiences.</i></p> <p>1. Engaged in instructional activities that involve general education teachers at all grade levels (preschool – grade 12)</p> <p>Preschool</p> <p>Elementary – Use with Focus Areas 1.2, 1.3, 1.4. EAF 1. 6, 1.d</p> <p>Middle</p>		

#39	High School		
	2. Engaged in instructional activities that involve teachers at all grade levels (preschool – grade 12) in special education settings		
#40	Preschool		
#41	Elementary		
#42	Middle		
#43	High School		
	3. Engaged in instructional activities that involve teachers at all grade levels (preschool – grade 12) in bilingual education settings		
#44	Preschool		
#45	Elementary		
#46	Middle		
#47	High School		
	4. Engaged in instructional activities that involve teachers at all grade levels (preschool – grade 12) in gifted education settings		
#48	Preschool		
#49	Elementary		
#50	Middle		
#51	High School		
	<p>B. OBSERVATIONAL ACTIVITIES (page 72)</p>		
	<p>In conjunction with the three Focus Areas, candidates are required to participate in observation of activities in three categories – Hiring, Supervision, and Professional Development. Refer to Attachment H in FORMS REQUIRING SIGNATURES and use the Record and Sign-Off Form, page 72, to describe and verify required observation for these activities. <u>These observations can be incorporated into activities for the three focus areas and are not considered additional assessments, but they must be documented.</u></p>		
	<p>1. Engaged in the observation of the hiring of teachers, other certified staff, and noncertified staff <i>See Focus Area 2.1 (page 22)</i></p>		
	<p>2. Engaged in the observation of supervision and evaluation of teachers, other certified staff, and noncertified staff <i>See Focus Area 2.2 (page 23)</i></p>		
	<p>3. Engaged in the development of a professional development plan for teachers <i>See Focus Area 2.3 (page 24)</i></p>		