EDL 687 Rubric: Administrative Internship Portfolio (updated 7/10/15)

by Grand Valley Education Administrator

Administrative Internship Portfolio

Standards

ELCC-2011.BL.1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

ELCC-2011.BL.1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

ELCC-2011.BL.1.3 Candidates understand and can promote continual and sustainable school improvement.

ELCC-2011.BL.1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

ELCC-2011.BL.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.

ELCC-2011.BL.2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

ELCC-2011.BL.2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

ELCC-2011.BL.2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

ELCC-2011.BL.3.1 Candidates understand and can monitor and evaluate school management and operational systems.

ELCC-2011.BL.3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

ELCC-2011.BL.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.

ELCC-2011.BL.3.4 Candidates understand and can develop school capacity for distributed leadership.

ELCC-2011.BL.3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school

instruction and student learning.

ELCC-2011.BL.4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the schoolâs educational environment.

ELCC-2011.BL.4.2 Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

ELCC-2011.BL.4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

ELCC-2011.BL.5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every studentâs academic and social success.

ELCC-2011.BL.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.

ELCC-2011.BL.5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

ELCC-2011.BL.5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

ELCC-2011.BL.5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

ELCC-2011.BL.6.1 Candidates understand and can advocate for school students, families, and caregivers.

ELCC-2011.BL.6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

ELCC-2011.BL.6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

INTASC-2013.1 Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

INTASC-2013.10 Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community

members to ensure learner growth, and to advance the profession.

INTASC-2013.2   Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

INTASC-2013.3   Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

INTASC-2013.9   Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Directions to the Student

The administrative internship provides significant opportunities for students to synthesize and apply the knowledge and skills developed in the classroom to real situations in authentic school settings, planned and guided cooperatively by the instructor and administrative mentor. The student will enlist an administrative mentor, usually an administrator from one's own building, who will serve as a guide to the required activities. 220 hours of field-based administrative experience over the course of two semesters is required. The Instructor will visit the internship site multiple times during the student's field experience to observe the mentor/mentee relationship and work through any potential issues or obstacles that may hinder a positive and productive field experience. Additionally, students will attend at least two seminars during the course of the field experience for the purpose of facilitating whole group discussion, reflection, and individual portfolio development. An individual portfolio will be developed by each student highlighting the required administrative activities experienced as part of the administrative practicum (EDL 685) and the administrative internship (EDL 687).

Rubric Instructions

For each row of the rubric, assess on a 0-3 scale by selecting a score from the right-side columns for the element on the left-side of the same row.

PLEASE NOTE: Percentages and Grades

PLEASE NOTE: Percentages and Grades within LiveText should be ignored. When a rubric is completed in LiveText, a percentage may appear within the rubric. This percentage will not be regarded by the College of Education and is no reflection of the Grand Valley student's grade or performance within the course. It is a result of assigning numeric values to the columns of the rubric. This numbering generates numeric data for the College of Education to inform us of areas within our courses that we need to improve in the future. Likewise, LiveText provides instructors with a grading tool to grade assignments in LiveText. The College of Education asks faculty not to use this tool, as official grades are currently managed through Banner. Any grade shown in LiveText is non-official and should not be regarded by LiveText users.

Please also remember that an "assessment" is not an end goal, nor is it the same as a course grade. Rather, an assessment is a learning tool that demonstrates students' ability to meet course expectations and allows the College of Education to look for ways to improve our programs. An assessment is also not a student satisfaction/opinion survey. Instead, it is a direct measure of student learning and development outcomes. Providing students with access to these assessments ensure all College of Education students have the ability to showcase their progress throughout their program(s) and beyond graduation.

Administrative Internship Portfolio

	Proficient (3) (3.000 pts)	Developing (2) (2.000 pts)	Unsatisfactory (1) (1.000 pt)	Unacceptable (0) (0.000 pt)
Candidates can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school. (Internship Activity #4) MDE/ELCC 1.1 (1.000, 5%) ELCC-2011.BL.1.1	The candidate's summary for the collaborative process of developing and implementing a school vision demonstrated a thorough understanding of stewarding and communicating that vision with all stakeholders in the school community.	The candidate's summary for the collaborative process of developing and implementing a school vision demonstrated a general understanding of stewarding and communicating that vision with all stakeholders in the school community.	The candidate's summary for the collaborative process of developing and implementing a school vision demonstrated a partial understanding of stewarding and communicating that vision with all stakeholders in the school community.	The candidate's summary for the collaborative process of developing and implementing a school vision demonstrated a little understanding of stewarding and communicating that vision with all stakeholders in the school community.
Candidates can collect and use data to identify school goals, assess	The candidate demonstrates a highly effective planning process to collaboratively create and implement the	The candidate demonstrates a generally effective planning process to collaboratively create and implement the	The candidate demonstrates a somewhat effective planning process to collaboratively create and implement the	The candidate demonstrates an ineffective planning process to collaboratively create and implement the

organizational effectiveness, and create and implement plans to achieve school goals. (Internship Activity #4) MDE/ELCC 1.2 (1.000, 5%) ELCC-2011.BL.1.2	school improvement plan.	school improvement plan.	school improvement plan.	school improvement plan.
Candidates can promote continual and sustainable school improvement. (Internship Activity #4) MDE/ELCC 1.3 InTASC 9 (1.000, 5%) ELCC-2011.BL.1.3 INTASC-2013.9	The candidate's professional development program demonstrates a highly effective understanding of how to develop a professional development program based on student achievement data, specific needs of faculty, and the school improvement goals.	The candidate's professional development program demonstrates a generally effective understanding of how to develop a professional development program based on student achievement data, specific needs of faculty, and the school improvement goals.	The candidate's professional development program demonstrates a somewhat effective understanding of how to develop a professional development program based on student achievement data, specific needs of faculty, and the school improvement goals.	The candidate's professional development program demonstrates little understanding of how to develop a professional development program based on student achievement data, specific needs of faculty, and the school improvement goals.
Candidates can evaluate school progress and revise school plans supported by school stake holders. (Internship Activity #4) MDE/ELCC 1.4 (1.000, 5%) ELCC-2011.BL.1.4	The candidate's listing of methods of how the school improvement is monitored and evaluated for success demonstrates an exceptionally clear understanding of school improvement planning processes.	The candidate's listing of methods of how the school improvement is monitored and evaluated for success demonstrates a generally clear understanding of school improvement planning processes.	The candidate's listing of methods of how the school improvement is monitored and evaluated for success demonstrates a somewhat clear understanding of school improvement planning processes.	The candidate's listing of methods of how the school improvement is monitored and evaluated for success demonstrates a vague understanding of school improvement planning processes.
Candidates can promote the most effective and appropriate technologies to support teaching and learning in a school-led environment. (Internship Activity #5) MDE/ELCC 2.4 (1.000, 5%) ELCC-2011.BL.2.4	The candidate effectively describes in detail the data management system/software programs in her/his building (or the district data warehouse) that reports student achievement, teacher evaluation, attendance, discipline, and socioeconomic data.	The candidate generally describes the data management system/software programs in her/his building (or the district data warehouse) that reports student achievement, teacher evaluation, attendance, discipline, and socioeconomic data.	The candidate vaguely describes the data management system/software programs in her/his building (or the district data warehouse) that reports student achievement, teacher evaluation, attendance, discipline, and socioeconomic data.	The candidate has not described the data management system/software programs in her/his building (or the district data warehouse) that reports student achievement, teacher evaluation, attendance, discipline, and socioeconomic data.
Candidates	The candidate clearly	The candidate	The candidate	The candidate

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. (Internship Activity #6) MDE/ELCC 2.1 InTASC 3 Candidates can create and evaluate a comprehensive rigorous, coherent curricular and instructional school program. (Internship Activity #6) MDE/ELCC 2.2 (1.000, 5%) ELCC-2011.BL.2.1 ELCC-2011.BL.2.2 INTASC-2013.3	demonstrates that she/he can assess a curriculum review and adoption process in their school/district and create a report that considers the process for inclusion of cultural competence and diversity, incorporates best practices, and outlines a mechanism for implementing and evaluating a coordinated and aligned curriculum. (2.1 & 2.2)	generally demonstrates that she/he can assess a curriculum review and adoption process in their school/district and create a report that considers the process for inclusion of cultural competence and diversity, incorporates best practices, and outlines a mechanism for implementing and evaluating a coordinated and aligned curriculum. (2.1 & 2.2)	somewhat demonstrates that she/he can assess a curriculum review and adoption process in their school/district and create a report that considers the process for inclusion of cultural competence and diversity, incorporates best practices, and outlines a mechanism for implementing and evaluating a coordinated and aligned curriculum. (2.1 & 2.2)	vaguely demonstrates that she/he can assess a curriculum review and adoption process in their school/district and create a report that considers the process for inclusion of cultural competence and diversity, incorporates best practices, and outlines a mechanism for implementing and evaluating a coordinated and aligned curriculum. (2.1 & 2.2)
Candidates can develop and supervise the instructional and leadership capacity of school staff. (Internship Activity #7) MDE/ELCC 2.3 InTASC 1 (1.000, 5%) ELCC-2011.BL.2.3 INTASC-2013.1	The candidate's Individualized Development Plan is a highly effective demonstration her/his ability to increase the capacity of school staff leaders that reflect national professional development standards.	The candidate's Individualized Development Plan is a highly effective demonstration her/his ability to increase the capacity of school staff leaders that reflect national professional development standards.	The candidate's Individualized Development Plan is a generally effective demonstration of her/his ability to increase the capacity of school staff leaders that reflect national professional development standards.	The candidate's Individualized Development Plan is an ineffective demonstration of her/his ability to increase the capacity of school staff leaders that reflect national professional development standards.
Candidates can monitor and evaluate school management and	The school safety review is highly effective in demonstrating the candidate's ability to monitor and evaluate	The school safety review is generally effective in demonstrating the candidate's ability to monitor and evaluate	The school safety review is somewhat effective in demonstrating the candidate's ability to monitor and evaluate	The school safety review is an ineffective demonstration of the candidate's ability to monitor and evaluate

operational systems; Candidates can promote school-based policies and procedures that protect staff and students (Internship Activity #8) MDE/ELCC 3.1 & 3.3 (1.000, 5%) ELCC-2011.BL.3.1 ELCC-2011.BL.3.3	current emergency procedures (3.1) The candidate's discipline policy review is highly effective in demonstrating the candidate's ability to promote school-based policies that protect staff and students (3.3)	current emergency procedures (3.1) The candidate's discipline policy review is generally effective in demonstrating the candidate's ability to promote school-based policies that protect staff and students (3.3)	current emergency procedures (3.1) The candidate's discipline policy review is somewhat effective in demonstrating the candidate's ability to promote school-based policies that protect staff and students (3.3)	current emergency procedures (3.1) The candidate's discipline policy review is an ineffective demonstration of the candidate's ability to promote school-based policies that protect staff and students (3.3)
Candidates can monitor and evaluate school management and operational systems; Candidates can efficiently use resources to manage school operations (Internship Activity #9) MDE/ELCC 3.1 & 3.2 (1.000, 5%) ELCC-2011.BL.3.1 ELCC-2011.BL.3.2	The candidate's facility and space utilization plan is highly effective in demonstrating his/her ability to efficiently use various resources to manage school operations (3.1 & 3.2)	The candidate's facility and space utilization plan is generally effective in demonstrating his/her ability to efficiently use various resources to manage school operations (3.1 & 3.2)	The candidate's facility and space utilization plan is somewhat effective in demonstrating his/her ability to efficiently use various resources to manage school operations (3.1 & 3.2)	The candidate's facility and space utilization plan is an ineffective demonstration his/her ability to efficiently use various resources to manage school operations (3.1 & 3.2)
Candidates can develop school capacity for distributed leadership (Internship Activity #10) MDE/ELCC 3.4 InTASC 10 (1.000, 5%) ELCC-2011.BL.3.4 INTASC-2013.10	The candidate's literature review and summary are highly effective in demonstrating his/her ability to develop school capacity for distributed leadership	The candidate's literature review and summary are generally effective in demonstrating his/her ability to develop school capacity for distributed leadership	The candidate's literature review and summary are somewhat effective in demonstrating his/her ability to develop school capacity for distributed leadership	The candidate's literature review and summary are an ineffective demonstration of his/her ability to develop school capacity for distributed leadership
Candidates can ensure teacher and organizational time focuses on supporting high-quality school	The candidate's master schedule report is highly effective in demonstrating his/her ability to ensure teacher and organizational time	The candidate's master schedule report is generally effective in demonstrating his/her ability to ensure teacher and organizational time	The candidate's master schedule report is somewhat effective in demonstrating his/her ability to ensure teacher and organizational time	The candidate's master schedule report is an ineffective demonstration of his/her ability to ensure teacher and organizational time focuses on supporting

instruction and student learning (Internship Activity #11) MDE/ELCC 3.5 (1.000, 5%) ELCC-2011.BL.3.5	focuses on supporting high-quality school instruction and student learning	focuses on supporting high-quality school instruction and student learning	focuses on supporting high-quality school instruction and student learning	high-quality school instruction and student learning
Candidates can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment (Internship Activity #12) MDE/ELCC 4.1 (1.000, 5%) ELCC-2011.BL.4.1	The demographic analysis is a highly effective demonstration of the candidate's ability to gather information related to all community stakeholders.	The demographic analysis is a generally effective demonstration of the candidate's ability to gather information related to all community stakeholders.	The demographic analysis is a somewhat effective demonstration of the candidate's ability to gather information related to all community stakeholders.	The demographic analysis is an ineffective demonstration of the candidate's ability to gather information related to all community stakeholders.
Candidates can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, intellectual resources within the school community. (Internship Activity #12) MDE/ELCC 4.2 (1.000, 5%) ELCC-2011.BL.4.2	The candidate's report is a highly effective demonstration of his/her ability to use community resources and social services to support student achievement, solve school problems and achieve school goals.	The candidate's report is a generally effective demonstration of his/her ability to use community resources and social services to support student achievement, solve school problems and achieve school goals.	The candidate's report is a somewhat effective demonstration of his/her ability to use community resources and social services to support student achievement, solve school problems and achieve school goals.	The candidate's report is an ineffective demonstration of his/her ability to use community resources and social services to support student achievement, solve school problems and achieve school goals.
Candidates can respond to community interests and needs by building and sustaining positive school	The parent involvement plan is highly effective in demonstrating the candidate's ability to involve community members in the realization of the school's vision and	The parent involvement plan is generally effective in demonstrating the candidate's ability to involve community members in the realization of the school's vision and	The parent involvement plan is somewhat effective in demonstrating the candidate's ability to involve community members in the realization of the school's vision and	The parent involvement plan is ineffective in demonstrating the candidate's ability to involve community members in the realization of the school's vision and

relationships with families and care givers. (Internship Activity #13) MDE/ELCC 4.3 (1.000, 5%) ELCC-2011.BL.4.3	related school improvement efforts.	related school improvement efforts.	related school improvement efforts.	related school improvement efforts.
Candidate's can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success. (Internship Activity #14 & #15) MDE/ELCC 5.1 (1.000, 5%) ELCC-2011.BL.5.1	The candidate's accessibility checklist clearly reflects a comprehensive review of the school/district accessibility arrangements for students with disabilities. The Plan of Action is a highly effective demonstration of the candidate's ability to develop a plan for assisting a general education teacher with making the appropriate instructional accommodations for students with special needs.	The candidate's accessibility checklist is generally clear in reflecting a comprehensive review of the school/district accessibility arrangements for students with disabilities. The Plan of Action is generally effective demonstration of the candidate's ability to develop a plan for assisting a general education teacher with making the appropriate instructional accommodations for students with special needs.	The candidate's accessibility checklist is vaguely a comprehensive review of the school/district accessibility arrangements for students with disabilities. The Plan of Action is a somewhat effective demonstration of the candidate's ability to develop a plan for assisting a general education teacher with making the appropriate instructional accommodations for students with special needs.	The candidate's accessibility checklist does not reflect a comprehensive review of the school/district accessibility arrangements for students with disabilities. The Plan of Action is an ineffective demonstration of the candidate's ability to develop a plan for assisting a general education teacher with making the appropriate instructional accommodations for students with special needs.
Candidates can model principles of self-awareness, reflective practice, transparency, and ethical behavior is related to their roles within the school. (Internship Activity #16) MDE/ELCC 5.2 (1.000, 5%) ELCC-2011.BL.5.2	The candidate is highly effective at identifying an administrative/board decision and comparing the stated ethical standards with the practices of applying those standards to the board decision.	The candidate is generally effective at identifying an administrative/board decision and comparing the stated ethical standards with the practices of applying those standards to the board decision.	The candidate is somewhat effective at identifying an administrative/board decision and comparing the stated ethical standards with the practices of applying those standards to the board decision.	The candidate is ineffective at identifying an administrative/board decision and comparing the stated ethical standards with the practices of applying those standards to the board decision.
Candidates can safeguard the values of democracy, equity, and	The candidate is highly effective at summarizing her/his reflections and highlighting what was	The candidate is generally effective at summarizing her/his reflections and highlighting what was	The candidate is somewhat effective at summarizing her/his reflections and highlighting what was	The candidate is not effective at summarizing her/his reflections and highlighting what was

diversity within the school. (Internship Activity #17 & #18) MDE/ELCC 5.3 InTASC 2 (1.000, 5%) ELCC-2011.BL.5.3 INTASC-2013.2	learned as a result of taking the Diversity Needs Assessment. The candidate is highly effective at summarizing the findings of a diversity initiative and to what extent the initiative addresses issues of gender, race/ethnicity, disability, English Language Learners, socio-economic status, and any other sub-groups.	learned as a result of taking the Diversity Needs Assessment. The candidate is generally effective at summarizing the findings of a diversity initiative and to what extent the initiative addresses issues of gender, race/ethnicity, disability, English Language Learners, socio-economic status, and any other sub-groups.	learned as a result of taking the Diversity Needs Assessment. The candidate is somewhat effective at summarizing the findings of a diversity initiative and to what extent the initiative addresses issues of gender, race/ethnicity, disability, English Language Learners, socio-economic status, and any other sub-groups.	learned as a result of taking the Diversity Needs Assessment. The candidate is not effective at summarizing the findings of a diversity initiative and to what extent the initiative addresses issues of gender, race/ethnicity, disability, English Language Learners, socio-economic status, and any other sub-groups.
Candidates can evaluate the potential moral and legal consequences of decision making in the school (Internship Activity #19) MDE/ELCC 5.4 (1.000, 5%) ELCC-2011.BL.5.4	The candidate clearly demonstrates that he/she can summarize and evaluate the moral and legal consequences of Student Handbook/Code of Conduct policies.	The candidate adequately demonstrates that he/she can summarize and evaluate the moral and legal consequences of Student Handbook/Code of Conduct policies.	The candidate vaguely demonstrates that he/she can summarize and evaluate the moral and legal consequences of Student Handbook/Code of Conduct policies.	The candidate has not demonstrated that he/she can summarize and evaluate the moral and legal consequences of Student Handbook/Code of Conduct policies.
Candidates can promote social justice within a school to ensure that individual student needs inform all aspects of schooling (Internship Activity #20) MDE/ELCC 5.5 (1.000, 5%) ELCC-2011.BL.5.5	The candidate is able to clearly demonstrate that he/she can identify, interpret and apply school board policies within the school setting.	The candidate is able to adequately demonstrate that he/she can identify, interpret and apply school board policies within the school setting.	The candidate is able to vaguely demonstrate that he/she can identify, interpret and apply school board policies within the school setting.	The candidate is not able to demonstrate that he/she can identify, interpret and apply school board policies within the school setting.
Candidates can advocate for school students, families, and caregivers; Candidates can act to influence decisions affecting	The candidate's letter of influence is highly effective in demonstrating his/her ability to: 1) anticipate and assess emerging trends (6.3), 2) act to influence decisions at a local, state or national level that affect student	The candidate's letter of influence is generally effective in demonstrating his/her ability to: 1) anticipate and assess emerging trends (6.3), 2) act to influence decisions at a local, state or national level that affect student	The candidate's letter of influence is somewhat effective in demonstrating his/her ability to: 1) anticipate and assess emerging trends (6.3), 2) act to influence decisions at a local, state or national level that affect student	The candidate's letter of influence is an ineffective demonstration of his/her ability to: 1) anticipate and assess emerging trends (6.3), 2) act to influence decisions at a local, state or national level that affect student

student learning; Candidates can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies (Internship Activity #21) MDE/ELCC 6.1, 6.2, 6.3 (1.000, 5%) ELCC-2011.BL.6.1 ELCC-2011.BL.6.2 ELCC-2011.BL.6.3	learning (6.2), and 3) advocate for the best interests of students, families and caregivers (6.1)	learning (6.2), and 3) advocate for the best interests of students, families and caregivers (6.1)	learning (6.2), and 3) advocate for the best interests of students, families and caregivers (6.1)	learning (6.2), and 3) advocate for the best interests of students, families and caregivers (6.1)

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