

Fairmont State University
M.Ed. in Educational Leadership

Assessment 4: Internship Experience

EDUC 5040: Building Internship Experience.

Assessment Overview

The internship experience provides opportunities for ELCs to synthesize and apply their knowledge and develop the skills identified in the seven 2018 NELP Building-Level Standards. All ELCs are involved in significant field experiences within a school environment that provides clinical internship practice. The internship is a sustained experience conducted during a six-month (minimum 10-15 hours per week) concentrated period under the supervision of a qualified on-site building mentor, who is the principal, assistant principal, or department chairperson, along with program faculty who visit the intern during the semester.

As part of the 240 building-level minimum required hours of internship field-based work, under the mentorship of the on-site mentor and university supervisor, ELCs are required to design a contract that specifies the performance activities that are completed at the school level to address the selected indicators for each of the seven NELP standards and create an electronic portfolio of evidence to document involvement in those activities. Documentation must demonstrate the integration of technology use throughout the activities.

The internship experience is designed to immerse the graduate student in an authentic real-world experience. The student will complete various activities in a school's daily and monthly operations. A variety of experiences are required for the successful completion of the program. ELCs will prepare a portfolio and a capstone presentation during the Internship course. While preparing the internship portfolio, ELCs are required to reflect on how well their artifacts and internship activities prove mastery of the 2018 NELP Building-Level Standards addressed. On-site mentors will evaluate ELCs on each standard and standard component. The capstone presentation is made available to on-site mentors, peers, and Education Department faculty detailing the ELCs' work throughout the internship experience and program. The internship portfolio is housed in TaskStream and consists of the ELC's artifacts, connection to the 2018 NELP Building-Level Standards, and level of mastery of the NELP Standards. These data charts will reveal the ELCs' scores on each 2018 NELP Building-Level Standard and standard component. A three-column rubric is utilized: 3=Exceeds; 2=Meets; 1=Approaching. Mentors will evaluate ELCs on their submitted internship activities using this rubric.

The internship experience is designed to allow ELCs to master the seven 2018 NELP Standards through meaningful experiences under the supervision of a qualified on-site mentor and university supervisor. ELC evaluation documents include verbiage taken directly from the NELP Standards. ELCs and mentors are provided with these documents. ELCs will go through training with the

Educational Leadership Program Coordinator on evaluation processes and documents to submit in TaskStream as part of the Internship Portfolio; mentors are invited for training opportunities and then will meet with the program coordinator as needed.

In order to provide flexibility for the working ELC, internship experience courses are offered as variable credit (1-3 credit hours) and may be taken at any point after the first semester, however, one course must be taken during the last semester in the program; information is presented to candidates at the beginning of the program semester by the program coordinator so they are well-informed of the requires of the internship experience courses. On-site mentors will receive a Mentor Handbook at the beginning of the internship semester. Mentor training is offered by the program coordinator on a rolling basis in order to maintain a pool of qualified on-site mentors. Mentors are selected according to the following qualifications: mentor must be in school administration and hold a master’s degree.

The following table outlines the eight components of the Internship Portfolio and how they are aligned with the corresponding 2018 NELP Building-Level Standard and standard component.

2018 NELP Building-Level Standard	Artifacts
1.1, 1.2	Action Plan
4.1, 4.2	Curriculum Evaluation
7.1, 7.2	School/Board of Education Meetings
3.1, 5.3	Communication Plan
6.3, 5.1	School Finance Project
6.2, 6.3	School Law Paper
1.3, 3.2	Case Studies

TaskStream uses learning achievement tools (LAT), a cloud-based electronic platform for use in supporting the assessment of student learning, growth, and success through its portfolio structure (Watermark, 2023). Interns' proficiency are assessed by submitting assignments in TaskStream, such as time logs, reflections, on-site observations conducted by a university supervisor, and internship portfolio artifacts which document interns' work on each of the 2018 NELP Building-Level Standards and standard components through performance of stated activities for each selected indicator.

The resulting grade demonstrates the interns' ability to apply the skills and knowledge articulated in the 2018 NELP Building-Level Standards. Following the assessment of the work conducted, an eportfolio is created. The portfolio requirements and examples of appropriate performance activities (see Section b above) are framed around the seven 2018 NELP Building-Level Standards.

An Internship Portfolio is used as the assessment tool to evaluate the field experiences. Interns will prepare seven narrative entries (one for each 2018 NELP Building-Level Standard). Each narrative will describe the field experiences which reflect the course content. Each entry will include an

authentic artifact (described in detail in the narrative) selected to represent the field experience related to the 2018 NELP Building-Level Standard and the course content. A rubric is used to evaluate the professional internship portfolio.

The ELC complete a practical leadership experience for a minimum total of 240 hours at the building-level. Throughout this process, students will demonstrate knowledge of the 2018 NELP Building-Level Standards. The school leader, in conjunction with the program coordinator, will refine the details of each field-based activity to meet each student's unique needs. Additional experiences that are evidence of the 2018 NELP Building-Level Standards may be suggested and agreed upon by the intern, on-site mentor, and university supervisor. The following represents the variety of activities interns will complete as part of their internship field-based experiences:

Demonstration of leadership activities

- Conduct a meeting with community stakeholders, social groups, and special interest groups. (NELP 4.4)
- Conduct a staff meeting with teachers/faculty/administrative personnel. (NELP 2.1)
- Manage a school business activity. (NELP 7.1)
- Attend a Faculty Senate and Local School Improvement Council meeting. (NELP 1.1)
- Attend a County Board of Education Meeting (NELP 1.1)
- Participate in an administrative/principal staff development session focused on the ethics of school leadership. (NELP 2.3)

Review of county policies/plans/curriculum

- Review board minutes and approved contracts to identify the work of a school board.
- Review and meet with a county financial officer to examine the county/school budget and identify the development and approval process.
- Review/evaluate school emergency and management plans. (NELP 6.3)
- Examine staff schedules to ensure effective staff utilization of time. (NELP 7.3)
- Develop a staff development curriculum for staff over a three-year plan. (NELP 7.1)
- Review a plan of action/improvement plan to address areas for improvement. (NELP 1.2)
- Examine the Comprehensive Educational School Plan CEFPP to determine if the school system has addressed the needs over the past 10 years. (NELP 1.2)
- Review and meet with a principal to examine the school budget. (NELP 3.2)
- Review the technology plan at a school examining for effectiveness of current initiatives and up-to-date technology for student learning. (NELP 4.1)
- Review summer school programming, and extracurricular and co-curricular activities to determine if student needs are being addressed. (NELP 2.3)

Study the practice of a school system

- Meet with the personnel director to review the county hiring/retention and reduction of staff laws and policies.
- Observe teacher/service personnel substitute personnel utilizing the evaluation system. (NELP 7.4)

- Conduct a schoolwide climate and culture survey and present the findings to Faculty Senate. (NELP 3.1)
- Monitor school activities such as breakfast and lunch activities. (NELP 5.1)
- Observe curriculum teams as they analyze student test data and how they make data-driven decisions. (NELP 4.2)
- Review the disciplinary procedures, trends, and student referral policy to determine student placement. (NELP 3.3)

Evaluate the school plant and district-wide programs

- Examine insurance reports for student/staff injury reports to determine trends.
- Examine a work location for student accessibility, cleanliness, educational atmosphere, and positive work climate. (NELP 6.1)
- Review transportation bus routes, accident reports, and scheduling to determine efficiencies. (NELP 5.1)
- Review nutritional program for food quality, meal reimbursements to meet federal regulations. (NELP 5.1)
- Prepare a plan to show a school is meeting the needs of the community and school at beginning and school dismissal times and student pick up/drop off location. (NELP 5.1)
- Prepare a plan to utilize school resources aligned to the school's goals and priorities. (NELP 6.2)

Communication

- Prepare a communication program for the school. (NELP 2.2)
- Review social media, school web pages, and individual school communication systems to ensure the community is informed of school information. (NELP 5.3)
- Plan a community event utilizing available community resources to benefit student learning. (NELP 5.2)
- Examine local media outlets to review how they are utilized to communicate to the public.
- Review county wide correspondence such as newspapers, county developed materials and notifications systems to measure their effectiveness.

Scoring guides/rubrics

Below are Internship Portfolio scoring guides that provide a score for all building-level standard components.

Objective and 2018 NELP Building-Level Standard Components	Approaching 1	Meets 2	Exceeds 3	Comments
Action Plan NELP 1.1, 1.2	Outlines a basic action plan with general goals and objectives. Lacks specificity in timelines and assessment methods. Limited alignment with building priorities.	Constructs a clear action plan with specific, measurable goals and objectives. Includes a timeline and basic assessment strategies aligned with building priorities.	Develops a comprehensive action plan with innovative strategies, measurable goals, and detailed timelines. Demonstrates strong alignment with strategic priorities and includes robust assessment tools.	
Curriculum Evaluation NELP 4.1, 4.2	Provides a superficial evaluation of the curriculum with minimal reference to student outcomes, standards, or instructional practices. Limited analysis of strengths and weaknesses.	Conducts a thorough evaluation of the curriculum, including analysis of student outcomes, alignment with standards, and instructional effectiveness. Identifies key areas for improvement.	Provides a comprehensive, data-driven curriculum evaluation with in-depth analysis of instructional practices, student performance data, and alignment with educational standards. Proposes innovative recommendations.	

Board of Education Meetings NELP 7.1, 7.2	Summarizes board meetings with basic observations, lacking depth in understanding the decision-making process, governance structures, or policy implications.	Provides detailed summaries of board meetings with relevant insights into governance, policy decisions, and their implications for building leadership.	Offers a critical and insightful analysis of board meetings, demonstrating a deep understanding of governance, policy, and strategic decision-making. Highlights implications for future leadership.	
Communication Plan NELP 3.1, 5.3	Develops a communication plan that addresses key	Creates a well-organized communication plan that includes strategies for	Develops an exemplary communication plan that uses diverse methods and	
	stakeholders but lacks detail on strategies, channels, and frequency of communication. Minimal evidence of feedback loops.	engaging key stakeholders, channels for dissemination, and methods for collecting feedback.	multiple channels to engage all stakeholders proactively. Demonstrates adaptive strategies and continuous improvement.	
School Finance Project NELP 6.3, 5.1	Presents a rudimentary understanding of building finance concepts, such as budgeting and funding sources, but lacks depth in analysis or strategic thinking.	Demonstrates a solid understanding of building finance, including budgeting processes, resource allocation, and funding sources. Provides analysis and suggests practical improvements.	Produces an in-depth finance project that includes strategic budgeting, resource allocation analysis, and innovative financial planning to enhance building effectiveness.	
School Law Paper NELP 6.2, 6.3	Describes basic legal principles with little connection to practical building leadership scenarios. Lacks critical analysis or application to contemporary issues.	Applies building law principles to relevant scenarios, demonstrating an understanding of legal responsibilities and potential challenges for educational leaders.	Exhibits a sophisticated understanding of building law with comprehensive analysis and practical recommendations for navigating complex legal challenges in education.	

Case Studies NELP 1.2, 3.2	Identifies surface-level issues in case studies with limited application of leadership theories. Few connections to realworld educational settings or implications for practice.	Effectively analyzes case studies, applying leadership theories to real-world scenarios. Demonstrates understanding of the implications for practice and decision-making.	Provides a nuanced, critical analysis of case studies, demonstrating advanced application of leadership theory, strategic thinking, and innovative solutions for educational settings.	
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Below are the On-site Mentor Evaluation scoring guides that provide a score for all building-level standard components.

On-Site Mentor Evaluation Scoring Guide – Building-Level NELP Standard 1. Mission, Vision, and Improvement				
Component 1.1 Collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities.	Candidate involves community members in a case study for mission and vision development. Candidate engages in a role-play to design a new school mission and vision. Candidate completes an assignment on developing a school mission and vision.	Candidate completes a case study on mission and vision reflecting core values and priorities. Candidate demonstrates ability to design a mission and vision in a school community meeting. Candidate's assignment on mission and vision development is assessed as meeting standards.	Candidate leads the development and communication of a school mission and vision. Candidate effectively engages diverse stakeholders to evaluate and redesign school vision. Candidate's work on mission and vision development exceeds expectations in assessment.	Comments:

<p>Component 1.2</p> <p>Lead improvement processes that include design, implementation, and evaluation.</p>	<p>Candidate engages stakeholders in a strategic planning process for continuous improvement. Candidate demonstrates understanding of continuous improvement in role-play. Candidate develops a training program for staff engagement in planning and improvement.</p>	<p>Candidate effectively leads diverse stakeholders in continuous improvement processes. Candidate effectively uses data in strategic planning and improvement during role-play. Candidate provides professional learning opportunities</p>	<p>Candidate leads comprehensive strategic planning processes with diverse stakeholders. Candidate demonstrates exceptional leadership in planning and continuous improvement. Candidate creates innovative training programs fostering staff</p>		<p>Comments:</p>
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		<p>for planning and improvement.</p>	<p>capacity in strategic planning.</p>		
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NELP Standard 2: Ethics and Professional Norms

<p>Component 2.1</p> <p>Reflect on, communicate about, cultivate, and model professional dispositions and norms (e.g., fairness, integrity, transparency, trust, collaboration, perseverance, reflection, life-long learning, digital citizenship) that support the educational success and wellbeing of each student and adult.</p>	<p>Candidate reflects on professional dispositions and norms in coursework simulations. Candidate uses a case study to reflect on and model professional dispositions and norms. Candidate develops a training program for reflecting and cultivating professional norms.</p>	<p>Candidate effectively communicates and cultivates professional dispositions and norms. Candidate provides evidence through case studies of cultivating professional norms. Candidate leads a training program for school educators on professional norms.</p>	<p>Candidate excels in modeling professional dispositions and norms in various settings. Candidate leads schoolwide initiatives to cultivate professional dispositions and norms. Candidate's training program on professional norms is adopted school-wide.</p>		<p>Comments:</p>
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<p>Component 2.2</p> <p>Evaluate, communicate about, and advocate for ethical and legal decisions.</p>	<p>Candidate evaluates ethical and legal implications using case studies or field experience. Candidate participates in role-play to evaluate ethical and legal dilemmas. Candidate documents a portfolio example of evaluating and advocating for ethical decisions.</p>	<p>Candidate effectively evaluates and advocates for ethical decisions in field experiences. Candidate demonstrates strong ethical decisionmaking skills during role-play. Candidate's portfolio on legal and ethical decisionmaking meets program standards.</p>	<p>Candidate is recognized for excellence in ethical and legal decisionmaking. Candidate's role-play exercises are used as models for ethical decision training. Candidate's portfolio is used as an exemplar for advocating ethical decisions.</p>		<p>Comments:</p>
<p>Component 2.3</p> <p>Model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.</p>	<p>Candidate conducts themselves ethically and cultivates ethical actions in others. Candidate participates in role-play</p>	<p>Candidate models ethical behavior consistently in coursework and fieldwork. Candidate</p>	<p>Candidate is acknowledged for cultivating a culture of ethics within the school. Candidate's role-play</p>		<p>Comments:</p>

	<p>scenarios demonstrating ethical behavior. Candidate documents examples of modeling and cultivating ethical behavior.</p>	<p>successfully conducts role-play scenarios to cultivate ethical behavior. Candidate's portfolio includes comprehensive examples of ethical conduct.</p>	<p>scenarios are highly rated for ethical behavior modeling. Candidate is noted for exemplary ethical conduct and cultivation of ethics in others.</p>		
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NELP Standard 3: Equity, Inclusiveness, and Cultural Responsiveness

<p>Component 3.1</p> <p>Evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.</p>	<p>Candidate writes a plan to evaluate school data and uses it to design a supportive culture.</p>	<p>Candidate completes a capstone project with a written analysis of school culture.</p>	<p>Candidate drafts a comprehensive entry plan for leadership in a new school position.</p>		<p>Comments:</p>
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<p>Component 3.2</p> <p>Evaluate, cultivate, and advocate for equitable access to educational resources and opportunities that support the educational success and well-being of each student.</p>	<p>Candidate uses data to evaluate safety and support within the school.</p>	<p>Candidate evaluates equity and access in schools and advocates for improvements.</p>	<p>Candidate leads evaluations and cultivates equitable access in the school.</p>		<p>Comments:</p>
<p>Component 3.3</p> <p>Evaluate, cultivate, and advocate for equitable, inclusive and culturally responsive instruction and behavior support practices among teachers and staff.</p>	<p>Candidate provides a plan to evaluate equitable instruction and behavior support.</p>	<p>Candidate collaborates on evaluating inclusive instruction and behavior practices.</p>	<p>Candidate engages in simulations to advocate for inclusive practices.</p>		<p>Comments:</p>
<p>NELP Standard 4: Learning and Instruction</p>					
<p>Component 4.1</p> <p>Evaluate, develop, and implement high quality, technology rich curricula programs and other supports for academic and nonacademic student programs.</p>	<p>Candidate completes a capstone project on high quality curriculum implementation.</p>	<p>Candidate develops professional learning opportunities for curriculum improvement.</p>	<p>Candidate leads training for central office and building-level leaders.</p>		<p>Comments:</p>
<p>Component 4.2</p> <p>Evaluate, develop, and implement highquality and equitable academic and nonacademic instructional practices, resources and services that support student and adult learning.</p>	<p>Candidate includes an example in a portfolio of collaborating to evaluate support systems.</p>	<p>Candidate gathers and evaluates data on school support systems for improvement.</p>	<p>Candidate provides recommendations for school support system improvements.</p>		<p>Comments:</p>

<p>Component 4.3</p> <p>Evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support instructional improvement and student learning and well-being.</p>	<p>Candidate develops a plan to evaluate culturally responsive assessment systems.</p>	<p>Candidate designs an entry plan for culturally responsive assessment systems.</p>	<p>Candidate develops and leads a training program on culturally responsive assessments.</p>		<p>Comments:</p>
<p>Component 4.4</p> <p>Collaboratively evaluate, develop, and implement the school's curriculum, instruction and assessment practices in a coherent, equitable, and systematic manner.</p>	<p>Candidate creates an entry plan to evaluate school systems of curriculum and instruction.</p>	<p>Candidate evaluates and improves schoolwide systems for curriculum and instruction.</p>	<p>Candidate leads and presents a researchinformed training on school-wide systems.</p>		<p>Comments:</p>
<p>NELP Standard 5: Community and External Leadership</p>					
<p>Component 5.1</p> <p>Understand and collaboratively engage diverse families in strengthening student learning in and out of school.</p>	<p>Candidate designs a program to engage diverse families in student learning.</p>	<p>Candidate role-plays effective communication strategies with diverse families.</p>	<p>Candidate leads the development of schoolwide family engagement programs.</p>		<p>Comments:</p>
<p>Component 5.2</p> <p>Understand, collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.</p>	<p>Candidate develops a plan to communicate with diverse families and community members.</p>	<p>Candidate develops training for staff to communicate with stakeholders.</p>	<p>Candidate leads a case study on stakeholder communication strategies.</p>		<p>Comments:</p>

<p>Component 5.3</p> <p>Collaboratively engage the larger organizational and policy context to advocate for the needs of their school and community.</p>	<p>Candidate drafts a plan for advocacy communication for diverse communities.</p>	<p>Candidate creates a comprehensive community engagement and communication plan.</p>	<p>Candidate drafts and implements a schoolwide advocacy communication plan.</p>		<p>Comments:</p>
<p>NELP Standard 6: Operations and Management</p>					
<p>Component 6.1</p> <p>Evaluate, develop and implement management, communication, technology, school-level governance, and operation systems that support each student’s learning needs and promote the mission and vision of the school.</p>	<p>Candidate audits school systems for equity and effectiveness.</p>	<p>Candidate involves staff in a case study for developing equitable school systems.</p>	<p>Candidate completes a school-wide evaluation and improvement project.</p>		<p>Comments:</p>
<p>Component 6.2</p> <p>Evaluate, develop and advocate for a datainformed and equitable resourcing plan that supports school improvement and student development.</p>	<p>Candidate collaborates on a resourcing plan with stakeholders.</p>	<p>Candidate presents data and advocates for resourcing needs in a community meeting.</p>	<p>Candidate monitors and reallocates school resources based on needs.</p>		<p>Comments:</p>
<p>Component 6.3</p> <p>Reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.</p>	<p>Candidate evaluates school hiring and staff development systems.</p>	<p>Candidate designs training programs for hiring and staff development.</p>	<p>Candidate leads human resources training to improve school capacity.</p>		<p>Comments:</p>
<p>NELP Standard 7: Building Professional Capacity</p>					

<p>Component 7.1</p> <p>Collaboratively develop the school’s professional capacity through engagement in recruiting, selecting and hiring staff.</p>	<p>Candidate works on a case study to advocate for school needs to the board.</p>	<p>Candidate assesses needs and collaborates on advocacy plans with school personnel.</p>	<p>Candidate completes a comprehensive assignment on school advocacy.</p>		<p>Comments:</p>
<p>Component 7.2</p> <p>Develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.</p>	<p>Candidate evaluates school governance systems and proposes improvements.</p>	<p>Candidate completes assignments on collaborative school governance.</p>	<p>Candidate completes a case study on school governance effectiveness.</p>		<p>Comments:</p>
<p>Component 7.3</p> <p>Personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, personal growth, cultural responsiveness, distributed leadership, digital literacy and citizenship, school improvement and student success.</p>	<p>Candidate evaluates and discusses school policy, law, and regulations.</p>	<p>Candidate designs training on policy, law, and regulation communication.</p>	<p>Candidate facilitates policy discussions and improvements in a simulated board meeting.</p>		<p>Comments:</p>
<p>Component 7.4</p> <p>Evaluate, develop, and implement systems of supervision, support and evaluation designed to promote school improvement and student success.</p>	<p>Candidate participates in policy simulation and advocates for school needs.</p>	<p>Candidate designs training programs for leaders to advocate for school needs.</p>	<p>Candidate completes a project on advocating for school needs in larger policy contexts.</p>		<p>Comments:</p>
<p>Total Points</p>					

Grade calculation are allocated as follows:

55-66 points =A; 44-54 =B; 33-43 =C; 22-32 = D; <22 =F