

APPENDIX G:

Evaluation Rubric

The evaluation of student performance during the internship (LEED 6808 and 6809) will be based on four requirements: (1) attendance and active engagement in seminar activities, (2) observations of the supervising professor and supervising principal, (3) completion of a portfolio (including summative activity) which documents professional growth, and (4) completion of an oral examination based on the portfolio.

- **Seminar activities** include attendance at *each* seminar, being prepared with an artifact that matches the appropriate Leadership Cluster, the preparation and sharing of a reflection about learning associated with the artifact, participation in discussions following peer presentations of artifacts and reflections, and completion of make-up work (in a scheduled make-up session) if unable to attend a seminar. *Students are required to get their supervisor's permission to miss a seminar prior to the absence.*
- **Observations** include school visits, e-mail correspondence with supervising professor, and data from supervising principals. If the supervising professor is unable to download electronic correspondence, students must provide a hard copy.
- **Portfolio** includes the completion of a portfolio (including the summative activity) in accordance with the guidelines in the Internship Manual and documentation of a *minimum* of 500 hours of quality work in a school in an administrative capacity. The internship requires 1000 hours.
- **Oral examination** includes the ability to respond to questions (based on the individual portfolio) that demonstrate competence to succeed as an entry-level school administrator.

APPENDIX G (continued): Evaluation Rubrics

Above Expected Performance— A		The evidence demonstrates clearly and consistently that the student has performed above the expected level for an MSA intern.	
Seminar Activities	Observation	Portfolio	Oral Examination
The student has attended all scheduled seminars (or provided documentation for absence and completed all expected make-up work), been well prepared to present an artifact aligned with the designated NCSE “Pre-service Candidate’s Descriptor and” Leadership Theme, demonstrated a high level of learning and reflection, actively participated in the discussions following presentations of artifacts by peers and made insightful comments regarding their learning/reflections, and used the sharing of information and reflections to significantly increase own learning.	The student has demonstrated engagement in administrative activity at the school site, interacted with the supervising professor electronically to provide journals and other information, provided journal entries that demonstrated significant learning was occurring, and been evaluated in a positive manner by the supervising principal (orally and in writing).	The student has created a portfolio that included the information listed in the MSA Internship Manual, included artifacts that clearly show significant learning related to each Leadership Theme, designated NCSE “Pre-Service Candidate’s Descriptor”, included summative activity that clearly demonstrates significant learning across the performance indicators for each standard, and had included a journal that documents between 500 and 1,000 hours of direct administrative experience.	The student was able to respond to questions in a manner that clearly supports the learning documented in the portfolio, was able to clearly articulate an appropriate educational philosophy, was able to discuss the importance of vision in a school and clearly relate it to the internship experience, was able to discuss skills that were developed during the internship and skills that require further development, was able to demonstrate an understanding of current issues in education that are clearly reflected in the portfolio, was able to discuss ways in which research, theory, and knowledge impact schools and school leaders, and was able to describe ways in which technology impact schools and their leaders. At the conclusion of the examination, the candidate has provided clear and consistent evidence that he/she had performed above the expected level for an MSA intern and is an excellent candidate for a position as a school

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Expected Performance—B		The evidence demonstrates that the student has performed at the expected level for an MSA intern.	
Seminar Activities	Observation	Portfolio	Oral Examination
<p>The student has attended most of the scheduled seminars, been prepared to present an artifact aligned with the designated Leadership Theme, and NCSE “Pre-Service Candidate’s Descriptor” demonstrated learning and reflection, participated in the discussions following presentations of artifacts by peers, and used the sharing of information and reflections to increase own learning.</p>	<p>The student has been engaged in administrative activity at the school site, interacted with the supervising professor electronically to provide journals, provided journal entries that demonstrated learning was occurring, and been evaluated in a generally positive manner by the supervising principal (orally and in writing).</p>	<p>The student has created a portfolio that included the information listed in the MSA Internship Manual-- included artifacts that show learning related to each Leadership Theme , designated NCSE “Pre-Service Candidate’s Descriptor” included summative activity that demonstrated learning across the performance indicators, and has included a journal that documents between 500 hours of direct administrative experience.</p>	<p>The student was able to respond to questions in a manner that supports the learning documented in the portfolio, was able to articulate an appropriate educational philosophy, was able to discuss the importance of vision in a school and relate it to the internship experience, was able to discuss skills that were developed during the internship, was able to demonstrate an understanding of current issues in education, was able to discuss ways in which research, theory, and knowledge impact schools and their leaders, and was able to describe ways in which technology impacts schools. At the conclusion of the examination, the candidate has provided evidence that he/she had performed at the expected level for an MSA intern and is a</p>

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Below Expected Performance— C		The evidence demonstrates that the student has performed at a minimal level for an MSA intern	
Seminar Activities	Observation	Portfolio	Oral Examination
The student attended most of the scheduled seminars (but did not make-up all of the missed sessions), was generally prepared to present an artifact somewhat aligned with the designated Leadership Theme and NCSE “Pre-Service Candidate’s Descriptor”, demonstrated some learning and reflection, generally participated in the discussions following presentations of artifacts by peers, and generally used the sharing of information and reflections to increase own learning.	The student has been generally engaged in administrative activity at the school site, interacted, after reminders, with the supervising professor electronically to share journals entries, provided journal entries that demonstrated some learning was occurring, and has been evaluated in a generally positive manner by the supervising principal (orally and in writing).	The student has created a portfolio that included the information listed in the MSA Internship Manual, included artifacts that show learning generally related to each Leadership Theme and designated NCSE “Pre-Service Candidate’s Descriptor”, included Summative Activity that demonstrated limited learning across the performance indicators, and has included a journal that documents between 500 hours of direct administrative experience.	The student was able to respond to questions in a manner that generally supports the learning documented in the portfolio, was able to articulate a limited educational philosophy, was able to discuss the importance of vision in a school in a limited manner and relate it somewhat to the internship experience, had some difficulty discussing skills that were developed during the internship, was able to demonstrate a limited understanding of current issues in education, had difficulty discussing ways in which research, theory, and knowledge impact schools and their leaders, and had difficulty describing ways in which technology impacts schools. At the conclusion of the examination, the candidate has provided evidence that he/she had performed below the expected level for an MSA intern and is minimally qualified for a position as a school administrator.

Unacceptable Performance—F		The evidence demonstrates that the student has not performed at an acceptable level for an MSA intern.	
Seminar Activities	Observation	Portfolio	Oral Examination
<p>The student attended scheduled seminars sporadically (did not make-up any of the missed sessions), was unprepared to present an artifact aligned with the designated NCSE “Pre-Service Candidate’s Descriptor” and Leadership Theme, demonstrated little learning and reflection, sporadically participated in the discussions following presentations of artifacts by peers, and did not use the sharing of information and reflections to increase own learning.</p>	<p>The student has been minimally engaged in administrative activity at the school site, did not interact with the supervising professor electronically, did not provide journal entries that demonstrated learning was occurring, and was not evaluated in a positive manner by the supervising principal (orally and in writing).</p>	<p>The student has created a portfolio that did not include the information listed in the MSA Internship Manual, did not include artifacts showing learning related to the Leadership Theme and NCSE “Pre-Service Candidate’s Descriptor”, included Summative Activity that demonstrated little learning across the performance indicators, and included a journal that documents less than 500 hours of direct administrative experience.</p>	<p>The student was not able to respond to questions in a manner that supported the learning documented in the portfolio, was not able to articulate an educational philosophy, was not able to discuss the importance of vision in a school or relate it to the internship experience, could not discuss skills that were developed during the internship, was not able to demonstrate an understanding of current issues in education, could not discuss ways in which research, theory, and knowledge impact schools and their leaders, and could not describe ways in which technology impacts schools. At the conclusion of the examination, the candidate has provided evidence that he/she had performed at an unacceptable level for an MSA intern and is not qualified for a position as a school</p>

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