**Assessment 4 Internship Portfolio**

**Part 1**

**a. Assessment**

Candidates develop an internship portfolio throughout their internship experiences over the course of one calendar year in the courses EDAD 691, EDAD 692, and EDAD 693. Candidates take the internship courses during the final year their programs.

TCNJ faculty designed the internship portfolio tasks and rubrics to engage each candidate in a series of planned, coordinated, and authentic learning experiences that take place in a school setting. Through these activities, faculty expect candidates to apply and reflect on their educational leadership knowledge, skills, and dispositions in a supportive environment. Each candidate’s portfolio is assessed formatively at the end of their first two internship semesters and summatively at the end of the final semester. Candidates are notified of their results via Canvas, TCNJ’s electronic learning management system.

The rubric derives its validity from alignment to the NELP standards and agreement by a panel of five experts in the field of educational leadership.

**b. Alignment to Standards**

The internship portfolio rubrics are aligned with the following standards:

NELP 2.1, 2.2, 2.3, 6.1, 7.1

CAEP A.1.1.f, A.1.2

**c. Analysis of Data Findings**

All students performed in the acceptable or target ranges on all five standards assessed. The lowest levels of performance were on standards 6.1 and 7.1 where less than half of students performed in the target range.

**d. Interpretation of Evidence for Meeting Standards**

Overall, students showed strong ability to reflect on their field experiences. The evidence suggests that fewer students are finding ways to substantively participate in hiring and scheduling activities in the field.

**Part 2**

**e. Assessment Tool**

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#### Internship Portfolio

**The Purpose of the Assignment:** The goal of the internship portfolio is for you to demonstrate your capacity to promote the current and future success and wellbeing of each student and adult by applying the skills necessary to advocate for ethical decisions, enact professional norms, and develop managerial systems that promote the mission and vision of the school.

**Assignment Format:** Each semester, you will add to a cumulative portfolio of your internship experience. The portfolio should be organized with clearly labeled sections for each of the required tasks and supporting documentation providing evidence of your experiences.

**Directions:**

Your portfolio should include the following background documents:

* a current resume reflecting the experiences gained during your internship
* a brief description of your internship settings
* your signed internship plans
* a current Professional Standards for Educational Leaders (PSEL) Tracking Sheet
* Weekly Time Logs documenting your standards-based experiences and totaling 300 hours

This assignment assesses your skills in five areas.

1 & 2.Write a *Reflection and Growth Narrative* discussing your growth over time and **reflecting** on the leadership skills you have mastered to this point and which you believe still need improvement.

Your reflection should specifically address:

* your capacity and propensity to communicate about, cultivate, and model professional dispositions and norms, such as fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, lifelong learning, and supporting the success and well-being of each student and adult in your school(NELP 2.1, CAEP A.1.1.f)
* the extent that you model ethical behavior in your personal conduct and relationships and cultivate ethical behavior in others. (NELP 2.3; CAEP A.1.1.f)

3. Write an *Educational Scenario* that describes a problem of practice with legal and ethical implications that you encountered during your internship. Develop related questions and that you will use in class to facilitate a collective **analysis** of the incident. Your description of the scenario should clearly and thoroughly **communicate** the incident and its context.

* Your questions should guide a collective evaluation of the situation’s ethical and legal dimensions in a manner that allows the group to formulate an effective response. (NELP 2.2; CAEP A.1.1.f)

4 & 5. Compile supporting evidence of your growth in leadership skills during this experience, including (but not limited to):

* + Documentation of your ability to **evaluate,** **develop** and **implement** a school’s master schedule that supports each student’s learning needs and promotes the mission and vision of the school. (NELP 6.1; CAEP A.1.2)
  + Documentation of your ability to **evaluate** a job applicant’s strengths and their alignment with the school’s needs and priorities. (NELP 7.1; CAEP A.1.2)

**f. Scoring Rubric**

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### Grading Rubric Internship Portfolio

|  |  |  |  |
| --- | --- | --- | --- |
| **Components** | **Unacceptable (1)** | **Acceptable (3)** | **Target (4)** |
| **Reflection and growth narrative**  NELP 2.1 | Narrative fails to communicate or reflect on the candidate’s professional conduct or support for the success and well-being of each student and adult. | Narrative reflects on the candidate’s ability to model professional dispositions and norms, cultivate professional behavior in others, and maintain a commitment to supporting the educational success and well-being of each student and adult. | Narrative reflects on the candidate’s ability to model professional dispositions and norms, cultivate professional behavior in others, and maintain a commitment to supporting the educational success and well-being of each student and adult.  Specific and detailed examples indicate that the candidate has implemented these behaviors in a school setting. |
| **Reflection and growth narrative**  NELP 2.3 | Narrative fails to effectively communicate or reflect on the candidate’s ability to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others. | Narrative describes the candidate’s ability to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others. | Narrative describes the candidate’s ability to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.  Specific and detailed examples indicate that the candidate has implemented these behaviors in a school setting. |
| **Educational scenario**  NELP 2.2 | Scenario and/or questions are vague, not related to the candidate’s internship, or lack ethical or legal implications. | Scenario from the candidate’s internship describes an incident with legal or ethical dimensions and provides three guiding questions to frame the discussion in terms of relevant ethics and law. | Scenario from the candidate’s internship provides ample context and details regarding an incident with legal and ethical dimensions and provides three or more guiding questions to effectively frame a discussion in terms of established ethical frameworks and relevant, specific legalities.  The candidate included evidence of attempting to implement one or more responses to the incident in the school setting. |
| **School scheduling**  NELP 6.1 | Candidate fails to provide evidence of substantive involvement in scheduling. | Candidate provides concrete evidence of the ability to evaluate or implement a school’s master schedule in a manner that supports each student’s learning needs and promotes the mission and vision of the school. | Candidate provides concrete evidence of having participated in developing or revising a school’s master schedule in the school setting in a manner that supports each student’s learning needs and promotes the mission and vision of the school. |
| **Recruiting, selecting and hiring staff**  NELP 7.1 | Candidate fails to provide evidence of substantive involvement in the hiring process. | Candidate provides concrete evidence of the ability to evaluate a job applicant’s strengths and their alignment with the school’s professional staff and capacity needs and priorities. | Candidate provides concrete evidence of having participated in evaluating a job applicant’s strengths and assessing their alignment with the school’s professional staff and capacity needs and priorities. |

**Rubric Validity**

Lawshe’s Content Validity Ratio (5 panelists)

Narrative part 1 0.2

Narrative part 2 0.2

Scenario 0.2

Master schedule 0.2

Job applicant 0.2

**g. Data Tables**

Inter-Rater Reliability- NA, only one assessor contributed data

**Spring 2019**

Master’s *n* = 11 Post Masters *n* = 3

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| NELPStandard | Unacceptable (1) | | Acceptable (2) | | Target (3) | |  |
| Master’s | Post Mast. | Master’s | Post Mast. | Master’s | Post Mast. | % Target |
| 2.1 | 0 | 0 | 4 | 1 | 7 | 2 | 64 |
| 2.3 | 0 | 0 | 3 | 1 | 8 | 2 | 71 |
| 2.2 | 0 | 0 | 4 | 1 | 7 | 2 | 64 |
| 6.1 | 0 | 0 | 7 | 2 | 3 | 1 | 64 |
| 7.1 | 0 | 0 | 5 | 1 | 4 | 2 | 43 |

**Summer 2019**

Master’s *n* = 3 Post Masters *n* = 0

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| NELPStandard | Unacceptable (1) | | Acceptable (2) | | Target (3) | |  |
| Master’s | Post Mast. | Master’s | Post Mast. | Master’s | Post Mast. | % Target |
| 2.1 | 0 | **-** | 0 | - | 3 | **-** | 100 |
| 2.3 | 0 | **-** | 0 | - | 3 | **-** | 100 |
| 2.2 | 0 | **-** | 0 | - | 3 | **-** | 100 |
| 6.1 | 0 | **-** | 3 | - | 0 | **-** | 0 |
| 7.1 | 0 | **-** | 2 | - | 1 | **-** | 33 |

**Fall 2019**

Master’s *n* = 3 Post Masters *n* = 1

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| NELPStandard | Unacceptable (1) | | Acceptable (2) | | Target (3) | |  |
| Master’s | Post Mast. | Master’s | Post Mast. | Master’s | Post Mast. | % Target |
| 2.1 | 0 | 0 | 1 | 0 | 2 | 1 | 75 |
| 2.3 | 0 | 0 | 2 | 0 | 2 | 1 | 75 |
| 2.2 | 0 | 0 | 0 | 0 | 3 | 1 | 100 |
| 6.1 | 0 | 0 | 3 | 0 | 0 | 1 | 25 |
| 7.1 | 0 | 0 | 3 | 0 | 0 | 1 | 25 |