EDU568 and 569 Principal Internship Portfolio Manual

Instructions and Rubric

The Principal Portfolio, in concert with the final internship evaluation, serves as the culminating evidence of work completed to meet the standards required to obtain a Principal License in the state of Oregon. This portfolio requires compiling evidence of your professional competencies, leadership skills, and ability to meet state-specific standards for educational leadership.

This is accomplished through EDU568 and EDU569. EDU568 will always be the supplementary placement (requiring 100 documented hours) while EDU569 will be the primary placement (requiring 200 documented hours).

Both courses will be offered in the fall and spring semesters, allowing the candidate to choose which placement they want to begin with.

The portfolio should be organized, clear, and reflective of your experiences, aligned with Oregon's licensing requirements for school principals.

There is no specific format required for submitting your portfolio as each experience will be different based on the candidate's placement. The intent is to submit enough evidence to show a meaningful learning experience during the internship and to summarize it in a way that makes sense to the candidate. Submissions should be organized, with files and items clearly identified to aid supervisors in assessing the work.

Below is a breakdown of the portfolio components you should include with each internship. For numbers 1 through 5 in the following list, the same documents may be submitted for each internship.

1. **Professional Philosophy Statement**
   - A brief written statement that reflects your educational philosophy, leadership approach, and vision for student success.
   - Discuss the role of the principal in fostering academic achievement, creating a positive school climate, and ensuring equity.

2. **Resume**
   - **Educational Background**: List your degrees, certifications, and any special training relevant to school leadership.
   - **Professional Experience**: Highlight leadership roles, including your current and past positions, with a focus on your duties and achievements as a teacher, assistant principal, or other leadership positions.
   - **Professional Development**: Include workshops, conferences, and any leadership development courses you've completed.
   - **Skills**: Emphasize competencies in areas such as communication, decision-making, problem-solving, and staff development.

3. **Reflection on Leadership**
   - Construct a narrative in which you reflect on your journey as a school leader. How have your leadership practices evolved over time, and how do you plan to continue growing as an educational leader? Address your readiness to assume the role of a principal. Restate your vision for school leadership and how you can make a positive impact on the students, staff, and community.

4. **Professional Development and Growth Plan**
   - Discuss how you continue to develop your leadership skills and knowledge. This could include attending professional conferences, working with a mentor, engaging in leadership networks, or completing additional coursework.
   - Include your short- and long-term goals for professional growth.

5. **School Site Information**
   - Please provide a contextual narrative in which you describe the context of the community and school in which you are serving your current internship.

6. **Activity Log**
   - 100 or 200 hours (depending on placement) with logs clearly indicating how time was spent. This should be done in the template provided by Corban.

7. **State Standards and Competency Map and Artifacts**

   - The standards for obtaining a principal license in the state of Oregon are based on the **Principal License: Program Standards** (OAR 584-430-0100). Oregon standards are based upon the National Educational Leadership Preparation (2018) Building Level Program Standards:
     - **Standard 1**: Mission, Vision, Core Values
     - **Standard 2**: Ethics, Professional Norms, Socio-Political Leadership
     - **Standard 3**: Equity, Cultural Leadership
     - **Standard 4**: Instructional Leadership
     - **Standard 5**: Community & External Leadership
     - **Standard 6**: Operations, Management & Legal Issues
     - **Standard 7**: Human Resource Leadership

   - For each internship, choose <u>five</u> of the following 10 categories and present evidence that you have completed them.

     - Candidates must complete the other five categories in their second placement so that all 10 are completed within the two internships.

   - For each of these five categories that you chose for this internship, provide evidence in the form of 2 - 5 artifacts and a reflection describing the artifact that demonstrates you meet the competencies. Also, please state which of the seven leadership standards listed above were addressed in this category.

   - Evidence or artifacts might include:
     - Descriptions of initiatives you have led or participated in.
     - Specific examples of how you have addressed challenges and implemented changes.
     - Data or feedback from staff, students, or the community.
     - Artifacts like meeting agendas, communication to stakeholders, or professional learning community (PLC) documentation.
     - Meeting agendas
     - Professional development sessions
     - Observations and feedback cycles
     - Data-analysis protocols
     - School improvement documentation

- Any other documentation pertaining to the chosen project
- A total of at least five artifacts should be included per category, but not more than ten per section.
- Further specific examples for each of the standards are listed below:

- **#1 School Improvement Project**

  - The candidate will work with school leadership on a school improvement project of some sort. Artifacts could include:
    - Needs assessment that led to the choice of the project
    - Data collection and analysis included in needs assessment
    - Goals and action plan to accomplish the project
    - Implementation artifacts
  - **Reflection**: Reflect on the impact that the project you worked on had on the school.
  - **Leadership Standard Addressed**:

- **#2 Instructional Leadership**

  - This project demonstrates the candidate's capacity for improving teaching and learning (pick one of the four options to include in your portfolio).
    - Participate in a teacher's observation cycle (pre-conference, observation notes, post-conference). This is NOT an evaluation, but a chance to observe.
      - Include feedback artifacts (written feedback, coaching plans)
    - Professional development sessions (design, facilitation, reflections) that candidate participated in
    - Assessment review and data presentation
    - For candidates in an elementary school, or a K-12 school, please show evidence of the use of the science of reading expectations and observation of literacy instruction with a reflection of how to provide feedback to a teacher in this area.
  - **Reflection**: Explain how your leadership contributed to these results, especially in closing achievement gaps.
  - **Leadership Standard Addressed**:

- **#3 Operations and Management**

  - Candidates should demonstrate experience in school operations (pick one of the four options to include in your portfolio) such as:
    - Master schedule creation or analysis
    - Budget/finance project (even a small one)
    - Safety plans (fire drills, crisis management, traffic flow)
    - Technology systems implementation
  - **Reflection**: How did these actions improve school operations or create efficiencies?
  - **Leadership Standard Addressed**:

- **#4 Human Resource Leadership**

  - Candidates should be involved in these processes (pick one of the four options to include in your portfolio):
    - Interview protocols or participation on hiring committees

        - Staff onboarding or training materials
        - Documentation related to performance improvement
        - Staffing plans, duty schedules, supervision plans
    - **Reflection**: What changes were made based on your observations, and how did they improve instructional practice?
    - **Leadership Standard Addressed**:

- **#5 Family and Community Engagement**

    - Candidates should be involved in these processes (pick one of the five options to include in your portfolio):
        - Parent communication plans
        - Results from surveys or listening sessions
        - Family engagement event planning and evaluation
        - Partnerships with community organizations or churches
        - Communication samples (newsletters, emails—sanitized for privacy)
    - **Reflection**: How did you foster community involvement and ensure transparency?
    - **Leadership Standard Addressed**:

- **#6 Equity and Cultural Leadership**

    - Candidates should be involved in these processes (pick one of the five options to include in your portfolio):
        - School-wide behavior data review
        - PBIS/character ed initiative support
        - Climate surveys and analysis
        - Student leadership projects
        - Equity or inclusion initiative artifacts
        - Professional development on culturally responsive teaching or equity audits you facilitated
    - **Reflection**: What actions have you taken to create an inclusive, equitable school culture?
    - **Leadership Standard Addressed**:

- **#7 Legal Considerations**

    - Candidates should be involved in these processes (pick one of the three options to include in your portfolio):
        - Reflections on FERPA, IDEA, Title IX
        - Documentation of ethical decision-making scenarios
        - Discipline process samples (with identifying info removed)
    - **Reflection**: How well do you feel like you are prepared to deal with the legal implications of being a school leader?
    - **Leadership Standard Addressed**:

- **#8 Curriculum**

    - Candidates should show evidence of all steps in the curriculum review process.
        - Overview of school curriculum adoption process
        - Analysis of current curricular area(s) being reviewed

        - Reasons to choose certain curriculum over other options
        - Textbook adoption criteria
        - Curriculum review cycles
    - **Reflection**: What did you like about the curriculum review and adoption process? Where are some areas you would like to see changes or improvements made?
    - **Leadership Standard Addressed**:

- **#9 Policy Creation**

    - Candidate should be involved in school or board policy development
    - Candidate could also be involved in revision of a current policy
    - Artifacts could include prior policy, reason for revision, steps for revision, and new policy
    - **Reflection**: Do you believe the school or district has an effective set of policies for governance? Why or why not?
    - **Leadership Standard Addressed**:

- **#10 School Governance**

    - Artifacts should include:
        - A description of the structure of the school board
        - Attend at least two school board meetings (include agenda as evidence)
    - **Reflection**: What surprised you about the structure of the school board and the school's governance? What are its strengths and weaknesses?
    - **Leadership Standard Addressed**:

Submission Instructions

- **Formatting**: Ensure that your portfolio is professional and easy to read. Use consistent font, headings, and page layout. Include relevant visuals, such as charts or graphs, when discussing data. Submit all information in a zip file according to instructions given by the university.
- **Documentation**: Ensure that any evidence provided (emails, meeting agendas, data) is clearly labeled and explained.
- **Reflection and Growth**: The portfolio should demonstrate not only what you've accomplished but also how you've learned from experiences and how you plan to improve moving forward.
- **Activity Log:** Please include your activity log documenting either 100 or 200 hours depending on the placement.

By providing a comprehensive, well-organized portfolio, you'll be able to showcase your readiness to meet the requirements of Oregon's principal licensure process while demonstrating your ability to lead effectively in schools.

Scoring the Portfolio

The Portfolio will be scored by a trained scorer using rubrics designed to measure each element of the assessment. Rubrics focus on qualities and expectations in accordance with NELP standards and Corban School of Education Expected Outcomes. Levels of proficiency (Not Acceptable -1, Proficient -2, Accomplished -3, Exemplary -4) are described for each row of each rubric. To satisfy the requirements of the assessment:

- Candidates are required to score a minimum of a Proficient (2) on each row of the rubrics in the Portfolio Project to have passed the assessment and completed their internship.

All Portfolios will be scored and returned to candidates within two weeks of submission. Resubmissions of components of the Portfolio will also be scored and returned within two weeks. Supervisors will be able to suggest improvements to be completed by candidates if the first submission does not hit the target.

Rubric: Students must receive a 2 or higher on each row of the Portfolio Rubric

	1	2 (target)	3	4	Score
1.1 Professional Philosophy Part 1: Written statement that reflects your educational philosophy, leadership approach, and vision for student success.	The statement is vague, disjointed, or lacks clear connections between educational philosophy, leadership approach, and vision for student success.	The statement covers the required components but lacks depth or clear connections between educational philosophy, leadership approach, and vision for student success.	The statement addresses educational philosophy, leadership approach, and vision for student success with strong connections between the areas but may lack some depth or specific examples.	The statement provides a clear, cohesive, and well-developed reflection on educational philosophy, leadership approach, and vision for student success, with explicit connections between all three areas and actionable insights.	
1.2 Professional Philosophy Part 2: Discussion of the role of the principal in fostering academic achievement, creating a positive school climate, and ensuring equity.	The discussion is unclear, underdeveloped, or lacks focus on the principal's role in any of the key areas (academic achievement, school climate, equity).	The discussion addresses the principal's role in the areas of academic achievement, school climate, and equity, but the explanation is somewhat vague or lacks concrete examples of leadership strategies.	The discussion clearly outlines the principal's role in fostering academic achievement, school climate, and equity, with some specific strategies and examples, but may lack full depth or clarity in one area.	The discussion is deeply reflective, clear, and comprehensive, providing specific strategies for how the principal fosters academic achievement, creates a positive school climate, and ensures equity. The role is thoroughly explained with concrete examples of leadership in each area.	
2. Resume	Not included or submission is unprofessional.	Included.			
3.1 Reflections on Leadership	Candidate has not included basic observations and reflections. The Candidate does not yet	Candidates include basic observations and reflections. The Candidate is beginning to see him/herself as a leader,	Candidate has articulated observations and reflections. The Candidate shows development as to seeing him/herself as a	Candidate has articulated insightful observations and reflections. The Candidate sees him/herself as a leader, continuously seeking	

	seem to see him/herself as a leader, nor does he/she seek opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice. No evidence that they have learned about themselves personally and professionally through the internship experience.	continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice. Evidence that they have learned about themselves personally and professionally through the internship experience.	leader, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice. Substantial evidence provided that they have learned about themselves personally and professionally through the internship experience.	opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice. Examples are provided in addition to the substantial evidence that they have learned about themselves personally and professionally through the internship experience.	
3.2 Professional Activities Reflection Thoughtful reflection on learning from professional activities.	Reflection provided is inadequate, lacks appropriate development, or is missing. Bias may be apparent.	Candidate has provided reflection on professional activities that demonstrate they were involved in a meaningful way by contributing to the school community.	Candidate has provided reflection on professional activities that demonstrate they were involved in a meaningful way by contributing to the school community. The candidate also provided insight into their learning because of their involvement.	Candidate has provided reflection on professional activities that demonstrate involvement in a meaningful way by contributing to the school community. Candidate also has provided insight into their learning because of their involvement and included implications for their future leadership.	
4.1 Professional Growth Plan Part 1: Discussion of how you continue to develop your leadership skills and knowledge.	The growth plan lacks clear goals or specific strategies for leadership development; OR the plan does not	The growth plan includes general goals, but they are vague or underdeveloped, with limited strategies for achieving them. The plan provides minimal	The growth plan includes specific goals for leadership development, but some goals may be broader or lack detailed strategies. The plan reflects	The growth plan includes highly specific, measurable, and well-defined leadership development goals, with clear strategies for achieving them. The plan demonstrates a deep	

	demonstrate reflection or awareness of past leadership experiences or areas for improvement.	reflection on past leadership experiences and self-awareness, with little insight into personal growth areas.	on past leadership experiences with some insight into strengths and areas for growth but may lack deep self-reflection.	reflection on past leadership experiences and a strong understanding of strengths and areas for growth. Clear insights into personal leadership style are evident.	
4.2 Professional Growth Plan Part 2: Implementation and Action Steps	The plan lacks clear action steps or does not provide a feasible roadmap for leadership development.	The action steps are vague or only partially aligned with leadership goals. The timeline and resources are not clearly defined.	The plan includes action steps that are aligned with goals, but may lack full detail, or the timeline/resources may be unclear.	The plan includes a detailed action plan with specific steps, timelines, and resources needed to improve leadership skills. The actions are well-aligned with goals.	
5.1 Context for Leadership (EDU568 placement school): Clear understanding of diverse cultures and communities to ensure inclusive learning environments (e.g., SES, ethnicity, and population stability are addressed in non-biased language); local resources for leadership identified; information is relevant to the impact of the community / setting on leadership and on student learning.	Candidate has inaccurately described the community and school or left out major aspects of the community and school. There is little or no insight into how the data will inform their leadership and influence decisions being made. Bias language is used.	Candidate has described the community and school with few inconsistencies or inaccuracies. There was identification of details that distinguish this community and school which will impact their leadership decisions. Writing is free from bias.	Candidate has described in detail the community and school. There was identification of a variety of details that distinguish this community and school which will impact their leadership decisions. Writing is free from bias.	Candidate has thoroughly and accurately described the community and school. There was an identification and explanation of a variety of details that distinguish this community and school which will impact their decisions. Writing is free from bias.	

5.2 Context for Leadership (EDU569 Placement School)	Candidate has inaccurately described the community and school or left out major aspects of the community and school. There is little or no insight into how the data will inform their leadership and influence decisions being made. Bias language is used.	Candidate has described the community and school with few inconsistencies or inaccuracies. There was identification of details that distinguish this community and school which will impact their leadership decisions. Writing is free from bias.	Candidate has described in detail the community and school. There was identification of a variety of details that distinguish this community and school which will impact their leadership decisions. Writing is free from bias.	Candidate has thoroughly and accurately described the community and school. There was an identification and explanation of a variety of details that distinguish this community and school which will impact their decisions. Writing is free from bias.	
6. Activity Log	Not completed.	Completed.			
Categories (5 for each placement)					
7.1 School Improvement Project	Incomplete evidence; weak or missing connections among needs, data, goals, implementation, and reflection.	Participates in a project, but key components are incomplete or loosely connected.	Meaningful participation; clear alignment among needs, data, goals, action plan, implementation, and reflection.	Significant leadership; sophisticated data use, aligned action, progress monitoring, impact analysis, and next steps.	
7.2 Instructional Leadership	Fewer than two options completed, or evidence shows minimal involvement in improving instruction.	Two options completed, but participation, analysis, feedback, or reflection is limited.	Two options show meaningful instructional leadership through observation, feedback, PD, assessment, or data use; science of reading addressed where applicable.	Strong leadership across selected options; actionable coaching, effective professional learning, sophisticated data use, and evidence-based literacy feedback where applicable.	
7.3 School Operations and Management	Fewer than two options completed, or evidence shows limited	Two options completed, but involvement is limited	Two options demonstrate meaningful planning, analysis, or	Strategic leadership demonstrates problem-solving, resource awareness,	

	understanding of school operations.	or lacks analysis of effectiveness.	implementation in scheduling, finance, safety, or technology.	stakeholder consideration, and evaluation of sustainability.	
7.4 HR and Personnel Leadership	Fewer than two options completed, or evidence shows limited understanding of personnel leadership.	Two options are completed, but involvement is limited or primarily observational.	Two options demonstrate meaningful participation, sound judgment, confidentiality, and alignment with organizational needs.	Strategic personnel leadership demonstrates ethical judgment, legal awareness, staff development, and organizational capacity building.	
7.5 Family and Community Engagement	Fewer than two options completed, or evidence shows minimal stakeholder engagement.	Two options completed, but engagement is limited, one-way, or minimally evaluated.	Two options demonstrate effective communication, responsiveness, planning, and consideration of impact.	Strategic, reciprocal engagement includes stakeholder input, strong partnerships, evaluation, and sustained impact.	
7.6 Equity and Cultural Leadership	Fewer than two options completed, or evidence shows limited understanding of culture and climate.	Two options are completed, but analysis, implementation, or reflection is limited.	Two options demonstrate meaningful use of data, stakeholder perspectives, initiative support, or student engagement.	Strategic leadership uses multiple data sources, stakeholder involvement, attention to belonging, impact evaluation, and next steps.	
7.7 Legal and Ethical Leadership	Required evidence is incomplete; limited understanding of legal, ethical, or confidentiality responsibilities.	One option completed, but analysis is mostly descriptive with limited application to leadership practice.	One option demonstrates sound legal and ethical understanding, confidentiality, and thoughtful decision-making.	Sophisticated analysis balances law, policy, ethics, stakeholder interests, consequences, and student welfare.	
7.8 Curriculum	Major curriculum review components are missing; limited understanding of review or adoption processes.	Several components are present, but analysis and connections among them are incomplete.	All major steps are addressed, including current analysis, selection rationale, adoption criteria, process, and review cycles.	Comprehensive analysis integrates alignment, student needs, standards, quality, implementation, stakeholder input, and long-term review.	

7.9 Policy Creation	Little or incomplete evidence of involvement in policy development or revision.	Evidence is present, but role, rationale, process, stakeholder input, or final policy is insufficiently explained.	Meaningful involvement is documented through rationale, background, development steps, stakeholder involvement, and final policy.	Significant leadership includes legal and organizational analysis, stakeholder input, research, implications of implementation, and impact evaluation.	
7.10 School Board & School Governance	Incomplete board structure evidence and/or attendance at fewer than two meetings.	Two meetings attended and board structure described, but governance analysis is limited.	Two meetings documented with agendas; clear understanding of board structure, governance, decision-making, and board-administration roles.	Sophisticated analysis connects observations to policy oversight, strategy, fiduciary duties, stakeholder engagement, and governance boundaries.	

Total Score: