NJ EXCEL LOGO reduced

PROJECT FORMAT and ASSESSMENT RUBRIC

School Based Project – Models 1, 2, & 3

Action Research Project – Models 1, 2, & 3

Job-Embedded Project – Models 1, 2, & 3

Supervisory Project – Models 2 & 3 (ONLY)

INSTRUCTIONS

PURPOSE

Each candidate in Models #1**,** #2**,** and #3 is required to complete specific field-based projects (identified above) which are guided projects and assessed by the assigned mentor; the Field-Based **Supervisory** Project is assessed by the Supervisory Project Mentor, the School-Based Internship Project assessed by the I-Mentor, and the Job-EmbeddedProject **and Action Research** assessed by theE-Mentor**.** The projects **MUST** focus on addressing improvement in an area(s) related to Organizational Leadership (Standards #1 and #2), Instructional Leadership (Standard #3), Community Leadership (Standards #4 and #5), and/or Strategic Management (Standard #6).

Prior to beginning any of the field based projects**,** the appropriate mentor reviewsthe designated planning and approval form for the specific project with the candidate.This planning form is then submitted by the candidate to their e-mentor for formal online approval.

**FORMATIVE ASSESSMENT and the** SUMMATIVE ASSESSMENT CONFERENCE

Mentors are required to conduct formative assessments throughout the field-based project experience. All mentors are required to conduct a ***Summative Assessment Conference,*** provide final project feedback to the candidate, and finalize all assessment reports for submission.

CANDIDATE ASSESSMENT REPORT SUBMISSION

The mentors must download the **INTERNSHIP PROJECT FORMAT** and **ASSESSMENT RUBRIC** from [www.njexcel.org](http://www.njexcel.org) and email the completed report to the candidate's E-Mentor within one week of the Summative Assessment Conference. Candidates will provide the email address for their I/S mentors.

Note: In completing the attached rubric, it is not necessary to complete each of the comment boxes, but comments should be noted if candidate quality is less than a 3 or highly proficient (4). A Summative Statement is required to reflect the candidate's overall performance.

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PROJECT FORMAT

## I. Cover Page

Project Title

Project (select from the following: Job-embedded, Action Research, School-Based Internship, or 60 hour Supervisory Internship)

Submitted in Partial Fulfillment of Requirements for the NJ EXCEL Program Model # \_\_\_

Foundation for Educational Administration

Candidate Name

Cohort and Model

**I-Mentor, S-Mentor, or E-Mentor: (Name, School, District)**

Submitted: (Date)

II. Acknowledgement Page (Optional)

# III. Executive Summary (Maximum 1 page)

(Succinctly describes the project: project purpose and identified problem area(s) to be addressed; why problem area(s) was selected; significant findings and conclusions, recommendations)

# IV. Table of Contents

### A, Project Description (Maximum 3 pages)

***Project Context*** (Brief description of district/school demographics, relevant background information, and other significant information that may be relevant to the problem, i.e. district structures, politics, lack of resources, etc.)

***Problem Statement*** (**What is the identified problem area(s) as it relates to improving school leadership practice, schools, programs, teaching and learning for every student**?

***Project Purpose*** (Why did you select this particular problem area(s)? How is it connected to school/district needs and goals? What are the implications for effective school leadership practices? What do you expect to learn from this project?)

***Project Design*** (What steps did you take to systematically investigate the problem and possible solutions, i.e. research questions, data collection and analysis?)

***Definition of Key Terms*** (If necessary, define key terms that may not generally be known to readers)

### B.Research Base (Maximum 2 pages)

### (Synthesis of relevant research related to identified problems and possible solutions; number of citations should be sufficient to demonstrate support for your discussion of the identified problem, conclusions and recommendations, and actions; standard APA or MLA format should be used for quotations, citations, and references)

### C, Findings, Conclusions, and Recommendations (Maximum 4 pages)

(Summary of findings, conclusions and recommendations; charts, tables, graphics, etc. with brief narrative explanations to present, explain, and compare data or other information to support findings and conclusions. Provide a rationale for recommendations.)

### V. Application to School Leadership Practice (Maximum 2 pages)

(Indicate how your research addressed your professional growth as measured by the standards for the four Leadership Areas: Organizational, Instructional, and Community Leadership, and Strategic Management)

* ***Applications*** (Describe what you learned from your project; and how you will apply it to school leadership practices to improve districts/schools, programs, teaching and learning for all students.)
* ***Dissemination*** (Briefly describe how you may disseminate and share what you learned within your district and beyond; identify target audiences; possible publication in journals, conferences, etc.)
* ***Implications and Recommendations for Future Study*** (Describe how your project may be a starting point for future investigation of the same problem or other related problems.)
* ***Action Plan*** (Develop an Action Plan to guide implementation of your project, and include it at the end of this section. The Action Plan should include vision and mission statements, goals, objectives, strategies, activities, timelines, position titles of persons responsible, resources needed/allocated, and formative and summative evaluation methods for monitoring progress benchmarks and evaluating specific evidence of outcomes and improvement.)

### VI. References

(List all references/sources of information used in your research base in standard APA or MLA format; any source cited as a reference should be discussed somewhere in the text; any idea or quotation that belongs to someone else cited in the text must be in this section.)

**VII. Appendices** Copies of data collection instruments, charts, relevant documents, etc. should be included in this section.)

ADDITIONAL REPORT SPECIFICATIONS:

* Acceptable length for total report is between 6-10 narrative pages; no limit on attachments (tables, charts, etc.)
* 11-12 point type, double-spaced, 1” margins are acceptable.
* Technology applications are expected to be used as much as possible to present contents of the final report, make comparisons, show explicit connections between elements of the project, i.e. purpose, findings, conclusions, recommendations, applications. Charts, tables, Excel spreadsheets, Inspiration graphics, etc. should be used.

##### PROJECT ASSESSMENT

* I-Mentors/S-Mentors/E-Mentors will assess projects using the attached NJ EXCEL Project Rubric and Instructions to assess the final report for the project.
* A Final Assessment Rating that is less than “Proficient” is not acceptable, and candidates are expected to improve their Final Project Reports until they meet the expectations for a “Proficient” rating. The requirement for completion of these projects is met **ONLY** when a “Proficient” rating is achieved.

# PROJECT REVIEWS & SUPPORT

* Candidates are expected to routinely share drafts of their projects with their mentors as they are developed for continual guidance and feedback. Expectations for the final report are detailed in the NJ EXCEL Project Assessment Rubric (see attached), which will be used by mentors to guide reviews of drafts and assessment of the final project report.

##### ACTION RESEARCH PROJECT PRESENTATION

* **The Action Research Project requires an Action Research Project Presentation to the candidates Inquiry Group at the completion of the project. The Action Research Project Presentation is assessed by the candidates E-Mentor.** Presentation**s for the other**  Internship Projects **are** not required. However, projects may be shared through informal presentations with cohort peers and faculty. In such cases, only peer assessments will be used to provide direct feedback to the presenters.

##### PROJECT DISSEMINATION

* Candidates are required to include a summary and reflection of lessons learned from the internship project and attach the project to their OLAS Internship Project portfolio page and submit the final portfolio page to their E-Mentor.

##### TIMELINES FOR PROJECT COMPLETION

It must be noted that candidates who have not completed all projects and other requirements will not have successfully completed the NJ EXCEL Program. In such cases, an “Incomplete” will be given and remain on the record until all program requirements are met. The following timelines are suggested to guide completion of all required projects by the end of the program. Flexibility in the timelines is allowable by mutual agreement of the candidate and his/her E-Mentor/I-Mentor/S-Mentor.

|  |  |  |
| --- | --- | --- |
| REQUIREMENT | SUGGESTED TIMELINES  JANUARY COHORTS (Model 1/2)  JULY COHORTS (Model 3) | SUGGESTED TIMELINES  JULY COHORTS (Model 1/2)  JANUARY COHORTS (Model 3) |
| **Supervisory Internship Project (Model 2 & 3)** | **Determined by S-Mentor and Candidate** | **Determined by S-Mentor and Candidate** |
| **Job-Embedded Project Final Report** | **November** | **May** |
| **School-Based Internship Project** | **November** | **May** |
| **Action Research Project Final Draft to E-Mentor** | **November** | **April** |
| **Action Research Project Final Report** | **December** | **May** |
| **Action Research Presentation** | **December** | **May** |

# NJ EXCEL LOGO reduced PROJECT ASSESSMENT RUBRIC

Please complete this assessment rubric, enter each criterion rating and comment (if applicable) in the space provided, and email the completed assessment to the candidates  
E-Mentor. Your assessment will be recorded on the NJ EXCEL Online Assessment system for candidate access.

**CHECK ONLY ONE (1):**

Field-Based Supervisory Project – Models 2 & 3 \_\_\_\_\_

School Based Internship Project – Models 1, 2, & 3 \_\_\_\_\_

Job-Embedded Project – Models 1, 2, & 3 \_\_\_\_\_

Action Research Project – Models 1, 2, & 3 ­­\_\_\_\_\_

CANDIDATE: COHORT/MODEL/LOCATION:

MENTOR: DATE:

**EMAIL (E-MENTOR)**

RATING SCALE

1 = Very Limited Proficiency 2 = Limited/Basic Proficiency 3 = Proficient 4 = Highly Proficient

| CRITERION | 1 | 2 | 3 | 4 |
| --- | --- | --- | --- | --- |
| (1) PROJECT DESIGN demonstrates understanding and use of a SYSTEMATIC DATA-DRIVEN PROCESS to improve school leadership practice, schools, programs, teaching, & learning for every student | Project design :   * is unrelated or not clearly linked to identified problem(s) and/or obstacles * does not follow a data-driven systematic process and logical sequence of activities to guide the investigation and address the identified problem(s) and/or obstacles to improving school leadership practice, schools, programs, teaching and learning for every student | Project design:   * describes in little depth a process to systematically address the identified problem(s) and/or obstacles * follows a loose sequence of activities to systematically guide the investigation * shows some understanding of a data-driven systematic process to improve school leadership practice, schools, programs, teaching and learning for every student | Project Design   * meets the requirementsthat describes a process to systematically address the identified problem(s) and/or obstacles * follows logical sequence of activities to systematically guide the investigation   shows basic understanding of a data-driven systematic process to improve school leadership practice, schools, programs, teaching and learning for every student | Project design:   * follows a detailed systematic process and logical sequence of activities to guide the investigation and address the identified problem(s) * shows depth and breadth of understanding of a data-driven systematic process to improve school leadership practice, schools programs, teaching and learning for every student |
| Rating: | **Comments:** | | | |
| (2) USES MULTIPLE SOURCES OF DATA TO IDENTIFY A PROBLEM(S) that is specifically related to improving school leadership practice, schools, programs, teaching and learning for every student | Problem statement:   * is missing or does not focus on specific problem(s) and/or obstacles to improving school leadership practice, schools, programs, teaching and learning for every student * is not supported by data | Problem statement:   * is vague and problem(s) and/or obstacles are not clearly stated related to improving school leadership practice, schools, programs, the district/school, teaching and learning for every student * is insufficiently supported by data | Problem statement:   * meets the requirements that describes the problem(s) and/or obstacles related to improving school leadership practice, schools, programs, teaching and learning for every student * is supported by sufficient sources of data | Problem statement:   * is clear and extremely well articulated, and explicitly describes problem(s) and/or obstacles related to improving school leadership practice, schools, programs, teaching and learning for every student * is supported by multiple sources of data |
| Rating: | **Comments:** | | | |
| (3) Formulates relevant RESEARCH QUESTIONS that guide data collection and analysis and address the stated problem(s) | Research Questions:   * are unrelated and/or not directly linked to identified problem(s) and/or obstacles * specific areas for data collection and analysis are unclear | Research Questions:   * are limited by providing a few links to the problem(s) and/or obstacles to guide the investigation * some research questions guide specific areas for data collection and analysis | Research Questions:   * provide solidlink to the problem(s) and/or obstacles * present a sequence to guide the investigation and specific areas for data collection and analysis | Research Questions:   * provide clear and well articulated links to the problem(s) and/or obstacles * present logical and clear sequence to guide the investigation and specific areas for data collection and analysis |
| Rating: | **Comments:** | | | |
| (4) Provides REVIEW OF RESEARCH related to project’s identified problem(s) and recommendations for improvement | Review of Research:   * is minimally related to the topic and recommendations * no references or citations to support discussions in text | Review of Research:   * is limited to the topic and recommendations * limited references or citations to support discussions in text * references & citations do not follow approved form | Review of Research:   * supports topic and recommendations * all references and citations support discussion in text * references & citations follow approved form | Review of Research:   * is extensive and clearly supports topic and recommendations * all references and citations strongly support discussion in text * references & citations follow approved form |
| Rating: | **Comments:** | | | |
| (5) COLLECTS AND ANALYZES DATA from a variety of sources to inform school leadership practice and improvement planning | Data Collection/Analysis:   * is minimal and very sketchy * data are not directly related to identified problem(s) or research questions * no data analysis or very sketchy analysis | Data Collection/Analysis   * is limited and collected from single source * some data are not directly related to stated problem(s) and research questions * analysis of limited data is sketchy but shows effort | Data Collection/Analysis:   * Is collected from multiple sources * analysis of data addresses the research questions and identified problem(s) | Data Collection/Analysis:   * is exemplary and extensively collected from multiple sources * detailed and substantive analysis of data addresses all research questions and all facets of identified problem(s) |
| Rating: | **Comments:** | | | |
| (6) Logically formulates and presents FINDINGS, CONCLUSIONS, AND RATIONALE FOR RECOMMENDATIONS based on data analysis, systems thinking, and research based strategies | Findings, conclusions, and/or recommendations:   * are missing or not relevant to the identified problem(s) * do not logically follow data analysis * are not supported by written rationale | Findings, conclusions, and/or recommendations:   * follow data analysis * conclusions are limited in scope and depth but linked to findings * recommendations are limited in scope but linked to conclusions and supported by a logical written rationale | Findings, conclusions, and/or recommendations:   * provide detailed and follow data analysis * conclusions are made based on findings * recommendations are supported by a written rationale | Findings, conclusions, and/or recommendations:   * are extremely detailed and logically follow data analysis * are logical and valid based on findings * recommendations are logical and valid based on findings and conclusions, and supported by an extremely thorough and logical written rationale |
| Rating: | **Comments:** | | | |
| (7) APPLIES STRATEGIC PLANNING PROCESS TO DEVELOPMENT OF AN ACTION PLAN for systematic implementation of recommendations to address problems and overcome obstacles | Action Plan:   * is minimally developed or does not include vision, mission, goals, objectives, and/or improvement strategies and activities * does not logically address the identified problems and recommendations | Action Plan:   * is loosely aligns vision, mission, goals, objectives, improvement strategies and activities * indicates logical approach with implementation activities and timelines to address most identified problems and recommendations | Action Plan:   * makes basic connections to the vision, mission, goals, objectives, improvement strategies and activities * is detailed, and addresses all identified problems and recommendations * includes some evaluation activities and timelines to assess progress and results * identifies needed resources | Action Plan:   * aligns the vision, mission, goals, objectives, improvement strategies and activities * is extremely logical and comprehensive, and systematically addresses all identified problems and recommendations * includes specific implementation activities and timelines * includes formative and summative evaluation activities and timelines to assess progress and results * identifies needed resources |
| Rating: | **Comments:** | | | |
| (8) USES TECHNOLOGY APPLICATIONS to collect, analyze, and present data and other information | Technology:   * is not used to collect, analyze, and present data and other information (e.g. Internet, Excel, tables, charts, graphs) | Technology:   * is used in a limited way to collect, analyze, and present data | Technology:   * is used effectively in collection, analysis, and presentation of data & other information (e.g. Internet, Excel, tables, charts, graphs) | Technology:   * is used extensively and effectively in collection, analysis, and presentation of data & other information (e.g. Internet, Excel, tables, charts, graphs) |
| Rating: | **Comments:** | | | |
| (9) INTEGRATES TECHNOLOGIES to support improvement strategies and learning | Technology:   * is not integrated in the project to support improvement strategies and/or enhance teaching and learning | Technology:   * is minimally integrated in the project to support improvement strategies and enhance student learning on a limited basis | Technology:   * is integrated in the project to support improvement strategies and/or enhance student learning | Technology:   * is extensively, creatively and effectively integrated in the project to support improvement strategies and/or enhance student learning |
| Rating: | **Comments:** | | | |
| (10) Develops final WRITTEN REPORT that is complete, well written, & organized in a scholarly manner | Written Report:   * is poorly organized; does not follow required format, and/or include most/all required components * content does not follow required specifications * requires major editing; poor written communication skills | Written Report:   * is organized in required format and includes most required components * content is addressed; and   provides marginal detail   * report is well written; some editing needed; satisfactory written communication skills | Written Report:   * follows required format, and includes required components. * content specifications addressed, and provides details and elaboration * well written and edited; solid written communication skills | Written Report:   * follows required format, includes all components, and is extremely well organized * content specifications thoroughly addressed, and provide extensive details and elaboration * extremely well written and edited; excellent written communication skills |
| Rating: | Comments: |  |  |  |
| (11) Demonstrates understanding of RESEARCH-BASED SCHOOL LEADERSHIP PRACTICES that support effective schools, programs, and learning for all students | Leadership Practices:   * demonstrate minimal understanding of research-based school leadership practices that support effective schools, programs, and learning for all students | Leadership Practices:   * demonstrate limited understanding of research-based school leadership practices that support effective schools, programs, and learning for all students | Leadership Practices:   * shows an understanding of research-based school leadership practices that support effective schools programs, and learning for all students | Leadership Practices:   * shows deep understanding of research-based school leadership practices that support effective schools programs, and learning for all students |
| Rating: | **Comments:** | | | |

**SUMMATIVE STATEMENT (REQUIRED):**

\_\_\_\_\_  Mentor stipend has been satisfied.  (Please do not submit this  assessment until the stipend has been satisfied in full.)