

LEAD 511: INTERN EVALUATION
Spring, 2010

ACCEPTABLE

Intern's Name: _____
Candidate Name

Name of Individual Completing Evaluation: Elsie R. Wright
Mentor/Supervisor Name

Internship Site: Barrington Christian Academy

Signature of Individual Completing Evaluation Elsie R. Wright (e)
Mentor/Supervisor Name

Date May 30 , 2010 (Sent March 28, 2011)

Please complete the following LEAD 511: Intern Evaluation form. Your feedback on the intern's performance during his/her internship is valuable and will be used for student advisement purposes and to improve the Educational Leadership program at Rhode Island College.

Note: the ISLLC *Standards emphasized in LEAD 511 were ISLLC 1, 2, 3, & 5 (although interns may use internship to experience activities related to Standards 4, & 6.* If other evidence of addressing other standards is applicable, please feel free to indicate those as well.

NOTE: All evaluations are to be submitted in hard copy and electronically by the site supervisor to the college supervisor prior to completion of LEAD 511 and 505 unless other arrangements are made.

Thank you for your cooperation.

Tyler Page, PhD
Program Coordinator

Andrew Snyder, PhD
LEAD Faculty

Directions: Please take a few minutes to provide feedback regarding the Educational Leadership intern whom you mentored this semester. Check (X) the response that best describes the intern.

General Observation:

1. How reliable and efficient was the intern in meeting her/his responsibilities for the field experience?
 - a. Very reliable and efficient
 - b. Somewhat reliable and efficient
 - c. Not very reliable and efficient
 - d. Not at all reliable and efficient

2. How effective was the intern in fulfilling the goals identified in their internship plan?
 - a. Very effective
 - b. Somewhat effective
 - c. Not very effective
 - d. Not at all effective

3. The intern demonstrates initiative. The intern:
 - a. consistently generates ideas and implements plans independently
 - b. often generates ideas and implements plans independently
 - c. sometimes generates idea and implements plans independently
 - d. seldom generates ideas and implements plans independently

4. The intern is responsible. The intern:
 - a. consistently attends to assigned tasks or duties on schedule without prompting
 - b. usually attends to assigned tasks or duties on schedule without prompting
 - c. sometimes attends to assigned tasks or duties on schedule without prompting
 - d. seldom attends to assigned tasks or duties on schedule without prompting

5. The intern is responsive to constructive feedback/supervision. The intern:
 - a. consistently accepts suggestions and feedback and adjusts performance accordingly
 - b. usually accepts suggestions and feedback and adjusts performance accordingly
 - c. sometimes accepts suggestions and feedback and adjusts performance accordingly
 - d. seldom accepts suggestions and feedback and adjusts performance accordingly

6. The intern has rapport with students/peers/families/others. The intern:
 - a. consistently relates easily and positively with students/peers/families/others
 - b. usually relates easily and positively with students/peers/families/others
 - c. sometimes relates easily and positively with students/peers/families/others
 - d. seldom relates easily and positively with students/peers/families/others

7. The intern demonstrates a commitment to reflection, assessment, and learning as an ongoing process. The intern demonstrates this commitment:
 - a. consistently
 - b. usually
 - c. sometimes
 - d. never or almost never

8. The intern is willing to work with other professionals to improve the overall learning environment for students. The intern demonstrates this commitment:
 - a. consistently
 - b. usually
 - c. sometimes
 - d. never or almost never

Directions- Standards Application: Listed below are the ISLLC Standards on which the intern must demonstrate his/her competency in preparation for school leadership. Read each standards skill statement. Then, check (✓) the rating that best describes the intern’s present skill level in effectively performing tasks related to this statement. Use the following scale:

- 5 = Highly skilled
- 4 = Skilled
- 3 = Somewhat skilled
- 2 = Marginal skills
- 1 = No skills
- 0 = Not observed

Standard 1.0: Have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

1.1 Developing a Vision:	5	4	3	2	1	0
1 . 1 .A develop a vision of learning for a school that promotes the success of all students.	✓					
1 . 1 .B base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.		✓				
1.2 Articulating a Vision:	5	4	3	2	1	0
1.2 .A demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.		✓				
1 .2B demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs		✓				
1 .2.C demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.			✓			
1.3 Implementing a Vision:	5	4	3	2	1	0
1.3. A can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision.		✓				
1.3.B develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).			✓			
1.4 Stewardship of a Vision:	5	4	3	2	1	0
1 .4. A demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.			✓			
1 ,4.B design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.		✓				
1 .4.C assume stewardship of the vision through various methods.		✓				
1.5 Promote Community Involvement in the Vision	5	4	3	2	1	0
1.5. A demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.		✓				
1.5.B acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.			✓			

Directions: Read each standards skill statement. Then, check (✓) the rating that best describes your present skill level in effectively performing tasks related to this statement. Use the following scale:

- 5 = Highly skilled
- 4 = Skilled
- 3 = Somewhat skilled
- 2 = Marginal skills
- 1 = No skills
- 0 = Not observed

Standard 2.0: Have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

2.1 Promoting a Positive School Culture:	5	4	3	2	1	0
2.1. A assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.	✓					
2.2 Providing Effective Instructional Program:	5	4	3	2	1	0
2.1. A demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and Curricular materials.		✓				
2.2. B demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.		✓				
2.2. C demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.		✓				
2.3 Applying Best Practice to Student Learning:	5	4	3	2	1	0
2. 3. A demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.		✓				
2.3.B apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.		✓				
2.3.C demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.		✓				

Directions: Read each standards skill statement. Then, check (✓) the rating that best describes your present skill level in effectively performing tasks related to this statement. Use the following scale:

- 5 = Highly skilled
- 4 = Skilled
- 3 = Somewhat skilled
- 2 = Marginal skills
- 1 = No skills
- 0 = Not observed

Standard 3.0: Have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

3.1 Managing the Organization:	5	4	3	2	1	0
3.1 .A demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and efficiency.		✓				
3.1.B develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.		✓				
3.1.C demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.		✓				
3.2 Managing Operations:	5	4	3	2	1	0
3.2.A demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.		✓				
3.2.B develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.		✓				
3.2.C demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.		✓				
3.3 Managing Resources:	5	4	3	2	1	0
3. 3. A- use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.			✓			
3.3.B- creatively seek new resources to facilitate learning.		✓				
3.3 C- apply and assess current technologies for school management, business procedures, and scheduling.			✓			

Directions: Read each standards skill statement. Then, check (✓) the rating that best describes your present skill level in effectively performing tasks related to this statement. Use the following scale:

- 5 = Highly skilled
- 4 = Skilled
- 3 = Somewhat skilled
- 2 = Marginal skills
- 1 = No skills
- 0 = Not observed

Standard 4.0: Have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

4.1 Collaboration with Families and Other Community Members:	5	4	3	2	1	0
4.1 .A demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.		✓				
4.1.B demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind.		✓				
4.1 .C demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.		✓				
4.1.D apply an understanding of community relations models, marketing strategies and processes, data-based decision-making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.		✓				
4.1.E develop various methods of outreach aimed at business, religious, political, and service organizations.			✓			
4.1.F demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community.		✓				
4.1.G demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.			✓			
4.1.H develop a comprehensive program of community relations and demonstrate the ability to work with the media.						✓
4.2 Responding to Community Interests and Needs:	5	4	3	2	1	0
4.2.A demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.						✓
4.2.B demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.			✓			
4.2.C provide leadership to programs serving students with special and exceptional needs.			✓			
4.2.D demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.			✓			
4.3 Mobilizing Community Resources:	5	4	3	2	1	0
4. 3. A demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school		✓				
4.3.B demonstrate how to use school resources and social service agencies to serve the community.			✓			
4.3.C demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.			✓			

Standard 5.0: Have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

5.1 Acting with Integrity:	5	4	3	2	1	0
5.1 .A demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.	✓					
5.2 Acting Fairly:	5	4	3	2	1	0
5.2.A demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.	✓					
5.3 Acting Ethically:	5	4	3	2	1	0
5. 3. A make and explain decisions based upon ethical and legal principles.	✓					

Standard 6.0: Have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

6.1 The Larger Context:	5	4	3	2	1	0
6.1. A act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.	✓					
6.1 .A demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.		✓				
6.1.B demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.			✓			
6.1.C demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.			✓			
6.1.D demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.		✓				
6.1 .E can describe community norms and values and how they relate to the role of the school in promoting social justice.		✓				
6.1.F demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.		✓				
6.2 Responding to the Larger Context:	5	4	3	2	1	0
6.2. A demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.	✓					
6.3 Influencing the Larger Context	5	4	3	2	1	0
6.3 A demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.		✓				
6.3.B apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.		✓				
6.3.C advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics		✓				

Overall Feedback: Please provide your written feedback to the questions below.

1. Please identify any other skills, behaviors, and/or knowledge that enhance this intern's progress.

██████ is making excellent progress as an educational leader. He remains calm under stress, relates well with all constituencies, and is steady in his growth. He is very well respected as a teacher and leader. He brings new ideas to our school as he becomes aware of issues and educational concerns that impact our community.

2. Please identify any other skills, behaviors, and/or knowledge that interfere with this intern's successful progress.

The only thing that holds back progress in all areas is the lack of opportunity to incorporate some of the items rated as 3's or not observed. I have not observed ██████ interface with the media, and interfacing with our top donors as a constituency has been limited. We will try to add these opportunities in the second year of internship. ██████ also continues to work on proofreading what he writes, as his spelling gets in the way of effective communication at times.

3. Identify actions that you would recommend for this intern.

First, I continue to recommend careful proofreading of all emails and communications sent out. Second, I recommend continuing to stretch in interfacing with new constituencies. To be ready for administrative leadership, there will also need to be more exposure to scheduling, financial decision-making and faculty evaluation processes.

4. Would you recommend this individual for an administrative position?

Yes, with continued mentoring
 No

5. The intern's grade for the internship is based:

- 1) on your evaluation of his/her performance,
- 2) the faculty supervisor's evaluation of his/her performance, and
- 3) the internship seminar instructor's evaluation of his/her performance.

Please indicate the grade you would **recommend** for the intern's participation at your school site:

A A- B+ B C+ C C- D F

OTHER COMMENTS (continue on back if necessary):

██████ has great potential in administration. I look forward to seeing his continued growth. He is a consistent and steady worker who has the fortitude to be in administration for the long-haul. He has done as well as I would expect any intern to be able to do with the amount of experience he brings to the position. I am very pleased to have had him at our site as he has worked on his professional development. He is a great asset to our school and a fine educator.