

**LEAD 503: INTERN EVALUATION**  
**Spring, 2010- Cohort IV**

Intern's Name: \_\_\_\_\_  
Internship Site: \_\_\_\_\_  
Name of Individual Completing Evaluation: Amy Bettencourt  
Signature of Individual Completing Evaluation \_\_\_\_\_  
Date: 5/7/10

Please complete the following LEAD 503: 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 503 for this experience were ISLLC 3, 4, & 6.

FYI: included is a brief description of the three standards; your intern should discuss the application of standards in developing his/her Learning Plan.

Thank you for your cooperation.

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

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/learning 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 others/professionals** to improve the overall learning environment for students/clients. The intern demonstrates this commitment:
  - a.  consistently
  - b.  usually
  - c.  sometimes
  - d.  never or almost never

**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, if applicable. Use the following scale:

- 5 = Highly skilled
- 4 = Skilled
- 3 = Somewhat skilled
- 2 = Marginal skills
- 1 = No skills
- 0 = Not observed/**Not applicable in this setting**

**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.

	High			Low			N/A
	5	4	3	2	1	0	
<b>3.1 Managing the Organization:</b>	5	4	3	2	1	0	
3.1.A demonstrate the ability to optimize the learning environment through data driven decision-making with attention to indicators of equity, effectiveness, and efficiency.		x					
3.1.B develop plans of action for focusing on effective organization and management of fiscal, human, and material resources; * priority to student learning, safety, curriculum, and instruction.	x						
3.1.C demonstrate an ability to manage time effectively to promote student achievement.	x						
<b>3.2 Managing Operations:</b>	5	4	3	2	1	0	
3.2.A demonstrate the ability to involve staff in conducting operations and setting priorities to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.		x					
3.2.B develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.							x
3.2.C demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.	x						
<b>3.3 Managing Resources:</b>	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.	x						
3.3.B creatively seek new resources to facilitate learning.	x						
3.3.C Ability to assess and apply current technologies for school management, business procedures, and scheduling.	x						
OVERALL Evaluation of organization/management skills		x					

**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.

	High			Low		N/A
<b>4.1 Collaboration with Families and Other Community Members:</b>	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.	x					
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.	x					
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.	x					
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.	x					
4.1.E develop various methods of outreach aimed at business, religious, political, and service organizations.						x
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.						x
4.1.G demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.	x					
4.1.H develop a comprehensive program of community relations and demonstrate the ability to work with the media.						x
<b>4.2 Responding to Community Interests and Needs:</b>	5	4	3	2	1	0
4.2.A demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.	x					
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.	x					
4.2.C provide leadership to programs serving students with special and exceptional needs.	x					
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.	x					

<b>4.3 Mobilizing Community Resources:</b>	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 goals.						x
4.3.B demonstrate how to use school resources and social service agencies to serve the community.	x					
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.						x
OVERALL Evaluation of community relations skills		x				

*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/N/A= **Not applicable**

**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.

	High			Low			N/A
	5	4	3	2	1	0	
<b>6.1 The Larger Context:</b>	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.	x						
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.							x
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.	x						
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.	x						
6.1.D demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.	x						
6.1 .E can describe community norms and values and how they relate to the role of the school in promoting social justice.	x						
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.	x						
<b>6.2 Responding to the Larger Context:</b>	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.	x						
<b>6.3 Influencing the Larger Context</b>	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.	x						
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.	x						
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	x						
OVERALL Evaluation of social, political, economic, & influence skills	x						

**Directions:** Please provide your written feedback to the questions below.

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

Mitch was reliable and consistent during his internship and was an excellent role model. Mitch learned about the behavior management system and asked several questions.

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

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

Mitch did a great job at the program

4. Would you recommend this individual for a volunteer/leadership position?

Yes

No

5. The intern's grade for the LEAD 503 internship is based:

- an in-class presentation;
- a suggested improvement plan based on the experience;
- identifying potential barriers for implementation
- framing their findings around key program frameworks and standards
- your evaluation/input of his/her performance,

*Additional Comments?*