

1 Description of Assessment #4:

The LEAD internship supervisor evaluation is crafted to assist the supervisor in assessing the candidate in the completion of the site-based ELCC projects. These activities were designed by the candidate in the Learning Plan, approved by the site supervisor and LEAD faculty, to engage and fulfill requirements for the aspiring administrator in a school setting. The candidate is provided opportunities to engage in clinical experiences in the full range of school settings to make critical theory-to-practice transitions.

Getting practical administrative skills, under the supervision of a building level practicing administrator is a key professional competency. Candidates are expected to gain important insights into the operation of schools as they develop leadership skills through exposure to real-school activities. Supervisors are expected to evaluate candidates regarding knowledge, skills, and dispositions necessary for competent professional practice. The evaluations include an initial section covering dispositions: the main component of the instrument addresses activities related to standards and are broken down by ELCC elements and indicators.

2 Alignment of Assessments with Standards:

The internship supervisor evaluation has, at its core, the assessment of the candidate as he/she demonstrates knowledge, skills and dispositions required for a building level educational leader. The evaluation is crafted to directly align with the ELCC (ISLLC) standards, as well as the newly developed Rhode Island Leadership Standards. Candidates are required to complete projects in appropriate *school settings* that relate to the specific and related leadership standards. Although the Learning Plan addresses all standards, LEAD emphasizes specific standards in each of the two internship experiences to provide focus and richness while engaged in the activities.

While the internship experience is substantial with over 300 hours of experience over two semesters, candidates also do a 50-hour practicum in preparation for the full internship as well as two shadowing experiences with a focus on observation of administrative practice. The capstone project is the program portfolio, which requires artifacts in each of the ELCC standards. As mentioned earlier, the internship is planned cooperatively (Learning Plan) with the candidate, the school administrator, and the faculty supervisor. Embedded in both internship experiences are seminars; concurrent 2 credit courses connect to internship practice through targeted topics and guest speakers.

Intern supervisors evaluate the candidate based the program standards on the attached rubric. The overall goal of this assessment is to determine if the standards are being experienced and met during the internship experience.

3 Analysis of the data findings:

The data indicates that the majority of candidates met expectations as evaluated by the internship supervisor. Data are presented with the use of the formal assessment tool used in both 511 (1st experience), and 512 (final experience). The candidates, beginning in the spring of 2011, will be using the updated ELCC instrument (March 2009) that will reflect connections to ISLLC and the new Rhode Island Leadership Standards. Evaluations will be based on field

projects and activities, as well as newly designed dispositions from FSEHD as well as new Rhode Island dispositions connected to State standards.

While the primary focus of the evaluation was directed at the performance standards, supervisors also provided information regarding the candidate's dispositions. Where the performance ratings of candidates was good, showing a consistent mix of proficiency and exemplary performance, the majority of the candidates in 511 were rated as "high performers", all of the graduating candidates were ranked "highest" across the board. Indeed, analyses of dispositional assessment data reveal that LEAD candidates were very positively assessed at each time point. The table below (Data table 4C) shows that LEAD field supervisors and mentors judged candidates to consistently demonstrate positive dispositions. In fact, all mean scores for candidates in the three field experiences are close to or equal 1 (the highest possible score).

4 Interpretation of how that data provided evidence for meeting standards:

Candidates were evaluated upon completion of both internships by the site/building level supervisor. Using the assessment tool, data indicated that the majority of candidates scored in the Exemplary and Acceptable categories. In reviewing the assessment and the data provided by the supervisor evaluation, LEAD faculty has determined that a revised instrument will need to be designed that is more directly aligned to the ELCC and Rhode Island Leadership standards. Data will be collected with the revised tool beginning with candidates that complete the Internship during the spring 2011 semester.

While ratings are consistently positive, the data in the table below suggest that LEAD candidates have the more difficulty demonstrating initiative during their first experience than they do during the final one. They appear to improve in their ability to work with other professionals as time progresses. Candidates also appear to have less rapport with others during LEAD 511 than during LEAD 503 or LEAD 512. What is not known from the data is whether assessors used the same criteria for judging LEAD candidate dispositions in the different settings and time points at which assessment took place. This makes it difficult and precarious to attempt to characterize growth in candidate dispositions over time.

As a result, a candidate evaluation was piloted to give LEAD faculty data on of both sites and supervisors. These data were for candidate self-reflection on the experience. The majority of the candidates assessed themselves as displaying the leadership dispositions to become effective building-level leaders. However, as mentioned earlier, the tool needs to be refined and redesigned to align with ELCC/RI standards, and RIC/RI dispositions for coherence and uniformity.

Although LEAD faculty feels that the evaluation tool covers all standards, a scoring line providing data for each element in addition to indicators, would be helpful in getting a "big picture" evaluation from supervisors, giving faculty better and more meaningful comparisons of candidate experience.

Scoring Guide: Attachment 4B
Internship: Supervisor Evaluation Forms

LEAD 511-512

SUPERVISOR EVALUATION:

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.

Standards Application- Directions: 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

Exemplary- Exceeds Standards
Acceptable-High

3 = Somewhat skilled Developing
 2 = Marginal skills Limited
 1 = No skills Unacceptable
 0 = Not observed N/A

1.1 Developing a Vision:	5	4	3	2	1	0
1.1a develop a vision of learning for a school that promotes the success of all students.						
1.1b 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
1.2a 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						
1.2c 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
1.3a can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision.						
1.3b 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
1.4a demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.						
1.4b design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.						
1.4c assume stewardship of the vision through various methods.						
1.5 Promote Community Involvement in the Vision	5	4	3	2	1	0
1.5a demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.						
1.5b acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.						

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.

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

2.1 Promoting a Positive School Culture:	5	4	3	2	1	0
2.1 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
2.1a demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and Curricular materials.						
2.2b demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.						
2.2c 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
2.3a demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.						
2.3b apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.						
2.3c demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.						

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.

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

3.1 Managing the Organization:	5	4	3	2	1	0
3.1a 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.						

3.1b 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.						
3.1c 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
3.2a 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.						
3.2b develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.						
3.2c 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.						
3.3b creatively seek new resources to facilitate learning.						
3.3c apply and assess current technologies for school management, business procedures, and scheduling.						

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.

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

4.1 Collaboration with Families and Other Community Members:	5	4	3	2	1	0
4.1a demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.						
4.1b 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.						
4.1c demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.						
4.1d 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.						
4.1e develop various methods of outreach aimed at business, religious, political, and service organizations.						
4.1f 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.						
4.1g demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.						
4.1h 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
4.2a demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.						
4.2b demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.						
4.2c provide leadership to programs serving students with special and exceptional needs.						
4.2d 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
4.3a demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.						
4.3b demonstrate how to use school resources and social service agencies to serve the community.						
4.3c 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.

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

5.1 Acting with Integrity:	5	4	3	2	1	0
5.1 demonstrate a respect for the rights of others with regard to confidentiality and privacy and engage in honest interactions.						
5.2 Acting Fairly:	5	4	3	2	1	0
5.2 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 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.

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

6.1 The Larger Context:	5	4	3	2	1	0
6.1a 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.						
6.1b 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.						
6.1c demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.						
6.1d 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.						
6.1e demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.						
6.1f can describe community norms and values and how they relate to the role of the school in promoting social justice.						
6.1g 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. 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
6.3a demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.						
6.3b apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.						
6.3c 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						

Scoring Guide: Attachment 4B
Internship: Supervisor Evaluation Forms

LEAD 511-512

Dispositional Assessments

LEAD candidates are assessed at the conclusion of each field experience (LEAD 503, LEAD 511, and LEAD 512) on dispositions that the program identified as essential to successful administrators:

1. reliability/efficiency
2. effectiveness
3. initiative
4. responsibility
5. responsiveness to constructive feedback/supervision
6. rapport with students/peers/families/others
7. commitment to reflection, assessment, and learning
8. willingness to work with other professionals

The assessment items used to evaluate these dispositions are provided in the figure below, which shows that candidate disposition on each item was rated on a different four-point scale for each item. Possible responses are presented in order from positive to negative and were coded 1 (most positive rating) through 4 (most negative rating) for each item.

<ol style="list-style-type: none">1. How reliable and efficient was the intern in meeting her/his responsibilities for the field experience?<ol style="list-style-type: none">a. ___ Very reliable and efficientb. ___ Somewhat reliable and efficientc. ___ Not very reliable and efficientd. ___ Not at all reliable and efficient2. How effective was the intern in fulfilling the goals identified in their internship plan?<ol style="list-style-type: none">a. ___ Very effectiveb. ___ Somewhat effectivec. ___ Not very effectived. ___ Not at all effective3. The intern demonstrates initiative. The intern:<ol style="list-style-type: none">a. ___ consistently generates ideas and implements plans independentlyb. ___ often generates ideas and implements plans independentlyc. ___ sometimes generates idea and implements plans independentlyd. ___ seldom generates ideas and implements plans independently4. The intern is responsible. The intern:<ol style="list-style-type: none">a. ___ consistently attends to assigned tasks or duties on schedule without promptingb. ___ usually attends to assigned tasks or duties on schedule without promptingc. ___ sometimes attends to assigned tasks or duties on schedule without promptingd. ___ seldom attends to assigned tasks or duties on schedule without prompting5. The intern is responsive to constructive feedback/supervision. The intern:<ol style="list-style-type: none">a. ___ consistently accepts suggestions and feedback and adjusts performance accordinglyb. ___ usually accepts suggestions and feedback and adjusts performance accordinglyc. ___ sometimes accepts suggestions and feedback and adjusts performance accordinglyd. ___ seldom accepts suggestions and feedback and adjusts performance accordingly
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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

Figure 1: Dispositional Assessment

Scoring Guide: Rubrics/Attachment
4B₁

LEAD 511- 1st Internship (150hrs)

Data Table

Standard 1.0: Candidates who complete the program are educational leaders who 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.			
Element 1.0	Indicator	N-15	Mean
Element 1.1 Develop School District Vision	1.1a Develop a school/district vision	15	4.67
	1.1b Base vision on relevant theory	15	4.70
Element 1.2 Articulate Vision	1.2a Articulate components of vision	15	4.80
	1.2b Use data-based research strategies to inform vision	13	4.50
	1.2c Communicate school/district vision	12	4.80
Element 1.3 Implement Vision	1.3a Formulate initiatives to motivate staff, students, and families	11	4.50
	1.3b Plans for implementation of school/district vision	12	4.67
Element 1.4 Steward Vision	1.4a Understanding role of effective communication skills to build shared commitment	11	4.50
	1.4b Design system for using data-based research strategies	10	4.80
	1.4c Assume stewardship of school/district vision	10	4.80
Element 1.5 Promote Community Involvement	1.5a Involve community members in realization of vision	13	4.50
	1.5b Communicate effectively with all stakeholders in implementation	12	4.60
Element 2.0	Indicator	N	11
Element 2.1 Promote Positive School Culture	2.1a Assess school culture using multiple methods and strategies	10	4.30
Element 2.2 Provide Effective Instructional Program	2.2a Apply principles of effective instruction to improve instructional practices	10	4.30
	2.2b Design curriculum to accommodate diverse learner needs	7	4.43
	2.2c Use technology to enrich curriculum and instruction	13	4.54
Element 2.3 Apply Best Practice to Student Learning	2.3a Assist school personnel to apply best practices for student to learning	14	4.43
	2.3b Apply human developmental, learning, and motivational theories to learning process	12	4.67

	2.3c Use appropriate research strategies to promote environment for improved student achievement	13	4.69
Standard 3.0: Candidates who complete the program are educational leaders who 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.			
Element 3.0	Indicators	N	Mean
Element 3.1 Manage the Organization	3.1a. Optimize the learning environment by applying appropriate models of organizational management	11	4.36
	3.1b. Develop plans of action for focusing on effective organization and management of fiscal, human, and material resources	9	4.22
	3.1c. Manage time effectively and deploy financial and human resources in ways to promote student achievement.	9	4.44
Element 3.2 Manage Operations	3.2a. Involve staff in conducting operations and setting priorities using needs assessment, research-based data, and group process skills to build consensus.	10	4.40
	3.2b. Develop communications plans for staff to develop family and community collaboration skills.	8	4.38
	3.2c. Understand how to apply legal principles.	11	4.36
Element 3.3 Manage Resources	3.3a. Use problem-solving skills and knowledge of strategic long-range and operational planning in use of fiscal, human, and material resource allocation.	10	4.20
	3.3b. Creatively seek new resources to facilitate learning.	10	4.40
	3.3c. Apply and assess current technology for school management, business procedures, and scheduling.	10	4.40
Standard 4.0: Candidates who complete the program are educational leaders who 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.			
Element 4.0	Indicators	N	Mean
Element 4.1 Collaborate with Families and the Community	4.1a. Bring together family and community resources to positively affect student learning	15	4.67
	4.1b. Involve families in the education of their children	15	4.70
	4.1c. Use public information and research-based knowledge to collaborate with families and the community	15	4.80
	4.1d. Create frameworks for school, family, business, community, government, and higher education partnerships using community-relations models	13	4.50
	4.1e. Develop various methods of outreach aimed at business, religious, political, and service organizations	12	4.80
	4.1f. Involve families and other stakeholders in school decision-making processes	11	4.50

	4.1g. Demonstrate the ability to collaborate with community agencies to integrate health social, and other services	13	4.31
	4.1h. Develop a comprehensive program of community relations and demonstrate ability to work with the media	10	4.90
Element 4.2 Respond to Community Interests and Needs	4.2a. Demonstrate active involvement within the community including persons with conflicting perspectives	10	4.80
	4.2b. Use appropriate assessment strategies and research methods to accommodate diverse school and community conditions	10	4.80
	4.2c. Provide leadership to programs serving students with special and exceptional needs	10	4.80
	4.2d. Capitalize on the diversity of the school community to improve school programs and meet diverse student needs	10	4.80
Element 4.3 Mobilize Community Resources	4.3a. Use community resources including youth services to support student achievement, solve problems, and achieve school goals	10	4.80
	4.3b. Use school resources and social service agencies to serve the community	15	4.67
	4.3c. Demonstrate ways to use public resources and funds appropriately to encourage communities to provide new resources to address student problems	15	4.73
Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.			
Element 5.0	Indicators	N	Mean
Element 5.1 Acts with Integrity	5.1a. Demonstrate a respect for the rights of others with regard to confidentiality, dignity, and engage in honest communications.	15	4.80
Element 5.2 Acts Fairly	5.2a. Combine impartiality, sensitivity to student diversity, and ethical considerations in interactions with others.	13	4.54
Element 5.3 Acts Ethically	5.3a. Makes and explain decisions based on ethical and legal principles.	12	4.75
Standard 6.0: Candidates who complete the program are educational leaders who 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.			
Element 6.0	Indicators	N	Mean
Element 6.1 Understand the Larger Context	6.1a Act as informed consumers of educational theory and concepts and apply appropriate research methods to a school context	15	4.67
	6.1b. Explain how legal and political systems and institutional framework of schools shape a school and community	15	4.67
	6.1c. Analyze the complex causes of poverty and their effects on families, communities, children, and learning	15	4.73
	6.1d. Understand school policies, laws, and regulations enacted by	15	4.80

	<p>local, state, and federal authorities</p> <p>6.1e. Describe the economic factors shaping a local community and economic factors affecting schools</p> <p>6.1f. Describe community norms and values and how they relate to the role of the school in promoting social justice</p> <p>6.1g. Explain various theories of change and conflict resolution</p>	<p>13</p> <p>12</p> <p>11</p>	<p>4.54</p> <p>4.75</p> <p>4.55</p>
Element 6.2 Respond to the Larger Context	6.2a. Communicate with members of a school community concerning trends, issues, and potential changes in the school environment and maintain ongoing dialogues with diverse community groups	12	4.67
Element 6.3 Influence the Larger Context	<p>6.3a. Engage students, parents, and the community in advocating the adoption of improved policies and laws</p> <p>6.3b. Apply understanding of larger context to develop activities and policies that benefit students and their families</p> <p>6.3c. Advocate for policies and programs that promote equitable learning opportunities and success for all students</p>	<p>10</p> <p>10</p> <p>15</p>	<p>4.90</p> <p>4.80</p> <p>4.67</p>

Scoring Guide: Rubrics/Attachment 4B₂

LEAD 512- 2nd Internship (150hrs)

Data Table

Standard 1.0: Candidates who complete the program are educational leaders who 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.			
Element 1.0	Indicator	N	Mean
Element 1.1 Develop School District Vision	1.1a Develop a school/district vision	6	4.67
	1.1b Base vision on relevant theory	5	4.20
Element 1.2 Articulate Vision	1.2a Articulate components of vision	5	4.60
	1.2b Use data-based research strategies to inform vision	4	4.80
	1.2c Communicate school/district vision	5	4.80
Element 1.3 Implement Vision	1.3a Formulate initiatives to motivate staff, students, and families	2	4.00
	1.3b Plans for implementation of school/district vision	3	4.67
Element 1.4 Steward Vision	1.4a Understanding role of effective communication skills to build shared commitment	4	4.80
	1.4b Design system for using data-based research strategies	3	4.30
	1.4c Assume stewardship of school/district vision	3	4.30
Element 1.5 Promote Community Involvement	1.5a Involve community members in realization of vision	6	4.70
	1.5b Communicate effectively with all stakeholders in implementation	5	4.60
Element 2.0	Indicator	N	Mean
Element 2.1 Promote Positive School Culture	2.1a Assess school culture using multiple methods and strategies	5	4.60
Element 2.2 Provide Effective Instructional Program	2.2a Apply principles of effective instruction to improve instructional practices	4	4.75
	2.2b Design curriculum to accommodate diverse learner needs	2	3.50
	2.2c Use technology to enrich curriculum and instruction	3	4.33
Element 2.3 Apply Best Practice to	2.3a Assist school personnel to apply best practices for student to learning	3	4.33
	2.3b Apply human developmental, learning, and motivational	4	4.50

Student Learning	theories to learning process 2.3c Use appropriate research strategies to promote environment for improved student achievement	5	4.60
Standard 3.0: Candidates who complete the program are educational leaders who 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.			
Element 3.0	Indicators	N	Mean
Element 3.1 Manage the Organization	3.1a. Optimize the learning environment by applying appropriate models of organizational management	3	4.33
	3.1b. Develop plans of action for focusing on effective organization and management of fiscal, human, and material resources	2	4.50
	3.1c. Manage time effectively and deploy financial and human resources in ways to promote student achievement.	4	4.50
Element 3.2 Manage Operations	3.2a. Involve staff in conducting operations and setting priorities using needs assessment, research-based data, and group process skills to build consensus.	2	4.50
	3.2b. Develop communications plans for staff to develop family and community collaboration skills.	3	4.33
	3.2c. Understand how to apply legal principles.	4	4.50
Element 3.3 Manage Resources	3.3a. Use problem-solving skills and knowledge of strategic long-range and operational planning in use of fiscal, human, and material resource allocation.	2	4.50
	3.2b. Creatively seek new resources to facilitate learning.	4	4.75
	3.3c. Apply and assess current technology for school management, business procedures, and scheduling.	5	4.60
Standard 4.0: Candidates who complete the program are educational leaders who 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.			
Element 4.0	Indicators	N	Mean
Element 4.1 Collaborate with Families and the Community	4.1a. Bring together family and community resources to positively affect student learning	6	4.67
	4.1b. Involve families in the education of their children	5	4.20
	4.1c. Use public information and research-based knowledge to collaborate with families and the community	5	4.60
	4.1d. Create frameworks for school, family, business, community, government, and higher education partnerships using community-relations models	4	4.80
	4.1e. Develop various methods of outreach aimed at business, religious, political, and service organizations	5	4.80
	4.1f. Involve families and other stakeholders in school decision-	2	4.00

	making processes 4.1g. Demonstrate the ability to collaborate with community agencies to integrate health social, and other services 4.1h. Develop a comprehensive program of community relations and demonstrate ability to work with the media	3 4	4.67 4.80
Element 4.2 Respond to Community Interests and Needs	4.2a. Demonstrate active involvement within the community including persons with conflicting perspectives 4.2b. Use appropriate assessment strategies and research methods to accommodate diverse school and community conditions 4.2c. Provide leadership to programs serving students with special and exceptional needs 4.2d. Capitalize on the diversity of the school community to improve school programs and meet diverse student needs	3 3 3 3	4.30 4.30 4.30 4.30
Element 4.3 Mobilize Community Resources	4.3a. Use community resources including youth services to support student achievement, solve problems, and achieve school goals 4.3b. Use school resources and social service agencies to serve the community 4.3c. Demonstrate ways to use public resources and funds appropriately to encourage communities to provide new resources to address student problems	3 6 5	4.80 4.67 4.38
Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.			
Element 5.0	Indicators	N	Mean
Element 5.1 Acts with Integrity	5.1a. Demonstrate a respect for the rights of others with regard to confidentiality, dignity, and engage in honest communications.	5	4.60
Element 5.2 Acts Fairly	5.2a. Combine impartiality, sensitivity to student diversity, and ethical considerations in interactions with others.	4	4.75
Element 5.3 Acts Ethically	5.3a. Makes and explain decisions based on ethical and legal principles.	5	4.80
Standard 6.0: Candidates who complete the program are educational leaders who 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.			
Element 6.0	Indicators	N	Mean
Element 6.1 Understand the Larger Context	6.1a Act as informed consumers of educational theory and concepts and apply appropriate research methods to a school context 6.1b. Explain how legal and political systems and institutional framework of schools shape a school and community 6.1c. Analyze the complex causes of poverty and their effects on families, communities, children, and learning 6.1d. Understand school policies, laws, and regulations enacted by	6 5 5 4	4.67 4.67 4.80 4.00

	<p>local, state, and federal authorities</p> <p>6.1e. Describe the economic factors shaping a local community and economic factors affecting schools</p> <p>6.1f. Describe community norms and values and how they relate to the role of the school in promoting social justice</p> <p>6.1g. Explain various theories of change and conflict resolution</p>	<p>5</p> <p>2</p> <p>2</p>	<p>4.00</p> <p>4.55</p> <p>4.0</p>
Element 6.2 Respond to the Larger Context	6.2a. Communicate with members of a school community concerning trends, issues, and potential changes in the school environment and maintain ongoing dialogues with diverse community groups	3	4.67
Element 6.3 Influence the Larger Context	<p>6.3a. Engage students, parents, and the community in advocating the adoption of improved policies and laws</p> <p>6.3b. Apply understanding of larger context to develop activities and policies that benefit students and their families</p> <p>6.3c. Advocate for policies and programs that promote equitable learning opportunities and success for all students</p>	<p>4</p> <p>3</p> <p>6</p>	<p>4.75</p> <p>4.33</p> <p>4.67</p>

**Attachment 4C3 –Data Table
Internship: Supervisor Evaluations
LEAD 511**

ELCC Standard Elements	Limited Unacceptable	Developing	Acceptable Proficient	Target Exemplary	Totals: # Students 15 Avg/5.0
Seen:	Rarely	Occasionally	Usually	Consistently	
ELCC 1.0					
Mission/Vision					
E 1.1 Development	0%	0%	40%	60%	4.70
E 1.2 Articulation	0%	0%	46%	54%	4.70
E 1.3 Implement	0%	0%	30%	70%	4.62
E 1.4 Steward	0%	0%	17%	83%	4.83
E 1.5 Promote	0%	7%	31%	62%	4.65
ELCC 2.0					
Instruction					
E 2.1 Positive Cult	0%	20%	20%	60%	4.30
E 2.2 Effectiveness	0%	7.5%	38%	54%	4.59
E 2.3 Best Practice	0%	7%	40%	53%	4.60
ELCC 3.0					
Organization					
Management Org.	0%	9%	63%	28%	4.33
Manage Operation	0%	5%	58%	37%	4.37
Manage Resources	0%	0%	27%	73%	4.33
ELCC 4.0					
School/Community					
Collaboration	0%	0%	60%	40%	4.78
Community Needs	0%	0%	10%	90%	4.80
Mobilize/Resources	0%	6%	34%	60%	4.40
ELCC 5.0					
Ethics/Integrity					
Acts w/integrity	0%	0%	13%	87%	4.80
Acts Fairly	0%	7%	31%	62%	4.75
Acts Ethically	0%	0%	25%	75%	4.80
ELCC 6.0					
External Resources	0%	0%	40%	60%	4.90
Understands Context	0%	0%	33%	67%	4.80

Responds 2 Context Influence Context	0%	0%	47%	53%	4.67

**Attachment 4C4: Data Table
Internship: Supervisor Evaluations
LEAD 512**

ELCC Standard Elements	Limited Unacceptable	Developing	Acceptable Proficient	Target Exemplary	Totals: # Students 6 Avg/5.0
Seen:	Rarely	Occasionally	Usually	Consistently	
ELCC 1.0 Mission/Vision					
E 1.1 Development	0%	0%	50%	50%	4.43
E 1.2 Articulation	0%	0%	40%	60%	4.70
E 1.3 Implement	0%	0%	67%	33%	4.33
E 1.4 Steward	0%	0%	50%	50%	4.77
E 1.5 Promote	0%	0%	33%	67%	4.65
ELCC 2.0 Instruction					
E 2.1 Positive Cult	0%	0%	40%	60%	4.60
E 2.2 Effectiveness	0%	0%	60%	40%	4.24
E 2.3 Best Practice	0%	0%	80%	20%	4.48
ELCC 3.0 Organization					
Management Org.	0%	9%	75%	25%	4.42
Manage Operation	0%	0%	50%	50%	4.37
Manage Resources	0%	0%	50%	50%	4.46
ELCC 4.0 School/Community					
Collaboration	0%	0%	67%	33%	4.78
Community Needs	0%	0%	67%	33%	4.80
Mobilize/Resources	0%	0%	67%	33%	4.40
ELCC 5.0 Ethics/Integrity					
Acts w/integrity	0%	0%	17%	83%	4.60
Acts Fairly	0%	0%	25%	75%	4.75
Acts Ethically	0%	0%	25%	75%	4.80
ELCC 6.0 External Resources					
Understands Context	0%	0%	67%	33%	4.68
	0%	0%	33%	67%	4.67

Responds 2 Context Influence Context	0%	0%	50%	50%	4.44

Attachment 4C5

**LEAD 511 & 512: INTERN EVALUATION
DISPOSITIONS
Cohort I & II (Classes of '09 & '10)**

Dispositional Assessment Results

		LEAD 511 Mean (N=15)	LEAD 512 Mean (N=6)
1	The candidate is reliable and efficient in meeting her/his responsibilities for the field experience.	1.07	1.00
2	The candidate is effective in fulfilling the goals identified in his/her field experience plan.	1.07	1.00
3	The candidate demonstrates initiative.	1.36	1.00
4	The candidate is responsible	1.07	1.00
5	The candidate is responsive to constructive feedback/supervision.	1.07	1.00
6	The candidate has rapport with students/peers/families/others.	1.21	1.00
7	The candidate demonstrates a commitment to reflection, assessment, and learning as an ongoing process.	1.07	1.00
8	The candidate is willing to work with other professionals to improve the overall learning environment for students.	1.07	1.00

Scale: 1=high performance; 4=low performance