Distributed Teacher and Leader Education

Intern Summative Evaluation Form

Brief Description

The Stony Brook internship provides significant opportunities for candidates to synthesize and apply the knowledge gained during coursework and practice and develop the skills identified in both the building and district level ISLLC Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel. Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating and making decisions typical of those made by both building and district leaders. The experiences within the internship provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, school board members, students, parents and school and community leaders.

The *Intern Summative Evaluation Form* is the final reporting tool employed at the culmination of the internship and filled out by the <u>cooperating administrator</u> in the host district. It is designed to summarize the level of proficiency attained by the interns in each of the ISLLC standards and provide feedback for personal and professional growth. An intern's performance is evaluated for each standard using a four-point rubric. It represents the main assessment tool within the program's evaluation system.

Alignment to Standards

For purposes of NCATE evaluation, only the results for **ISLLC leadership standards 4A, 4B, 4C, 4D, 6A, 6B, and 6C** will be evaluated by the *Intern Summative Evaluation Form*. This tool will assess the **professional and pedagogical knowledge and skills** necessary to work effectively with students, families, colleagues and other community stakeholders (**community relations**) and the ability to **support student learning and development while working within the larger context**.
- **4A Collect and analyze data and information pertinent to the educational environment.**
- **4B Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.**
- **4C Build and sustain positive relationships with families and caregivers.**

- **4D Build and sustain productive relationships with community partners.**
- **6A Understand the Larger Educational Context**
- **6B Respond to the Larger Educational Context**
- **6C Influence the Larger Educational Context**

Scoring Guide

The evaluator (cooperating administrator) uses a 4-point rubric for each of the ISLLC leadership standards listed in this assessment tool. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. Note: Evaluators should use the ELCC sub-elements listed in the boxes for assistance during the evaluation process. Not all of the ELCC sub-elements have to be observed during the internship.

Scoring Guide:

ISLLC Standard #4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.				
Standard Function	Unacceptable - 1	Min Meets - 2	Meets Standards - 3	Distinguished - 4
4A.Collect and analyze data and information pertinent to the educational environment.	Candidate **does not** engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals. (ELCC 1.4b)	Candidate **partially** engages in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals.	Candidate **can** engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals.	Candidate **regularly** engages in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals.
4B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.	**Unacceptable - 1**	**Min Meets - 2**	**Meets Standards - 3**	**Distinguished - 4**
	Candidate **does not** demonstrate the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning. (ELCC 4.1a)	Candidate **partially** demonstrates the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.	Candidate **can** demonstrate the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.	Candidate demonstrates a **strong** ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.
4C. Build and sustain positive relationships with families and caregivers.	**Unacceptable - 1**	**Min Meets - 2**	**Meets Standards - 3**	**Distinguished - 4**
	Candidate **cannot** develop and implement strategies that support the involvement of families in the education of their children that	Candidate can **partially** develop and implement strategies that support the involvement of families in the education of their	Candidate **can** develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that	Candidate can **effectively** develop and implement **many** strategies that support the involvement of families in the education of their children that

	reinforces for district staff a belief that families have the best interests of their children in mind. (ELCC 4.1h)	children that reinforces for district staff a belief that families have the best interests of their children in mind.	families have the best interests of their children in mind.	reinforces for district staff a belief that families have the best interests of their children in mind.
4D. Build and sustain productive relationships with community partners.	**Unacceptable - 1**	**Min Meets - 2**	**Meets Standards - 3**	**Distinguished - 4**
	Candidate **cannot** apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships. (ELCC 4.1c)

Candidate **does not** demonstrate an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals. (ELCC 4.1d)

Candidate **does not** demonstrate the ability to involve community members, groups, and other stakeholders in district decision- making, reflecting an understanding of strategies to capitalize on the district's integral role in the larger community. (ELCC 4.1e)

Candidate **does not** demonstrate the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family | Candidate can **sometimes** apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships.

Candidate **partially** demonstrates an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals.

Candidate **partially** demonstrates the ability to involve community members, groups, and other stakeholders in district decision-making, reflecting an understanding of strategies to capitalize on the district's integral role in the larger community.

Candidate **partially** demonstrates the ability to collaborate with community agencies to | Candidate **can** apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships.

Candidate **can** demonstrate an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals.

Candidate **can** demonstrate the ability to involve community members, groups, and other stakeholders in district decision- making, reflecting an understanding of strategies to capitalize on the district's integral role in the larger community.

Candidate **can** demonstrate the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning. | Candidate **effectively** applies an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft **many** frameworks for school, business, community, government, and higher education partnerships.

Candidate demonstrates a **strong** ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals.

Candidate demonstrates a **strong** ability to involve community members, groups, and other stakeholders in district decision- making, reflecting an understanding of strategies to capitalize on the district's integral role in the larger community.

Candidate demonstrates a **strong** ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning. |

	conditions that affect learning. (ELCC 4.1f)	integrate health, social, and other services in the schools to address student and family conditions that affect learning.		

ISLLC Standard #6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Standard Function	Unacceptable - 1	Min Meets - 2	Meets Standards - 3	Distinguished - 4
6A.Advocate for children, families, and caregivers.	Candidate **does not** demonstrate the ability to 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. (ELCC 6.3b)	Candidate **partially** demonstrates the ability to 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.	Candidate **can** demonstrate the ability to 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.	Candidate demonstrates a **strong** ability to 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.
6B. Act to influence local, district, state, and national decisions affecting student learning.	**Unacceptable - 1**	**Min Meets - 2**	**Meets Standards - 3**	**Distinguished - 4**
	Candidate **does not** demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. (ELCC 6.1c) Candidate **does not** demonstrate an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests. (ELCC 6.3a)	Candidate **partially** demonstrates an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. Candidate **partially** demonstrates an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests.	Candidate **can** demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. Candidate **can** demonstrate an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests.	Candidate demonstrates a **comprehensive** understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. Candidate demonstrates a **comprehensive** understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests.
6C. Assess, analyze, and anticipate	**Unacceptable - 1**	**Min Meets - 2**	**Meets Standards - 3**	**Distinguished - 4**
	Candidate **does not** demonstrate the	Candidate **partially** demonstrates the	Candidate **can** demonstrate the ability	Candidate demonstrates a **strong**

emerging trends and initiatives in order to adapt leadership strategies.	ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district. (ELCC 6.2c) Candidate **does not** demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning. (ELCC 4.1b)	ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district. Candidate demonstrates a **partial** ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning.	to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district. Candidate **can** demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning.	ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district. Candidate demonstrates a **strong** ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning.