

FINAL SBL/SDL LEADERSHIP INTERNSHIP EVALUATION

Directions to the Site Supervisor: At the conclusion of the administrative internship, assess your intern in relation to the skills identified under each leadership characteristic, and give one overall score for the entire category that best describes the intern's level of competence.

Directions to College Internship Supervisor: At the conclusion of the internship, this document will be completed after the final portfolio review with the student and the final review on *Watermark*.

Performance Rubric (Measures of Competence) x Not measurable at this time

- 1 Beginning status; limited experience – This is (almost) entirely new to the intern. The intern has little or no experience or knowledge of this aspect of leadership.
- 2 Satisfactory competency- The intern believes he or she can do this and has some related, if not direct, experience. However, the intern needs more experience in this area.
- 3 Very competent - The intern is confident in her/his ability/experience with this.
- 4 Outstanding competency –The intern has an exceptional level experience with this, can do this, and is confident in her/his abilities.

St. Rose Professional Education Candidate Learning Outcomes:

Candidates in professional education programs at The College of Saint Rose will:

1. Acquire and apply the knowledge, skills and dispositions of disciplines relevant to candidates' projected educational or clinical roles.
2. Apply principles and theories of lifespan human development and learning in all of its diversity to education, service learning and clinical practice, and demonstrate a capacity and disposition to continuously update that knowledge and, therefore, practice according to the best emerging research in the field.
3. Plan and implement practice that is rigorous, comprehensive, inclusive, creative and motivating, inviting candidates' analytical skills and promoting their dispositions to be lifelong learners.
4. Ensure that evaluation and decision-making are data-driven, multi-faceted, collaborative and recursive, and align instructional/clinical goals, practice, assessments, and standards.
5. Develop and demonstrate personal and professional values that foster the highest ethical standards of the profession; intellectual curiosity and open-mindedness; understanding and responsiveness to multiple social and global perspectives; and collegiality and collaboration among partners in the educational or clinical process that involve children, families, community members, and other professionals.
6. Promote optimal learning opportunities and environments for all individuals in the context of their experiential, cultural, and/or racial/ethnic backgrounds, including, but not limited to learners who are speakers of non-English languages, or who are gifted, have disabilities, are educationally challenged or who have different interests, ambitions or sexual orientations.
7. Demonstrate in their practice that oral and written language is a functional, as well as social and artistic tool, for communication and thought, and as such reflect the multiple literacies of local, national and global cultures.
8. Integrate a variety of technological methods and programs to enhance pupil learning and practitioner effectiveness, facilitate candidates' acquisition of technological skills, and their dispositions to use them.

Department CORE Leadership Competencies

1. Leadership for Collaborative Inquiry and Evidenced-Based Decision-Making
2. Leadership for High Quality Teaching and Learning
3. Leadership of Systems that Support Safe and Healthy Environments for Teaching and Learning
4. Leadership for the Strategic Use of Resources and Human Capital Management
5. Leadership for Equitable Policies, Practices and Cultural Responsiveness

PSEL Standard 1 – Standard 1 Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective leaders:

Develop an educational mission for the school to promote the academic success and well-being of each student.

- *In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.*
- *Articulate, advocate and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness and social justice; openness, caring and trust; and continuous learning.*
- *Strategically develop, implement and evaluate actions to achieve the vision for the school.*
- *Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.*
- *Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.*
- *Model and pursue the school's mission, vision and core values in all aspects of leadership.*

Score: _____

PSEL Standard 2 – Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Effective leaders:

- *Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.*
- *Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement.*
- *Place children at the center of education and accept responsibility for each student's academic success and well-being.*
- *Safeguard and promote the values of democracy, individual freedom, and responsibility, equity, social justice, community and diversity.*
- *Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.*
- *Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.*

CSR: *Develop and demonstrate personal and professional values that foster the highest ethical standards of the profession; intellectual curiosity and open-mindedness; understanding and responsiveness to multiple social and global perspectives; and collegiality and collaboration among partners in the educational or clinical process that involve children, families, community members, and other professionals.*

Department CORE Leadership Competencies 2,3,5

Score: _____

PSEL Standard 3 – Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Effective leaders:

- *Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.*
- *Recognize, respect, and employ each student's strengths, diversity and culture as assets for teaching and learning.*

- Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- Develop student policies and address student misconduct in a positive, fair and unbiased manner.
- Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- Act with cultural competence and responsiveness in their interactions, decision-making, and practice.
- Address matters of equity and cultural responsiveness in all aspects of leadership.

CSR: Promote optimal learning opportunities and environments for all individuals in the context of their experiential, cultural, and/or racial/ethnic backgrounds, including, but not limited to learners who are speakers of non-English languages, or who are gifted, have disabilities, are educationally challenged or who have different interests, ambitions or sexual orientations.

Department CORE Leadership Competencies 5

Score: _____

PSEL Standard 4 – Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Effective leaders:

- Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards and are culturally responsive.
- Align and focus systems of curriculum, instruction and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners and healthy sense of self.
- Promote instructional practice that is consistent with knowledge of children learning and development, effective pedagogy and the needs of each student.
- Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- Promote the effective use of technology in the service of teaching and learning.
- Employ valid assessments that are consistent with knowledge of children learning and development and technical standards of measurement.
- Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

CSR: Ensure that evaluation and decision-making are data-driven, multi-faceted, collaborative and recursive, and align instructional/clinical goals, practice, assessments, and standards.

Plan and implement practice that is rigorous, comprehensive, inclusive, creative and motivating, inviting candidates' analytical skills and promoting their dispositions to be lifelong learners.

CORE Leadership Competencies 1, 2

Score: _____

PSEL Standard 5 – Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Effective leaders:

- Build and maintain a safe, caring and healthy school environment that meets the academic, social, emotional and physical needs of each student.
- Create and sustain a school environment in which each student is known, accepted and valued, trusted, and respected, cared for, and encouraged to be an active and responsible member of the school community.
- Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- Promote adult-student, student-peer and school-community relationships that value and support academic learning and positive social and emotional development.
- Cultivate and reinforce student engagement in school and positive student conduct.
- Infuse the school's learning environment with the culture and languages of the school's community.

CSR: Apply principles and theories of lifespan human development and learning in all of its diversity to education, service learning and clinical practice, and demonstrate a capacity and disposition to continuously update that knowledge and, therefore, practice according to the best emerging research in the field.

CORE Leadership Competency 2

Score: _____

PSEL Standard 6 – Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

- Recruit, hire, support, develop and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- Develop teachers' and staff members' professional knowledge, skills and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills and practice.
- Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- Develop the capacity, opportunities and support for teacher leadership and leadership from other members of the school community.
- Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- Tend to their own learning and effectiveness through reflection, study and improvement, maintaining a healthy work-life balance.

CSR: Ensure that evaluation and decision-making are data-driven, multi-faceted, collaborative and recursive, and align instructional/clinical goals, practice, assessments, and standards.

Plan and implement practice that is rigorous, comprehensive, inclusive, creative and motivating, inviting candidates' analytical skills and promoting their dispositions to be lifelong learners.

CORE Leadership Competencies 1, 2

Score: _____

PSEL Standard 7 – Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

- Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice and student learning.
- Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, and emotional and physical needs of each student, pursuant to the mission, vision and core values of the school.
- Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration; collective efficacy; and continuous individual and organizational learning and improvement.
- Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- Encourage faculty-initiated improvement of programs and practices.

CSR: Ensure that evaluation and decision-making are data-driven, multi-faceted, collaborative and recursive, and align instructional/clinical goals, practice, assessments, and standards.

Apply principles and theories of lifespan human development and learning in all of its diversity to education, service learning and clinical practice, and demonstrate a capacity and disposition to continuously update that knowledge and, therefore, practice according to the best emerging research in the field.

CORE Leadership Competency 1,2

Score: _____

PSEL Standard 8 – Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

- Are approachable, accessible, and welcoming to families and members of the community.
- Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- Engage in regular and open two-way communication with families and the community about the school, students, needs, problems and accomplishments.
- Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage in resources for the school.
- Create means for the school community to partner with families to support student learning in and out of school.
- Understand, value and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- Develop and provide the school as a resource for families and the community.
- Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- Advocate publicly for the needs and priorities of students, families, and the community.
- Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

CSR: Develop and demonstrate personal and professional values that foster the highest ethical standards of the profession; intellectual curiosity and open-mindedness; understanding and responsiveness to multiple social and global perspectives; and collegiality and collaboration among partners in the educational or clinical process that involve children, families, community members, and other professionals.

Department CORE Leadership Competencies 2,3,5

Score: _____

PSEL Standard 9 – Operations and Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

- Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each students' learning needs.
- Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community professional capacity and community; and family and community engagement.
- Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
- Protect teachers' and other staff members' work and learning from disruption.
- Employ technology to improve the quality and efficiency of operations and management.
- Develop and maintain data and communication systems to deliver actionable information for classroom and school environment.
- Know, comply with, and help the school community understand local, state, and federal law, rights policies, and regulations so as to promote student success.
- Develop and manage relationship with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- Develop and manage productive relationships with the central office and school board.
- Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- Manage governance processes and internal and external politics toward achieving the school's mission and vision.

CSR: Integrate a variety of technological methods and programs to enhance pupil learning and practitioner effectiveness, facilitate candidates' acquisition of technological skills, and their dispositions to use them.

CORE Leadership Competencies 1-5

Score: _____

PSEL Standard 10 – School Improvement

Effective school leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Effective leaders:

- Seek to make school more effective for each student, teachers, and staff, families, and the community.
- Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal-setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- Employ situationally-appropriate strategies for improvement, including transformational and incremental adaptive approaches and attention to different phases of implementation.
- Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicate the need for, process for, and outcomes of improvement efforts.

- Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

CSR: Apply principles and theories of lifespan human development and learning in all of its diversity to education, service learning and clinical practice, and demonstrate a capacity and disposition to continuously update that knowledge and, therefore, practice according to the best emerging research in the field.

Score: _____

EVALUATOR'S NARRATIVE

Signature and Date):

Intern

Site Supervisor

College Supervisor

EDA 548

Request for extension to submit portfolio

Name: _____

ID# _____

Today's Date: _____

I am requesting an extension to submit my completed portfolio for the following reason(s):

“Number and specify the reasons here”

Internship students are expected to work diligently in meeting all requirements and completing all proposed leadership activities within three successive semesters of beginning the internship inclusive of the summer session (e.g., If a student begins in the summer academic session, they would be expected to complete all internship requirements by the end of the next spring semester: summer, fall & spring.) Completion means *all* activities are completed, evaluations have been completed, and the portfolio has been reviewed and approved by the College Internship supervisor. The three semesters begin with the semester enrolling in EDA 546.

If a student has not completed the internship requirements within three successive academic sessions, the student may apply for one extension (90 days EDA 548) to complete all requirements. An Internship Administrative Fee will be charged the equivalent to the fee for an additional course. Failure of any student to complete the internship within the three successive academic sessions plus the 90-day extension will result in the student receiving an F – failing grade for the course.

You must submit a request form to the Internship Coordinator **before November 30** for fall semester, **April 30** for spring semester, and **August 1** for summer semester. You will be notified by email if your request has been granted, and the new due date for your portfolio.

*Under circumstances when extensions are allowed, the final submission of all necessary materials must be completed **within three months of the end of the semester that the portfolio was due**. You must keep track of this deadline, maintain contact with your supervisor, and submit all required work in a timely fashion.

** EDA 548 is not considered credit-bearing (0 credits)

Internship Scheduling and Grading Guide

For the purpose of identifying the three semesters within the context stated on page 20, the Summer Session(s) will not count as a semester for the purpose of determining internship starting and ending dates unless the approved internship completely covers the Colleges posted Summer Session 1 and 2. Therefore, note the tables below:

Three Semester Internships	Typical	Typical	Typical	With Approval and Additional Fees***
Actual Start	Sem. 1 (EDA 546)	Sem. 2 (EDA 547)	Sem. 3 * (EDA 547 extended)	Make-up: Sem. 4*
Early Spring	Summer 1, 2 **	Fall	Spring	Summer 1,2
Late Spring	Fall	Spring	Fall	Spring
Mid-Fall	Spring	Fall	Spring	Fall
Mid-Summer*	Fall	Spring	Fall	Spring

*EDA 547 graded an Incomplete

**Internship completely covers the College's posted Summer Session 1 and 2

***If a student has not completed the internship requirements within three successive academic sessions, the student may apply for one 90-day extension to complete all requirements. See page 99 for the form and directions.

Should you require a fourth semester to complete your internship, you must submit a request form to the *Director of Contract Services* before **November 30** for fall semester, **April 30** for spring semester, and **August 1** for summer semester. You will be notified by email if your request has been granted and, you will be given the new due date for your portfolio. An Internship Administrative Fee will be charged.

Failure of any student to complete the internship within the three successive academic sessions plus the 90-day extension will result in the student receiving an "F" – failing grade for the course and will be subsequently dismissed from the College.

The following example represents hours only. It does not reflect the other responsibilities and assessments associated with the successful completion of the Internship.

	Semester One (546)	Semester Two (547)	Semester Three (Extended 547)	EDA 548 With Approval and Additional Fees
Ex. 1	>=200 hrs.: Grade Pass (546)	<600 hrs. = Incomplete (547)	>=600 hrs. Pass EDA 547	N/A

Ex. 2	>=200 hrs.: Grade Pass (546)	<600 hrs. Incomplete (547)	<600 hrs. Incomplete for Sem 3 (547)	Grade; either: >600 = Pass (548) or <600 Fail (548)
Ex. 3	<200 hrs.: Incomplete (546)	=>200 hrs.: Resolve Incomplete to Pass < 600 total: Enter Incomplete for Sem2	<600 hrs. = Fail EDA 547	N/A
Ex. 4	<200 = Incomplete (546)	>=200 = Resolve Sem1 546 to Pass, and < 600 total = 547 Incomplete for Sem2	>600 = Resolve Sem2 547 Incomplete to Pass	N/A
EX 5	>=200 = Pass 546	<= 600 total Pass 547	N/A	N/A