



Stony Brook University

Professional Education Program

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 cooperating administrator 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.	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.	Candidate cannot develop and implement 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)	Candidate can partially develop and implement 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.	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 families have the best interests of their children in mind.	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.
4D. Build and	Unacceptable - 1	Min Meets - 2	Meets Standards - 3	Distinguished - 4

<p>sustain productive relationships with community partners.</p>	<p>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)</p> <p>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)</p> <p>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)</p> <p>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 conditions that affect learning. (ELCC 4.1f)</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Candidate partially demonstrates 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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
	<p>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.</p>				
	<p>Standard Function</p>	<p>Unacceptable - 1</p>	<p>Min Meets - 2</p>	<p>Meets Standards - 3</p>	<p>Distinguished - 4</p>
	<p>6A. Advocate for children, families, and</p>	<p>Candidate does not demonstrate the ability to advocate for policies and programs that</p>	<p>Candidate partially demonstrates the ability to advocate for policies and</p>	<p>Candidate can demonstrate the ability to advocate for policies and programs that promote</p>	<p>Candidate demonstrates a strong ability to advocate for policies and programs that</p>

<p>caregivers.</p>	<p>promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics. (ELCC 6.3b)</p>	<p>programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.</p>	<p>equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.</p>	<p>promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.</p>
<p>6B. Act to influence local, district, state, and national decisions affecting student learning.</p>	<p>Unacceptable - 1</p> <p>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)</p> <p>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)</p>	<p>Min Meets - 2</p> <p>Candidate partially demonstrates an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district.</p> <p>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.</p>	<p>Meets Standards - 3</p> <p>Candidate can demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district.</p> <p>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.</p>	<p>Distinguished - 4</p> <p>Candidate demonstrates a comprehensive understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district.</p> <p>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.</p>
<p>6C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.</p>	<p>Unacceptable - 1</p> <p>Candidate does not demonstrate the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district. (ELCC 6.2c)</p> <p>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)</p>	<p>Min Meets - 2</p> <p>Candidate partially demonstrates the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district.</p> <p>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.</p>	<p>Meets Standards - 3</p> <p>Candidate can demonstrate the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district.</p> <p>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.</p>	<p>Distinguished - 4</p> <p>Candidate demonstrates a strong ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district.</p> <p>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.</p>