

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 <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	Candidate does not	Candidate partially	Candidate can engage in	Candidate regularly			
analyze data and	engage in the	engages in the	the collection,	engages in the			
information	collection, organization,	collection,	organization, and analysis	collection, organization,			
	and analysis of a variety	organization, and	of a variety of	and analysis of a variety			
pertinent to the	of information,	analysis of a variety	information, including	of information,			
educational	including student	of information,	student performance data,	including student			
environment.	performance data, required to assess	including student performance data,	required to assess progress toward a district's vision.	performance data, required to assess			
	progress toward a	required to assess	mission, and goals.	progress toward a			
	district's vision,	progress toward a	mission, and goals.	district's vision,			
	mission, and goals.	district's vision,		mission, and goals.			
	(ELCC 1.4b)	mission, and goals.		mission, and gouisi			
4B. Promote	Unacceptable - 1	Min Meets - 2	Meets Standards - 3	Distinguished - 4			
understanding,	Candidate does not	Candidate partially	Candidate can	Candidate demonstrates			
appreciation,	demonstrate the ability	demonstrates the	demonstrate the ability to	a strong ability to			
and use of the	to facilitate the	ability to facilitate	facilitate the planning and	facilitate the planning			
	planning and	the planning and	implementation of	and implementation of			
community's	implementation of	implementation of	programs and services that	programs and services			
diverse cultural,	programs and services that bring together the	programs and services that bring	bring together the resources of families and	that bring together the resources of families			
social,	resources of families	together the	the community to	and the community to			
and intellectual	and the community to	resources of families	positively affect student	positively affect student			
resources.	positively affect student	and the community	learning.	learning.			
	learning. (ELCC 4.1a)	to positively affect	e	U			
	<u> </u>	student learning.					
4C. Build and	Unacceptable - 1	Min Meets - 2	Meets Standards - 3	Distinguished - 4			
sustain positive	Candidate cannot	Candidate can	Candidate can develop	Candidate can			
relationships	develop and implement	partially develop	and implement strategies	effectively develop and			
with families and	strategies that support	and implement	that support the	implement many			
caregivers.	the involvement of families in the	strategies that	involvement of families in the education of their	strategies that support the involvement of			
calegivers.	education of their	support the involvement of	children that reinforces for	families in the			
	children that reinforces	families in the	district staff a belief that	education of their			
	for district staff a belief	education of their	families have the best	children that reinforces			
	that families have the	children that	interests of their children	for district staff a belief			
	best interests of their	reinforces for district	in mind.	that families have the			
	children in mind.	staff a belief that		best interests of their			
	(ELCC 4.1h)	families have the		children in mind.			
		best interests of their					
		children in mind.					
4D. Build and	Unacceptable - 1	Min Meets - 2	Meets Standards - 3	Distinguished - 4			

sustain	Candidate cannot apply	Candidate can	Candidate can apply an	Candidate effectively				
	an understanding of	sometimes apply an	understanding of	applies an				
productive	community relations	understanding of	community relations	understanding of				
relationships	models, marketing	community relations	models, marketing	community relations				
with community	strategies and	models, marketing	strategies and processes,	models, marketing				
partners.	processes, data driven	strategies and	data driven decision-	strategies and				
1	decision-making, and	processes, data	making, and	processes, data driven				
	communication theory	driven decision-	communication theory to	decision-making, and				
	to craft frameworks for school, business,	making, and communication	craft frameworks for school, business,	communication theory to craft many				
	community,	theory to craft	community, government,	frameworks for school,				
	government, and higher	frameworks for	and higher education	business, community,				
	education partnerships.	school, business.	partnerships.	government, and higher				
	(ELCC 4.1c)	community,	I I	education partnerships.				
		government, and	Candidate can	1 1				
	Candidate does not	higher education	demonstrate an ability to	Candidate demonstrates				
	demonstrate an ability	partnerships.	develop and implement a	a strong ability to				
	to develop and	~	plan for nurturing	develop and implement				
	implement a plan for	Candidate partially	relationships with	a plan for nurturing				
	nurturing relationships with community leaders	demonstrates an ability to develop	community leaders and reaching out to different	relationships with community leaders and				
	and reaching out to	and implement a plan	business, religious,	reaching out to different				
	different business,	for nurturing	political, and service	business, religious,				
	religious, political, and	relationships with	organizations to	political, and service				
	service organizations to	community leaders	strengthen programs and	organizations to				
	strengthen programs	and reaching out to	support district goals.	strengthen programs				
	and support district	different business,		and support district				
	goals. (ELCC 4.1d)	religious, political,	Candidate can	goals.				
	~ ~ ~ ~ ~ ~	and service	demonstrate the ability to	~				
	Candidate does not	organizations to	involve community	Candidate demonstrates				
	demonstrate the ability	strengthen programs	members, groups, and	a strong ability to				
	to involve community members, groups, and	and support district goals.	other stakeholders in district decision- making,	involve community members, groups, and				
	other stakeholders in	goais.	reflecting an	other stakeholders in				
	district decision-	Candidate partially	understanding of	district decision-				
	making, reflecting an	demonstrates the	strategies to capitalize on	making, reflecting an				
	understanding of	ability to involve	the district's integral role	understanding of				
	strategies to capitalize	community	in the larger community.	strategies to capitalize				
	on the district's integral	members, groups,		on the district's integral				
	role in the larger	and other	Candidate can	role in the larger				
	community. (ELCC	stakeholders in	demonstrate the ability to collaborate with	community.				
	4.1e)	district decision- making, reflecting an	community agencies to	Candidate demonstrates				
	Candidate does not	understanding of	integrate health, social,	a strong ability to				
	demonstrate the ability	strategies to	and other services in the	collaborate with				
	to collaborate with	capitalize on the	schools to address student	community agencies to				
	community agencies to	district's integral role	and family conditions that	integrate health, social,				
	integrate health, social,	in the larger	affect learning.	and other services in the				
	and other services in the	community.		schools to address				
	schools to address	Condidate and "		student and family				
	student and family conditions that affect	Candidate partially demonstrates the		conditions that affect				
	learning. (ELCC 4.1f)	ability to collaborate		learning.				
	10anning. (LLCC 7.11)	with community						
		agencies to integrate						
		health, social, and						
		other services in the						
		schools to address						
		student and family						
		conditions that affect						
ISI I C Store dand #	G. An advantion las	learning.		udopt by				
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	Candidate does not	Candidate partially	Candidate can	Candidate demonstrates				
	1 1 4 4 4 1 1 1 1	1 1 1 1 1		a strong shility to				
children.	demonstrate the ability	demonstrates the	demonstrate the ability to	a strong ability to				
children, families, and	to advocate for policies and programs that	ability to advocate for policies and	advocate for policies and programs that promote	advocate for policies and programs that				

caregivers.	promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics. (ELCC 6.3b)	programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.	equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.	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 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)	Min Meets - 2 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	Meets Standards - 3 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.	Distinguished - 4 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.
00.4	T T (11 4	with similar interests.		
6C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.	Unacceptable - 1 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) 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)	Min Meets - 2 Candidate partially demonstrates the 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.	Meets Standards - 3 Candidate can demonstrate the ability 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.	Distinguished - 4 Candidate demonstrates a strong 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.