

# **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.

#### <u>Scoring Guide:</u>

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

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	reinforces for district staff a belief that	children that reinforces for	families have the best interests of their	reinforces for district staff a belief that
	families have the best	district staff a belief	children in mind.	families have the best
	interests of their	that families have		interests of their
	children in mind. (ELCC 4.1h)	the best interests of their children in		children in mind.
	4.11)	mind.		
4D. Build and sustain	Unacceptable - 1	Min Meets - 2	Meets Standards - 3	Distinguished - 4
productive	Candidate cannot	Candidate can	Candidate <b>can</b> apply an	Candidate effectively
relationships	apply an	sometimes apply an	understanding of	applies an
with community	understanding of	understanding of	community relations	understanding of community relations
partners.	community relations models, marketing	community relations models, marketing	models, marketing strategies and processes,	models, marketing
	strategies and	strategies and	data driven decision-	strategies and
	processes, data driven	processes, data	making, and	processes, data driven
	decision-making, and communication theory	driven decision- making, and	communication theory to craft frameworks for	decision-making, and communication theory
	to craft frameworks	communication	school, business,	to craft many
	for school, business,	theory to craft	community,	frameworks for school,
	community,	frameworks for	government, and higher	business, community, government, and
	government, and higher education	school, business, community,	education partnerships.	higher education
	partnerships. (ELCC	government, and	Candidate <b>can</b>	partnerships.
	4.1c)	higher education	demonstrate an ability	Candidata
	Candidate <b>does not</b>	partnerships.	to develop and implement a plan for	Candidate demonstrates a <b>strong</b>
	demonstrate an ability	Candidate partially	nurturing relationships	ability to develop and
	to develop and	demonstrates an	with community leaders	implement a plan for
	implement a plan for nurturing relationships	ability to develop and implement a	and reaching out to different business,	nurturing relationships with community
	with community	plan for nurturing	religious, political, and	leaders and reaching
	leaders and reaching	relationships with	service organizations to	out to different
	out to different	community leaders	strengthen programs	business, religious,
	business, religious, political, and service	and reaching out to different business,	and support district goals.	political, and service organizations to
	organizations to	religious, political,	Board	strengthen programs
	strengthen programs	and service	Candidate <b>can</b>	and support district
	and support district goals. (ELCC 4.1d)	organizations to strengthen	demonstrate the ability to involve community	goals.
	gouisi (Erec 1.14)	programs and	members, groups, and	Candidate
	Candidate does not	support district	other stakeholders in	demonstrates a strong
	demonstrate the ability to involve	goals.	district decision- making, reflecting an	ability to involve community members,
	community members,	Candidate partially	understanding of	groups, and other
	groups, and other	demonstrates the	strategies to capitalize	stakeholders in district
	stakeholders in district decision- making,	ability to involve community	on the district's integral role in the larger	decision- making, reflecting an
	reflecting an	members, groups,	community.	understanding of
	understanding of	and other		strategies to capitalize
	strategies to capitalize on the district's	stakeholders in district decision-	Candidate <b>can</b> demonstrate the ability	on the district's integral role in the
	integral role in the	making, reflecting	to collaborate with	larger community.
	larger community.	an understanding of	community agencies to	
	(ELCC 4.1e)	strategies to	integrate health, social,	Candidate
	Candidate <b>does not</b>	capitalize on the district's integral	and other services in the schools to address	demonstrates a <b>strong</b> ability to collaborate
	demonstrate the	role in the larger	student and family	with community
	ability to collaborate	community.	conditions that affect	agencies to integrate
	with community agencies to integrate	Candidate <b>partially</b>	learning.	health, social, and other services in the
	health, social, and	demonstrates the		schools to address
	other services in the	ability to collaborate		student and family
	schools to address	with community		conditions that affect
	student and family	agencies to		learning.

Schools to address student and family conditions that affect learning opportunities and programs that promote equitable learning disportunities and success for all students, regardless of success for all students, regardless of sciencenomic background, ethnicity, gender, district, state, and federal authorities affecting applicies, laws, and regulations enarcted by local, state, and federal authorities affecting a specific district, but firety and regulations enarcted by local, state, and federal authorities and success frequing specific district, but firety and threst yan athorities		demonstrate the	demonstrates the	demonstrate the ability	demonstrates a strong
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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 EA.Advocate for children, families, and caregivers. Unacceptable - 1 Min Meets - 2 Meets Standards - 3 Distinguished - 4   6 A.Advocate for children, families, and caregivers. Candidate does not demostrate 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 partially demostrates 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 partially demostrates a success for all success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics. Distinguished - 4 3   6B. Act to influence local, district, state, and facting a specific district, state, and facting a specific district. Candidate does not demostrate a nu understanding of the policies, laws, and regulations enacted by local, state, and federal athorities affecting specific district. Candidate does communication with local, state, and federal authorities affecting a specific district. Candidate does communication with local, state, and federal authorities affecting a specific district, both directy and through organizations		Unacceptable - 1	win weets - 2		Distinguished - 4
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	60 Assess	linaccontable 1	similar interests.	Moots Standards	
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 FunctionUnacceptable - 1Min Meets - 2Meets Standards - 3Distinguished - 46A.Advocate for children, families, and caregivers.Candidate does not demonstrate the ability to advocate for policies and programs that promote equitable learning oportunities and success for all success for all suc		affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests.	laws, and regulations affecting a specific district, both directly and through organizations representing	directly and through organizations representing schools, educators, or others	improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools,
Student and family conditions that affect learning,student and family conditions that affect learning,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 FunctionUnacceptable - 1Min Meets - 2Meets Standards - 3Distinguished - 46A.Advocate for children, families, and caregivers.Candidate does not ability to advocate for policies and programs that promote equitable learning opportunities and success for all success for all 		demonstrate an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies,	demonstrates an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for	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	Candidate demonstrates a <b>comprehensive</b> understanding of how to develop lines of communication with local, state, and federal authorities and
Student and family conditions that affect learning.student and family conditions that affect learning.students affect 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 FunctionUnacceptable - 1Min Meets - 2Meets Standards - 3Distinguished - 46A.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)Candicate partially 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)Min Meets - 2Meets Standards - aDistinguished - 46B. Act to influence local,Unacceptable - 1Min Meets - 2Meets Standards - aDistinguished - 4	and national decisions affecting student	demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific	demonstrates an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting	demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district.	demonstrates a comprehensive understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific
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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)	ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the	to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district.	ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district.
	Candidate <b>does not</b> 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)	district. Candidate demonstrates a <b>partial</b> 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.	Candidate <b>can</b> 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.	Candidate demonstrates a <b>strong</b> 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.