NIAGARA UNIVERSITY

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING
GRADUATE SCHOOL OF EDUCATION
INTERN EVALUATION BASED UPON ELCC STANDARDS
FOR SCHOOL BUILDING LEADERSHIP
DR. JAMES MILLS, SUPERVISOR OF EDUCATIONAL LEADERSHIP

1 unsatisfactory  candidate name: __________________
2 weak satisfactory  student number: _____________
3 satisfactory  building location: ________________
4 strong satisfactory  date of eval: _________________
5 exemplary

1. **Mission and Vision**
   **Develop a Vision:**

S1. Developed a vision of learning for a *school* that promotes the success of all students.
   ____1____2____3____4____5

S2. Based this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners’ needs, *schools* as interactive social and cultural systems, and social and organizational change.
   ____1____2____3____4____5

**Articulate a Vision:**

S3. Demonstrated the ability to articulate the components of this vision for a *school* and the leadership processes necessary to implement and support the vision.
   ____1____2____3____4____5

S4. Demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.
   ____1____2____3____4____5

S5. Demonstrated the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.
   ____1____2____3____4____5

**Implement a Vision:**

S6. Formulated the initiatives necessary to motivate staff, students, and families to achieve the *school’s* vision.
   ____1____2____3____4____5
S7. Developed plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).

___ 1 ___ 2 ___ 3 ___ 4 ___ 5

**Steward a Vision:**

S8. Demonstrated an understanding of the role effective communication skills play in building a shared commitment to the vision.

___ 1 ___ 2 ___ 3 ___ 4 ___ 5

S9. Designed or adopted a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.

___ 1 ___ 2 ___ 3 ___ 4 ___ 5

S10. Assumed stewardship of the vision through various methods.

___ 1 ___ 2 ___ 3 ___ 4 ___ 5

**Promote Community Involvement in the Vision:**

S11. Demonstrated the ability to involve community members in the realization of the vision, and in related school improvement efforts.

___ 1 ___ 2 ___ 3 ___ 4 ___ 5

S12. Acquired and demonstrated the skills needed to communicate effectively with all stakeholders about implementation of the vision.

___ 1 ___ 2 ___ 3 ___ 4 ___ 5

2. **Climate, Culture, Instruction, and Professional Growth**

**Promote Positive School Culture:**

S13. Assessed school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.

___ 1 ___ 2 ___ 3 ___ 4 ___ 5

**Provide Effective Instructional Program:**

S14. Demonstrated the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.

___ 1 ___ 2 ___ 3 ___ 4 ___ 5

S15. Demonstrated the ability to make recommendations regarding the design,
implementation, and evaluation of a curriculum that fully accommodates learners’ diverse needs.

____1____2____3____4____5

S16. Demonstrated the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.

____1____2____3____4____5

**Apply Best Practices to Student Learning:**

S17. Demonstrated the ability to assist *school* personnel in understanding and applying best practices for student learning.

____1____2____3____4____5

S18. Applied human development theory, proven learning and motivational theories, and concern for diversity to the learning process.

____1____2____3____4____5

S19. Demonstrated an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.

____1____2____3____4____5

**Design a Comprehensive Professional Growth Plan:**

S20. Designed and demonstrated an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the *school* vision and goals.

____1____2____3____4____5

S21. Demonstrated the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other *school* personnel.

____1____2____3____4____5

S22. Developed and implemented personal professional growth plans that reflect a commitment to life-long learning.

____1____2____3____4____5

3. **Management of the Organization, Operations and Resources:**

**Manage the Organization:**

S23. Demonstrated the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency.
S24. Developed plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.

S25. Demonstrated an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.

D27. Demonstrated an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.

Manage Operations:

S26. Demonstrated the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.

S27. Developed communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.

S28. Demonstrated an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.

Manage Resources:

S29. Used problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.

S30. Creatively sought new resources to facilitate learning.

4. Success of all Students by Collaboration:

Collaborate with Families and Other Community Members:

S32. Demonstrated an ability to bring together the resources of family members and the community to positively affect student learning.

____1____2____3____4____5

S33. Demonstrated an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind.

____1____2____3____4____5

S34. Demonstrated the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.

____1____2____3____4____5

S35. Applied an understanding of community relations models, marketing strategies and processes, data-based decision making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.

____1____2____3____4____5

S36. Developed various methods of outreach aimed at business, religious, political, and service organizations.

____1____2____3____4____5

S37. Demonstrated the ability to involve families and other stakeholders in school decision making processes, reflecting an understanding that schools are an integral part of the larger community.

____1____2____3____4____5

S38. Demonstrated the ability to collaborate with community agencies to integrate health, social, and other services.

____1____2____3____4____5

S39. Developed a comprehensive program of community relations and demonstrate the ability to work with the media.

____1____2____3____4____5

Respond to Community Interest and Needs:

S40. Demonstrated active involvement within the community, including interactions with individuals and groups with conflicting perspectives.

____1____2____3____4____5
S41. Demonstrated the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.

___1___2___3___4___5

S42. Provided leadership to programs serving students with special and exceptional needs.

___1___2___3___4___5

S43. Demonstrated the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.

___1___2___3___4___5

Mobilize Community Resources:

S44. Demonstrated an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.

___1___2___3___4___5

S45. Demonstrated how to use school resources and social service agencies to serve the community.

___1___2___3___4___5

S46. Demonstrated an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.

___1___2___3___4___5

5. Acting with Integrity, Fairly, and in an Ethical Manner:

Acts with Integrity:

S47. Demonstrated a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.

___1___2___3___4___5

Acts Fairly:

S48. Demonstrated the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.

___1___2___3___4___5

Acts Ethically:

S49. Made and explained decisions based upon ethical and legal principles.
6. Understanding, Responding to, and Influencing the larger Political, Social, Economic, Legal and Cultural Context

Understanding the Larger Context:

S50. Acted as an informed consumer of educational theory and concepts appropriate to school context and demonstrated the ability to apply appropriate research methods to a school context.

S51. Demonstrated the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.

S52. Demonstrated the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.

S53. Demonstrated an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.

S54. Demonstrated the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.

S55. Demonstrate the ability to analyze and describe the cultural diversity in a school community.

S56. Can describe community norms and values and how they relate to the role of the school in promoting social justice.

S57. Demonstrated the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.

Respond to the Larger Context:

S58. Demonstrated the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school
operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.

1 2 3 4 5

**Influence the Larger Context:**

S59. Demonstrated the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.

1 2 3 4 5

S60. Applied understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.

1 2 3 4 5

S61. Advocated 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.

1 2 3 4 5

**7. Internship**

**Substantial:**

S62. Demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) provided intern with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders.

1 2 3 4 5

S63. Had a minimum of six months or equivalent of full time internship experience.

1 2 3 4 5

D70. Had a minimum of six months or equivalent of full time internship experience

1 2 3 4 5

**Sustained:**

S64. Participated in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.

1 2 3 4 5
**Standards-based:**

S65. Applied skills and knowledge articulated in these standards as well as state and local standards for educational leaders.

1 2 3 4 5

S66. Experiences were designed to accommodate candidates’ individual needs.

1 2 3 4 5

**Real Settings:**

S67. Experiences occurred in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.

1 2 3 4 5

S68. Experiences include work with appropriate community organizations such as social service groups and local businesses.

1 2 3 4 5

**Planned and Guided Cooperatively:**

S69. Experiences were planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals worked together to meet candidate and program needs.

1 2 3 4 5

S70. Mentors were provided training to guide the candidate during the intern experience.

1 2 3 4 5

**Credit:**

S71. Intern earned graduate credit for their intern experience.

1 2 3 4 5
<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Weak satisfactory</th>
<th>Satisfactory</th>
<th>Strong satisfactory</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>No evidence exist that element has been accomplished</td>
<td>Some evidence exist that demonstrates minimal knowledge of application of this element</td>
<td>Evidence exist that demonstrates satisfactory knowledge of and participation in applications related to this element</td>
<td>Multiple evidence exist that demonstrates advanced knowledge of and participation in application related to this element</td>
<td>Multiple evidence exist that demonstrates advanced knowledge of and exceptionally participation in application related to this element</td>
</tr>
</tbody>
</table>