Section IV. Evidence for meeting standards

Assessment 4. Professional Knowledge, Skills and Dispositions

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Internship Field Experience Evaluation

1. Description of the assessment and its use in the program

Intern supervisors receive the rubric and guide to the ELCC standards as reference tools to assess the progress the intern is making. It is the responsibility of the intern, the intern supervisor and college faculty to see that the intern receives the necessary scope and depth of experiences in order to demonstrate ELCC competencies.

This assessment is the central assessment in the program as the mentor/supervising principal observes the knowledge, skills and dispositions of the candidate in a field-based setting. It is the assessor's responsibility with the intern to see that the ELCC standards are sufficiently covered and competencies have been learned and demonstrated.

The assessment is used as a formative instrument during the first internship experience and it is used summarily at the end of the internship as the final evaluation. The use as a formative assessment provides a forum for discussion as well as setting future direction and activities during the internship. In addition, the candidate self-assesses during the fall semester and also at the completion of the internship which again offers an opportunity for professional dialog among intern, supervisor and college faculty. A critical use of the instrument, at the completion of the internship, is to judge the candidate's suitability for school leadership.

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III
The Internship Field Experience Evaluation assessment is the key document in the Educational Leadership Program. The alignment with the standards is analogous to the alignment of the knowledge, skills ands dispositions required of an effective school leader. This assessment measures the ability of our candidates to meet the expectations of all the standards.

3. A brief analysis of data findings
Data were collected during spring semester, 2008. Candidates self-assessed as well as being assessed by their mentors. The opportunity for a comparison of the supervisors' final evaluations and the candidates' self-assessments provides an avenue for college faculty to discuss the different scores and perspectives. Of particular interest are items (b) 2, (b) 4 and (e) 6. The mentors graded the interns higher than the self-assessment of the interns. These individual topics will be discussed in class with the interns and during the college faculty, intern supervisor and intern conferences.

The data gathered from the final evaluations help to guide additions or revisions to individual courses, themes or topics. The data also help to frame subsequent internships, internship courses and leadership activities.

4. Interpretation of how data provide evidence for meeting standards
The data supported the fact that all candidates in this group either met or exceeded the standards either by mentor evaluation or self-evaluation. The richness of these data provides us an opportunity to have discussions about where mentors rank the candidates higher or lower than the candidates rank themselves in certain categories. Just one example is that the mentors ranked the candidates lower in personnel selection, supervision and evaluation. This data gives us an opportunity to talk about the difference of knowledge of the process versus participation in the process.

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Assessment Documentation

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ATTACHMENT A

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Assessment Tool or Description of the Assignment

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Field Experience

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Keene State College

Name:_____

Assessment 4

Internship Field Experience Evaluation Form for Educational Administrator Licensure

Principal: K-12. Three hundred (300) logged hours required.

This report is completed by the supervisor and cooperating practitioner to serve as a discussion focus for initial, mid-term and final conferences among the educational administration candidate, cooperative practitioner and college supervisor.

Points	3	**Exceeds Expectations**: Consistently superior performance; needs little, if any; support or guidance
	2	**Meets Expectations**: Is confident and consistently meets the standard.
	1	**Does Not Meet Expectations:** Does not consistently meet minimal expectations for standard.

Professional Standards for School Administration (7.10):	Points
(a) Leadership	
1. Articulates the purposes of education and the place of public schools in the United States of America	1 2 3
2. Can articulate the schools vision and mission. *ELCC-1:2*	1 2 3
3. Reviews, evaluates, and revises instructional programs on the basis of sound information, data analysis, and can apply principles of effective instruction. *ELCC- 2:2*	1 2 3
4. Facilitates activities that promote a positive school culture. *ELCC- 2.1*	1 2 3
5. Promotes activities that honor academic excellence.	1 2 3
6. Interacts with teachers in preparing and implementing professional development plans that are related to improved administrator candidate learning. *ELCC- 2.4*	1 2 3
7. Helps staff align their curriculum with the state's curriculum Frameworks.	1 2 3
8. Understands principles of mentoring and provides new teachers with best practices to improve student learning *ELCC- 2.3*	1 2 3

9. Encourages experimentation and rigorous evaluation of new pedagogical approaches.	1 2 3
10. Plans effectively for the implementation of policy decisions, taking into account unanticipated consequences and costs. *ELCC- 3:3*	1 2 3
Overall Rating for Standard (a)	1 2 3
(b) Administration	
1. Demonstrates effective oral and written communication skills	1 2 3
2. Uses effective methods of personnel selection, supervision, and evaluation. *ELCC- 3.2*	1 2 3
3. Demonstrates a respect for the rights of others with regard to confidentiality, dignity, and engages in honest interactions. *(ELCC 5.1)*	1 2 3
4. Practices relevant fiscal management policies and procedures. *ELCC- 3.1*	1 2 3
5. Demonstrates the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in the interaction with others *ELCC-5.2*	1 2 3
6. Makes and explains decisions based on ethical and legal principles *ELCC- 5.3*	1 2 3
7. Uses problem solving skills and operational planning in use of resources allocation can apply and assess technologies for school management, business procedures, and scheduling. *ELCC- 3:3*	1 2 3
Overall Rating for Standard (b)	1 2 3
Professional Standards for School Administration (7.10):	
(c) Equity	
1. Assures presence and quality of educational programs that address the needs, interests, and abilities of all administrator candidates. *ELCC-2:1*	1 2 3
2. Provides programs or activities that help all administrator candidates acquire a positive civic identity and see themselves as integral members of our civic communities. *ELCC-2:1*	1 2 3
3. Fosters understanding that effort is a key factor in achievement. *ELCC- 2:3*	1 2 3
4. Helps all administrator candidates see themselves as unique individuals responsible for their own actions. *ELCC-S2:3*	1 2 3
5. Assures high academic expectations for all administrator candidates. *ELCC- 2:2-3*	1 2 3
6. Holds teachers, administrator candidates, and self to high standards of performance and behavior. *ELCC- 2:4*	1 2 3
Overall Rating for Standard (c)	1 2 3

(d) Community Relationships	
1. Involves families and other community members in developing the vision, goals, and improvement plans, and programs for the school/district. *ELCC- 4:1*	1 2 3
2. Promotes partnerships among staff, families, the business community, and other community groups and uses community resources to enhance instruction. *ELCC- 4:1-3*	1 2 3
Overall Rating for Standard (d)	1 2 3
(e) Professional Responsibilities	
1. Meets his or her legal and moral responsibilities. *ELCC- 5: 1-3*	1 2 3
2. Maintains interest in current developments in the professional discipline. *ELCC- 6:1*	1 2 3
3. Knows educational principles and research that promote sound practice. *ELCC- 2:3*	1 2 3
4. Studies educational research of relevance to professional responsibilities. *ELCC- 6:1*	1 2 3
5. Is familiar with the range of instructional programs and policies that can promote academic learning for all administrator candidates. *ELCC- 6:2-3*	1 2 3
6. Is familiar with the range of administrator candidate support services. *ELCC- 4:3*	1 2 3
7. Is familiar with the range of professional training programs and providers for prospective teachers. *ELCC- 2:4*	1 2 3
8. Knows multiple strategies to assess administrator candidate performance. *ELCC-S2:2*	1 2 3
9. Understands approaches to organizational change, school-based management, and school restructuring. *ELCC-1:1-5*	1 2 3
10. Understands federal, state, and municipal laws and regulations affecting schools, staff and administrator candidates, including laws on disability, civil rights and responsibilities, issues of liability, and the requirement of due process. *ELCC-6:1*	1 2 3
11. Demonstrates understanding of current issues in American education. *ELCC-6:1*	1 2 3
Overall Rating for Standard (e)	1 2 3

Assessment 4: Internship Field Experience (Self-Evaluation)

Leadership (a)			
(a) 1	0	1	7
(a) 2	0	1	7
(a) 3	0	2	6
(a) 4	0	0	8
(a) 5	0	0	8
(a) 6	0	1	7
(a) 7	0	1	7
(a) 8	0	0	8
(a) 9	0	2	6
(a) 10	0	1	7
Overall (a)	0	0	8
Administration (b)			
(a) 1	0	0	8
(b) 2	0	3	5
(b) 3	0	0	8
(b)4	0	3	5
(b) 5	0	0	8
(b) 6	0	0	8
(b) 7	0	2	6
Overall (b)	0	0	8
Equity (c)			
(c) 1	0	0	8
(c) 2	0	0	8
(c) 3	0	0	8
(c) 4	0	0	8
(c) 5	0	0	8
(c) 6	0	0	8
Overall (c)	0	0	8
Community Relationships (d)			
(d) 1	0	1	7
(d) 2	0	1	7
Overall (d)	0	0	8
Professional Responsibilities (e)			
(e) 1	0	0	8
(e) 2	0	0	8
(e) 3	0	0	8
(e) 4	0	0	8
(e) 5	0	2	6

Assessment 4: Internship Field Experience (Mentor Evaluation)

Leadership (a)			
(a) 1	0	0	8
(a) 2	0	0	8
(a) 3	0	1	7
(a) 4	0	0	8
(a) 5	0	0	8
(a) 6	0	0	8
(a) 7	0	2	6
(a) 8	0	0	8
(a) 9	0	0	8
(a) 10	0	0	8
Overall (a)	0	0	8
Administration (b)			
(a) 1	0	1	7
(b) 2	0	1	7
(b) 3	0	0	8
(b)4	0	1	7
(b) 5	0	0	8
(b) 6	0	0	8
(b) 7	0	0	8
Overall (b)	0	0	8
Equity (c)			
(c) 1	0	0	8
(c) 2	0	0	8
(c) 3	0	0	8
(c) 4	0	0	8
(c) 5	0	0	8
(c) 6	0	0	8
Overall (c)	0	0	8
Community Relationships (d)			
(d) 1	0	2	6
(d) 2	0	1	7
Overall (d)	0	2	6
Professional Responsibilities (e)			
(e) 1	0	0	8
(e) 2	0	0	8
(e) 3	0	0	8
(e) 4	0	0	8
(e) 5	0	0	8