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*This assessment is currently under development for use in the
redesigned Educational Leadership Program
Piloted in Spring 2009 and fully implemented with
new cohort in 2010-2011*

**Assessment 4 (required): Pedagogical and Professional Knowledge, Skills, and Dispositions:
Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied
effectively in practice**

Section IV – Evidence for Meeting Standards

Educational Leadership Internship Evaluation

1. Description of the assessment and use in the program

Description of Assessment

The *Educational Leadership Internship Evaluation* form is a rating scale which is used by the supervisor, the candidate and the college professor as a vehicle to benchmark progress and, ultimately to grade, the candidate. It serves as a platform for discussion, coaching and directing activities by the supervisor and professor in collaboration with the candidate. The form is used formally at the mid-point of each internship by the supervisor and the candidate to discuss progress, opportunities and challenges. The form is utilized as a grading tool by the supervisor and college professor at the end of both Internship I and Internship II. The candidate is also asked to self-assess performance. The college professor will review site supervisor and candidate evaluations and report final performance scores on the field work evaluation tool.

The evaluation tool is organized by the themes of Leadership; Administration; Equity; Community Relationships and Professional responsibilities. The ELCC standards are made explicit in each theme area. The design of the instrument is to demonstrate that the standards are woven into the roles and responsibilities of school leadership.

Each internship requires a minimum of 150 hours per semester. Candidates document their activities and reflection in a standards-based portfolio and are evaluated using the *Educational Leadership Internship Evaluation* form. Some of the possible activities of the internship include a district data-driven project, a school data-driven project, serving/chairing school in need of improvement committees, PBIS projects, Responsive Classroom project, substitute for principal or assistant principal, central office committee, participate in district administrative team meetings, lead district/school curriculum projects, presenting at school board meetings, observing classroom teachers, providing growth plans for staff, mentoring staff, managing and organizing professional learning communities, participating in IEP and 504 conferences, court hearings and handbook and policy revisions.

The Field Experience is supplemented by monthly seminars on campus or at one of the internship sites. In these seminars, the activities which candidates are undertaking are viewed through the language of

the standards. Each activity is recorded in a portfolio log which is subsequently reviewed and graded by the college professor. The candidate is required to include professional reflection and learning in each artifact as well as identify the standard(s) being addressed.

Internship site supervisors are chosen because they have been successful principals in their schools. Due to our long history of education at Keene State College, many of our supervisors are graduates of this college and even from the Educational Leadership program. In each case, the internship process begins with a meeting of the intern, prospective mentor and the college professor. The focus of conversation is the ELCC standards and how to make them come alive during the internship. Each mentor receives the *Educational Leadership Internship Evaluation* form and a guide to the ELCC standards. On site conferences among the intern, the intern supervisor and the college professor are the vehicle for communication and discussion as the principal is practicing the standards and the intern is in his/her footprint. 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. The internship is normally two sequential semesters.

Use in Program

The *Educational Leadership Internship Evaluation* is used as a formative assessment tool by the supervisor and candidate at the mid-point of each semester to discuss strengths, weakness, and new areas to focus on. It is also discussed during one-on-one conferences with the candidate and the college professor.

The *Educational Leadership Internship Evaluation* is also utilized as a summative assessment tool completed at the end of *EDUCEL 696 Internship I: School and Community Relations* and at the end of *EDUCEL 697 Internship II: Connections*. In most cases all items will not be completed during Internship I. The Internship I summative evaluation information helps to guide the candidate, site supervisor, and college professor to make new foci during Internship II.

This assessment is used in to enhance the candidate's Learning Plan and Vision Essay as well as contribute to the Educational Leadership Portfolio to determine the candidates' strengths, weakness and areas for improvement. In addition to the data relevant to each candidate, the data gathered from these assessments informs the curriculum of the internships and the Educational Leadership Program in terms of adding new topics, enhancing current coursework, revising focus or adding new experiences to the program.

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III

The assessment has been created in direct alignment to each of the **6 ELCC standards** to reflect the application of standards in the field experience setting.

Standard 1

This assessment addresses the following key components of the standard and when taken as a whole, show understanding of the how a vision can be developed to promote success of all learners, articulated to various stakeholders in the school and community, implemented effectively in a school system. It also emphasizes the stewardship component of a school vision which involves various ways to communicate and nurture a vision as it is implemented.

Standard 2

This assessment addresses the following key components of the standard and when taken as a whole, show understanding of the how to promote a positive school climate while capitalizing on diversity; to effectively develop and use effective practices from design through implementation which promote the use of technology where appropriate. This tool reflects the design of comprehensive professional growth plans which include observations and reflection to promote life-long learning.

Standard 3

This assessment addresses the following key components of the standard and when taken as a whole, show understanding of the how to manage the organization through data-based decision-making, partnerships, and technology with an emphasis on issues of equity, effectiveness, and efficiency. It also reflects issues of managing operations and resources both short-term and long-term including planning, legal, and communication issues.

Standard 4

This assessment addresses the following key components of the standard and when taken as a whole, show understanding of the importance of collaboration with families, community members, and agency personnel, being responsive to community interests and needs. Additionally, the tool reflects issues of outreach to the community including public relations and the use of research based knowledge to guide outreach efforts.

Standard 5

This assessment addresses the following key components of the standard and when taken as a whole, reflects standards of ethics, integrity, and fairness showing respect for the rights of others, sensitivity to diversity, and understanding of legal principles.

Standard 6

This assessment addresses the following key components of the standard and when taken as a whole, show knowledge organizational theories (e.g., systems change theories), policies, societal/political influences, research methodology, and legal standards and how these impact the operation of a school system. Additionally, this tool shows the responsiveness necessary to address issues both within and outside the sphere of the school community.

3. A brief analysis of data findings

4. Interpretation of how data provide evidence for meeting standards

Data will be collected during the 2009-2010 academic year and reported in June 2010 in the Education Department TK20 system.

Assessment Documentation

ATTACHMENT A

Assessment Tool or Description of the Assignment *Educational Leadership Internship Evaluation*

Instructions for Candidates and Cooperating Professionals

KEENE STATE COLLEGE

GRADUATE PROGRAMS

EDUCATIONAL LEADERSHIP INTERNSHIP INTERNSHIP EVALUATION FORM

CHECK ONE:

- ☐ Internship I
- ☐ Internship II

OVERVIEW FOR THE RATER

The Cooperating Professional and KSC Site Supervisor individually rate candidate performance on skills identified by the ELCC standards. Candidates will also be asked to self-assess their performance during both Internship experiences. The KSC Site Supervisor will take into account these two perspectives to make a rating of candidate's performance during the internship. The first formal assessment of the internship will be conducted at the end of *Internship I* and feedback to the candidate in relation to progress during internship I will be shared at the midterm. At this time, some areas will not be rated until *Internship II* because there may not have been an opportunity to observe performance in all areas. This will vary per candidate depending on their background and experiences. A final assessment of a candidate's skills will take place at the end of *Internship II*.

The Internship Field Work Evaluation is organized by the key domain areas of Leadership, Administration, Equity, Community Relationships, and Professional Responsibilities and cross-referenced with ELCC standards. Within each standard area elements are identified and candidates are rated on each element. Taking into consideration each individual element, an overall rating for each domain area is given. Candidates who receive a majority of "1" scores for a standard area will receive an overall score of "1" for that standard area. Candidates overall score can range from 0-15 points on the field work evaluation. A minimum score of "10" is necessary for all candidates in order to successfully complete Internship II with NO "Needs Improvement" identified in the overall scores for each area of the assessment.

During Internship I, candidates will likely receive some "needs improvement" scores. It is important to review individual element performance so that KSC Supervisor or Cooperating Professional supports can be targeted as a student progresses through the internship experience. If the candidate receives a majority of "needs improvement" scores, the KSC Supervisor, Cooperating Professional, and Candidate will work together to determine if the Candidate is allowed to continue in the Internship II.

See below for the rating scale used for this assessment as well as implications for supports based on each numerical rating. A detail rubric is then provided to assist the rater to accurately assess skill development.

RATING SCALE

1 = Needs Improvement (NI)

Through observation of internship activities and tasks, the candidate shows overall below average performance. The candidate needs to focus more energy on bringing this aspect of supervision to a basic level. The observer should provide resources and specific suggestions for improvement in any such areas. It is expected that candidates will have many areas that need improvement initially, but that with focused and supportive supervision, they will be able to improve in most of these areas.

2 = Meeting Expectations (ME)

Through observation of internship activities and tasks, the candidate shows overall average performance. The candidate's skill development shows that she/he has the ability to begin as a special educator. Remember that it is not appropriate to compare candidate's work to that of an experienced educational leader/principal. The observer should provide suggestions and next steps for the candidate so she/he can continue to improve and strengthen his/her performance. The general expectation is that many candidates fall within this level of performance.

3 = Exceeding Expectations (EE)

Through observation of internship activities and tasks, the candidate shows overall above average performance. The candidate's skill development shows an excellent application and generalization of skills and the ability to be an educational leader. Criteria where the candidate is exceeding expectations are considered strengths of the candidate, and should be noted as such in comments and in the final narrative. The general expectation is that fewer candidates fall within this level of performance.

NA = Not Applicable or Not Observed

Any item on the form that does not apply or was not observed during that specific observation should be marked NA. In some cases the items will be N/A for Internship I since certain experiences are not required but will be for Internship II. The rater should make every effort to observe at varied times during the school day and week in order to observe the range of supervisory behaviors outlined in the rubric.

ATTACHMENT B**Scoring Guide for Assessment*****Educational Leadership Internship Evaluation*****KEENE STATE COLLEGE GRADUATE STUDIES
EDUCATIONAL LEADERSHIP****EDUCATIONAL LEADERSHIP INTERNSHIP EVALUATION FORM*****DRAFT ITEM STEMS FOR INTERNSHIP EVALUATION***

Professional Standards for School Administration (7.10):		
(a) Leadership		
1. Articulates the purposes of education and the place of public schools in the United States of America	1	2 3 NA
2. Can articulate the schools vision and mission. <i>ELCC-1:2</i>	1	2 3 NA
3. Reviews, evaluates, and revises instructional programs on the basis of sound information, data analysis, and can apply principles of effective instruction. <i>ELCC- 2:2</i>	1	2 3 NA
4. Facilitates activities that promote a positive school culture. <i>ELCC- 2:1</i>	1	2 3 NA
5. Promotes activities that honor academic excellence.	1	2 3 NA
6. Interacts with teachers in preparing and implementing professional development plans that are related to improved administrator candidate learning. <i>ELCC- 2:4</i>	1	2 3 NA
7. Helps staff align their curriculum with the state's curriculum Frameworks.	1	2 3 NA
8. Understands principles of mentoring and provides new teachers with best practices to improve student learning <i>ELCC- 2:3</i>	1	2 3 NA
9. Encourages experimentation and rigorous evaluation of new pedagogical approaches.	1	2 3 NA
10. Plans effectively for the implementation of policy decisions, taking into account unanticipated consequences and costs. <i>ELCC- 3:3</i>	1	2 3 NA

Overall Rating for Standard (a)	1 2 3 NA
(b) Administration	
1. Demonstrates effective oral and written communication skills	1 2 3 NA
2. Uses effective methods of personnel selection, supervision, and evaluation. <i>ELCC- 3.2</i>	1 2 3 NA
3. Demonstrates a respect for the rights of others with regard to confidentiality, dignity, and engages in honest interactions. (<i>ELCC 5.1</i>)	1 2 3 NA
4. Practices relevant fiscal management policies and procedures. <i>ELCC- 3.1</i>	1 2 3 NA
5. Demonstrates the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in the interaction with others <i>ELCC-5.2</i>	1 2 3 NA
6. Makes and explains decisions based on ethical and legal principles <i>ELCC- 5.3</i>	1 2 3 NA
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. <i>ELCC- 3:3</i>	1 2 3 NA
Overall Rating for Standard (b)	1 2 3 NA

<u>Professional Standards for School Administration (7.10):</u>	
(c) Equity	
1. Assures presence and quality of educational programs that address the needs, interests, and abilities of all administrator candidates. <i>ELCC-2:1</i>	1 2 3 NA
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. <i>ELCC-2:1</i>	1 2 3 NA
3. Fosters understanding that effort is a key factor in achievement. <i>ELCC- 2:3</i>	1 2 3 NA
4. Helps all administrator candidates see themselves as unique individuals responsible for their own actions. <i>ELCC-S2:3</i>	1 2 3 NA
5. Assures high academic expectations for all administrator candidates. <i>ELCC- 2:2-3</i>	1 2 3 NA
6. Holds teachers, administrator candidates, and self to high standards of performance and behavior. <i>ELCC- 2:4</i>	1 2 3 NA
Overall Rating for Standard (c)	1 2 3 NA

(d) Community Relationships	
1. Involves families and other community members in developing the vision, goals, and improvement plans, and programs for the school/district. <i>ELCC- 4:1</i>	1 2 3 NA
2. Promotes partnerships among staff, families, the business community, and other community groups and uses community resources to enhance instruction. <i>ELCC- 4:1-3</i>	1 2 3 NA
Overall Rating for Standard (d)	1 2 3 NA

(e) Professional Responsibilities		
1. Meets his or her legal and moral responsibilities. <i>ELCC- 5: 1-3</i>	1 2 3 NA	
2. Maintains interest in current developments in the professional discipline. <i>ELCC- 6:1</i>	1 2 3 NA	
3. Knows educational principles and research that promote sound practice. <i>ELCC- 2:3</i>	1 2 3 NA	
4. Studies educational research of relevance to professional responsibilities. <i>ELCC- 6:1</i>	1 2 3 NA	
5. Is familiar with the range of instructional programs and policies that can promote academic learning for all administrator candidates. <i>ELCC- 6:2-3</i>	1 2 3 NA	
6. Is familiar with the range of administrator candidate support services. <i>ELCC- 4:3</i>	1 2 3 NA	
7. Is familiar with the range of professional training programs and providers for prospective teachers. <i>ELCC- 2:4</i>	1 2 3 NA	
8. Knows multiple strategies to assess administrator candidate performance. <i>ELCC-S2:2</i>	1 2 3 NA	
9. Understands approaches to organizational change, school-based management, and school restructuring. <i>ELCC-1:1</i>	1 2 3 NA	
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. <i>ELCC-6:1</i>	1 2 3 NA	
11. Demonstrates understanding of current issues in American education. <i>ELCC-6:1</i>	1 2 3 NA	
Overall Rating for Standard (e)	1 2 3 NA	

Assessment 4 (required): Pedagogical and Professional Knowledge, Skills, and Dispositions: Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice

Section IV – Evidence for Meeting Standards

Data Derived from Assessment

Content Based Educational Leadership Portfolio Review

Data will be collected during 2010-2011 academic year and piloted during in the Spring 2009 semester during Internship II for students in the "old" program.