

School Building Leader Internship Evaluation

Start of Block: Default Question Block

Q1 Thank You For Working With A Buffalo State Educational Leadership Candidate

Real-world internship experiences are exceedingly significant to prepare effective educational leaders. By being the mentor to this candidate you are touching the future.

SBL candidates are required to demonstrate proficiency in standards put forth by the Council for Chief State School Officers (CCSSO) and the National Policy Board for Educational Administration (NPBEA). The National Educational Leadership Preparation (NELP) Standards for School Building Leaders establish criteria for candidate success as a School Building Leader.

The SBL internship is comprised of tasks and experiences designed to develop well-rounded School Building Leaders. Each of these experiences can be linked to one or more NELP standard elements. Using the form below, the primary mentor (that is, usually the SBL candidate's principal) should rate the proficiency of the candidate's performance using the criteria set forth in this form. Candidates are rated as Unacceptable (U), Acceptable (A), or Target (T). The totality of all evaluations will provide a summative assessment that demonstrates that the candidate is ready to lead. It may be helpful to discuss these criteria with the SBL candidate for his/her experiences with these.

The SBL candidate cannot receive a grade for the Building-level internship until this evaluation is received, and a log of 800 hours of leadership-relevant activities, Common Experience write-ups and reflections, regular on-site visits, etc.

Using the identified task/experience, mentors should consider the underlying NELP standard elements when rating the SBL candidate. In order to pass this internship evaluation, candidates must be rated as Acceptable (A) or Target (T) in 85% of the elements. Mentors may consider observed actions, feedback from other school personnel, or the candidate's written or verbal reflections in their evaluation. Some experiences are linked to more than one standard element but the criteria should be considered separately. Some elements are linked to more than one experience so the most appropriate experience for the criteria should be considered.

Q2 Your Name (Supervisor)

Q3 Your School/District

Q4 Your Title

Q5 Name of Candidate

Q6 Special Instructions for Dispositions Assessment

Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple, performance-based assessments at key points within the program to demonstrate a candidate's readiness to make a positive impact on all P-12 students' learning and development. The development of professional dispositions is an important part of this readiness.

Growth of one's dispositions is developmental and can be informed through instruction, experience, and reflection. A single occurrence of dispositional issues might be due to a lack of understanding of the disposition and expectations of appropriate behaviors. It is important that we rely on observations of candidate behaviors when assessing dispositions. Assessment of dispositions should not be used as a punitive action, but as an instructional tool to address developmental gaps or clarify the overt actions being assessed for each dimension of the disposition. The descriptions below provide insight and language necessary for effective feedback.

For each of the dimensions below, please rate the degree to which you observe the candidate behaving in a manner consistent with each disposition.

Left Arrow Insert New Form Element

IMPORTANT GUIDELINES

Score of 4 (CONSISTENTLY EVIDENT)

Score of 3 (OFTEN EVIDENT)

Score of 2 (OCCASIONALLY EVIDENT)

Score of 1 (RARELY EVIDENT)

*A score of 2 should be viewed as a "teachable moment" for the assessor. In this case, the assessor should meet with the candidate to discuss the behaviors that warranted the score and to clarify expectations. A score of 1 warrants a meeting with the candidate, but also requires the completion of a "Candidate Consultation Form" so that the Teacher Education Unit at Buffalo State College can develop a plan to help the candidate improve. Candidate Consultation Forms can be found in the Student Teaching Handbook. For more information about these processes and/or this assessment, please contact your Chair.



Q7 Buffalo State Dispositions Assessment

	Rarely Evident	Occasionally Evident	Often Evident	Consistently Evident
<p>Professional: • Follow the New York State Code of Ethics • Maintain confidentiality • Exhibit professional pride in appearance and demeanor • Demonstrate high quality communication skills in both written and oral communications</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Reliable and Dependable: • Are punctual and organized • Complete essential tasks without prompting • Meet deadlines</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Respectful: • Demonstrate commitment to meeting student needs • Practice judicious and empathetic interactions with students and colleagues on campus and in the community • Show care and thoughtfulness in using the intellectual and physical property of others</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Committed to Student Learning:

- Demonstrate understanding of the important contribution of diversity of thought, background and ethnicity in high-quality educational experiences
- Demonstrate and affirm the expectation that all students can learn, and it is the teacher's responsibility to investigate research and practice in differentiating instruction to reach all learners' needs
- Demonstrate in campus discussions and/or lessons a thorough knowledge of current theory, content, pedagogy, technology tools and assessment practices.

Reflective:

- Show an openness to continuous improvement
- Listen effectively
- Demonstrate receptivity to feedback by



improving performance •
Tailor and reformat instruction based on assessed student needs

Enthusiastic
(show initiative, creative problem solvers, willing to take risks, energetic, and open to new ideas)

Collaborative: •
Work well with peers, faculty and mentors and seek to learn from them and share ideas •
Practice tactful communication skills, especially when sharing critique and constructive suggestions with others •
Seek appropriate leadership roles

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 COMMENTS

Use this area to identify specific sub-areas where the candidate's rating varies from the overall score assigned to that disposition.

Q9 National Policy Board for Educational Administration Standards-Based Criteria

Every question/criteria REQUIRES a response. We are required by our accreditors to collect evaluation data on these competencies. If you feel that you cannot respond to a question/criteria, please contact Peter Loehr at LOEHRPW@BuffaloState.edu or 716-878-4839.



Q10 Element 1.1 Candidate demonstrates the capability to steward a school mission by: • Linking school data to mission and vision • Advocating for changes to mission based on data • Developing plans to implement the school mission and vision • Work collaboratively in the mission and vision development process.

Task: Work with principal to plan for changes for the coming school year. Create a vision, plan for a new reality, work to implement.

- Unacceptable
 - Acceptable
 - Target
-

Q11 Comments:



Q12 Element 1.2 Candidate demonstrates the ability to influence the school's culture by: • Articulating core values to all school constituencies • Advocating that core values be integrated into all aspects of school operations • Modeling core values in profess. behavior • Cultivating core values in faculty and staff through feedback and profess. dev'p.

Task: Form an on-going work group to read, study, learn, and discuss visioning for the school as it pertains to the school's core values.

- Unacceptable
- Acceptable
- Target

Q13 Comments:



Q14

Element 1.3 Candidate demonstrates the capability to support students by building, maintaining, and evaluating: • Academic Supports • Social Supports • Collaborative relationships with staff, families, and other community members.

Task(s): Engage in the day-to-day activities of school administration: Student discipline, student counseling, student-parent-teacher conferencing, bus duty, attendance, facility issues, etc.

- Unacceptable
- Acceptable
- Target

Q15 Comments:



Q16 Element 1.4 Candidate demonstrates the capability to steward school improvement by: • Engaging staff and community members in the improvement plan development process • Establish a system to evaluate the effectiveness of the improvement plan • Use school-based data to identify improvements that are connected to and further the mission of the school

Task: Lead a school improvement project group.

- Unacceptable
- Acceptable
- Target

Q17 Comments:



Q18 Element 2.1 Candidate demonstrates the capability to enact professional norms in their actions, decision making, and relationships with others including: • Integrity and fairness • Transparency and trust • Collaboration • Perseverance • Learning and continuous improvement

Task: Participate in conflict resolution (teacher-student, teacher-teacher, employee-employee, teacher-parent, teacher-administrator, etc)

- Unacceptable
 - Acceptable
 - Target
-

Q19 Comments:



Q20 Element 2.2 Candidate demonstrates the capability to model ethical behavior in: • Personal conduct • Relationships with others • Decision-making • Response to unethical actions • Stewardship of the school's resources

Task: Take charge of a building program for an extended period of time in consultation with your mentor. Read, discuss, reflect on issues of educational ethics and morality.

- Unacceptable
 - Acceptable
 - Target
-

Q21 Comments:



Q22 Element 2.3 Candidate demonstrates the capability consider: • Ethical dilemmas • Moral and legal consequences • Potential conflicts between individuals and group rights

Task: Develop a professional network to identify benchmarks for school values and for professional support and development.

- Unacceptable
- Acceptable
- Target

Q23 Comments:



Q24 Element 3.1 Candidate demonstrates the capability to build and maintain a school culture that: • Ensures each student and family is treated fairly • Ensure that dealings are free from bias • Ensure that each student and family is treated respectfully

Task: Work on a school initiative dealing with bullying prevention. Work to identify and implement prevention procedures.

- Unacceptable
 - Acceptable
 - Target
-

Q25 Comments:



Q26 Element 3.2 Candidate demonstrates the capability to ensure stakeholders are treated fairly, respectfully with an understanding of culture and context in the following ways: • Developing guidelines • Implementing guidelines • Evaluating guidelines, procedures, and decisions

Task: Read, discuss, and reflect on issues of educational ethics and morality.

- Unacceptable
 - Acceptable
 - Target
-

Q27 Comments:



Q28 Element 3.3 Candidate demonstrates the capability to ensure that students have: • Access to effective teachers • Access to learning opportunities • Academic, social, behavioral, and other supports • Accommodations and interventions • A quality library and learning materials and technology

Task: Participate in special education determinations and placements. Participate in annual reviews and oversee the change process for IEPs and 504 Plans.

- Unacceptable
- Acceptable
- Target

Q29 Comments:



Q30 Element 3.4 Candidate demonstrates the capability to support development of responsive practices among teachers and staff so they can: • Recognize institutional bias • Confront institutional bias • Alter institutional bias

Task: Read, discuss, and reflect on issues of educational ethics and morality.

Unacceptable

Acceptable

Target

Q31 Comments:



Q32 Element 4.1 Candidate demonstrates the capability to develop, align, and implement curriculum, instruction, and assessment that: • Are responsive to student needs • Embody high expectations for student learning • Align with academic standards within and across grade levels • Promote academic success of students • Promote emotional well-being

Task: Participate in building curriculum development and change.

Unacceptable

Acceptable

Target

Q33 Comments:



Q34 Element 4.2 Candidate demonstrates the capability to promote challenging and engaging instructional practice consistent with: • Knowledge of learning theory • Knowledge of child development • Knowledge of effective pedagogy

Task: Cultivate a knowledge of current educational research to support instruction.

- Unacceptable
- Acceptable
- Target

Q35 Comments:



Q36 Element 4.3 Candidate demonstrates the capability to employ the following learning supports: • Technologies • Staffing • Professional Development • Structures and

communication to support equitable access to learning

Task: Participate in curriculum development and change.

Unacceptable

Acceptable

Target

Q37 Comments:



Q38 Element 4.4 Candidate demonstrates the capability to employ technically appropriate system of assessment for: • Data collection and management • Data analysis • Use of data to monitor student progress • Use of data to improve instruction

Task: Conduct an action research project that involves experimentation, data collection, analysis, and recommendation.

Unacceptable

Acceptable

Target

Q39 Comments:



Q40 Element 5.1 Candidate demonstrates the capability to engage the following groups in strengthening student learning in and out of school: ● Families ● Community ● School Personnel

Task: Review/revise student handbook, faculty handbook, substitute teacher handbook, family newsletters

- Unacceptable
- Acceptable
- Target

Q41 Comments:



Q42 Element 5.2 Candidate demonstrates the capability to maintain two-way communication with: • Families • Community • Feeder and connecting schools • District central office

Task: Write various materials (memos to employees, parents, central office administrators, newsletters, etc)

Unacceptable

Acceptable

Target

Q43 Comments:



Q44 Element 5.3 Candidate demonstrates the capability to build and sustain partnerships in order to benefit school improvement and student development that value the following resources: • Cultural • Social • Intellectual • Political

Task: Join a committee or task force for an initiative that involves internal and external constituencies.

Unacceptable

Acceptable

Target

Q45 Comments:



Q46 Element 5.4 Candidate demonstrates the capability to advocate for the needs and priorities of at least 3 of the following groups: ● School ● District ● Students ● Families ● Community
Task: Get involved in the school budget process. Participate in the planning, setting, marketing, allocating, dispersing, etc.)

- Unacceptable
- Acceptable
- Target

Q47 Comments:



Q48 Element 6.1 Candidate demonstrates capability to support each student's learning needs by: ● Developing school management and operation system ● Monitoring school management and operation system ● Evaluating school management and operation system

Task: Assist with the opening and closing of a school, taking the lead in aspects at the discretion of your mentor.

- Unacceptable
- Acceptable
- Target

Q49 Comments:



Q50 Element 6.2 Candidate demonstrates the capability to cultivate the following resources to support student learning, collective professional capability, and community and family engagement: • Seek, acquire, and manage fiscal resources • Seek, acquire, and manage physical resources • Seek, acquire, and manage technological resources and data

Task: Write a grant.

- Unacceptable
- Acceptable
- Target

Q51 Comments:



Q52 Element 6.3 Candidate demonstrates the capability to develop and coordinate communication for: • Actionable information for the classroom • School improvement • Community engagement

Task: Get involved in the school budget process. Participate in the planning, setting, marketing, allocating, dispersing, etc.)

- Unacceptable
- Acceptable
- Target

Q53 Comments:



Q54 Element 6.4 Candidate demonstrates the capability to comply with the following to promote student and adult success: • Applicable laws • Applicable rights • Applicable policies • Applicable regulations

Task: Consult with administrators to learn about legal issues facing the school and consider solutions to dilemmas that comply with laws, policies, and regulations.

Unacceptable

Acceptable

Target

Q55 Comments:



Q56 Element 7.1 Candidate demonstrates the capability to develop and implement an human resource management system that: • Recruits • Hires • Supports and Develops • Retains Personnel • Creates leadership pathways

Task: Serve on several interview committees, chairing if possible. Switch teaching schedules with two colleagues for their professional growth.

Unacceptable

Acceptable

Target

Q57 Comments:



Q58 Element 7.2 Candidate demonstrates the capability to: • Develop a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child • Sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the who

Task: Conduct several faculty meetings and present information that informs on progress toward mission and goals.

- Unacceptable
- Acceptable
- Target

Q59 Comments:



Q60 Element 7.3 Candidate demonstrates the capability to develop workplace conditions that:
• Promote employee leadership • Promote employee well-being • Promote employee professional growth

Task: Mentor new teachers or teachers new to the school.

Unacceptable

Acceptable

Target

Q61 Comments:



Q62 Element 7.4 Candidate demonstrates the capability to implement supervision and evaluation procedures that: • Are anchored in research • Provide actionable feedback about instruction • Promote collective accountability

Task: Observe several teachers and conference with them for their professional growth.

Unacceptable

Acceptable

Target

Q63 Comments:

Q64

We are interested in your feedback!

Please let us know how we can improve our educator preparation program for school and district leadership.

End of Block: Default Question Block
