

# School District Leader Internship Evaluation

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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.*

*SDL 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 District Leaders establish criteria for candidate success as a School District Leader.*

*The SDL internship is comprised of tasks and experiences designed to develop well-rounded School District 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 SDL 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 SDL candidate cannot receive a grade for the District-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 SDL 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.*

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Q2 Your Name (Supervisor)

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Q3 Your School/District

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Q4 Your Title

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Q5 Name of Candidate

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**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><b>Professional:</b> • 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><b>Reliable and Dependable:</b> • 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><b>Respectful:</b> • 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"/>

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**Q8 COMMENTS**

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

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### 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](mailto:LOEHRPW@BuffaloState.edu) or 716-878-4839.

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Q10 Element 1.1 Candidate demonstrates the capability to analyze and communicate data-informed mission and vision focused on: • Academic Success • Overall well-being of each student • Overall well-being of district and school personnel.

**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
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Q11 Comments:

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Q12 Element 1.2 Candidate demonstrates the capability to promote core democratic values including the following: • High expectations and student support • Imperative of child-centered

education • Equity • Inclusiveness • Social Justice • Openness, caring, and trust

**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

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Q13 Comments:

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Q14

Element 1.3 Candidate demonstrates the capability to: • Develop evidence-based school and district improvement • Implement evidence-based school and district improvement • Evaluate evidence-based school district improvement

**Task: Lead a school improvement project group.**

Unacceptable

Acceptable

Target

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Q15 Comments:

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Q16 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

Q17 Comments:

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Q18 Element 2.2 Candidate demonstrates the capability to model ethical behavior in the following areas: • Personal behavior • Relationships with others • Decision-making • Stewardship of district resources

**Task: Take charge of a district 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

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Q19 Comments:

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Q20 Element 2.3 Candidate demonstrates the capability to: ● Sustain a positive culture that empowers teachers and other staff with responsibility for enacting professional norms ● Collaboratively work to achieve the district’s shared vision, goals, and objectives

**Task: Take charge of a district program for an extended period of time.**

- Unacceptable
- Acceptable
- Target

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Q21 Comments:

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Q22 Element 2.4 Candidate understands and demonstrates the capability to promote essential educational values of democracy, community, individual freedom and responsibility, equity, social justice, and diversity.

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

- Unacceptable
- Acceptable
- Target

Q23 Comments:

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Q24

Element 3.1 Candidate demonstrates the capability to build and maintain a district culture that provides: • Academic and social supports • Discipline • Services • Extracurricular activities • Accommodations that meet the needs of each student

**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

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Q25 Comments:

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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: • Develop guidelines • Implement guidelines • Evaluate guidelines, procedures, and decisions

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

Unacceptable

Acceptable

Target

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Q27 Comments:

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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

***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

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Q29 Comments:

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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

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Q31 Comments:

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Q32 Element 4.1 Candidate demonstrates the capability to analyze and manage district-wide curriculum, instruction, assessment, student services, and instructional resources that embody high expectations for: • Student learning • Align with academic standards • Promote academic success • Promote career readiness • Promote social and emotional well-being

**Task: Participate in district curriculum development and change.**

Unacceptable

Acceptable

Target

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Q33 Comments:

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Q34 Element 4.2 Candidate demonstrates the capability to use learning theory and research to:

- Support development of principals
- Develop individual instructional capacity of teachers and other staff

**Task: Cultivate a knowledge of current educational research to support instruction and professional development for principals, teachers, and other staff.**

- Unacceptable
- Acceptable
- Target

Q35 Comments:

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Q36 Element 4.3 Candidate demonstrates the capability to employ the following supports to help individual principals to grow as instructional leaders. • Time • Technologies • Instructional Spaces • Assessments • Staffing • Professional development • Communication

**Task: Cultivate a knowledge of current educational research to support instruction and professional development for principals, teachers, and other staff.**

Unacceptable

Acceptable

Target

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Q37 Comments:

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Q38 Element 4.4 Candidate demonstrates the capability to lead an appropriate assessment system that does: • Data collection • Data management • Data analysis • Data use for improvement

**Task: Cultivate a knowledge of current educational research on the use of data to support instruction and professional development for principals, teachers, and other staff.**

Unacceptable

Acceptable

Target

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Q39 Comments:

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Q40 Element 5.1 Candidate demonstrates the capability maintain communication with the following groups: ● Families ● Community ● Public Sector ● Private Sector ● Non-Profit Sector

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

- Unacceptable
- Acceptable
- Target

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Q41 Comments:

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Q42 Element 5.2 Candidate demonstrates the capability to build and sustain the following types of partnerships to promote school improvement and student development: ● Public sector entities ● Private sector entities

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

- Unacceptable
- Acceptable
- Target

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Q43 Comments:

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Q44 Element 5.3 Candidate demonstrates the capability to maintain two-way communication with: ● Families ● Community

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

- Unacceptable
- Acceptable
- Target

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Q45 Comments:

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Q46 Element 5.4 Candidate demonstrates the capability to represent the following: • School District • Interested Stakeholders

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

- Unacceptable
- Acceptable
- Target

Q47 Comments:

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Q48 Element 6.1 Candidate demonstrates capability to manage the following systems to support each student's learning needs: • Administration • Management • Governance • Finance • Operations

**Task: Participate in a district-wide initiative, taking the lead if possible. Work with central office administrators including the superintendent.**

Unacceptable

Acceptable

Target

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Q49 Comments:

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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. Assist an administrator with the BEDS and other state forms in an effort to learn how they affect resources.**

Unacceptable

Acceptable

Target

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Q51 Comments:

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Q52 Element 6.3 Candidate demonstrates the capability to develop and implement a 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



Q53 Comments:

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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

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Q55 Comments:

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Q56 Element 7.1 Candidate demonstrates the capability to manage Board Relations in the following ways: • Respectful • Responsive

**Task: Work with central office administrators, including the superintendent**

Unacceptable

Acceptable

Target

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Q57 Comments:

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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:

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Q60 Element 7.2 Candidate demonstrates the capability to: • Understand district governance • Manage effective systems for district governance

**Task: Work with central office administrators, including the superintendent**

- Unacceptable
  - Acceptable
  - Target
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Q61 Comments:

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Q62

Element 7.3 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
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Q63 Comments:

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Q64

Element 7.4 Candidate demonstrates the capability to understand, respond to, and advocate for needs and priorities of the district for the following decisions: • Local • State • National

***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

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Q65 Comments:

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Q66

We are interested in your feedback!

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

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End of Block: Default Question Block

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