

University of South Dakota
Division of Educational Administration
Elementary/Secondary/PK-12 Principal Internship
Field-based Supervisor Assessment

Intern's Name: _____ Internship Site: _____

Field Supervisor Signature: _____ Date: _____

Directions: Listed below are the ELLC Standards and Elements for candidates for elementary principal certification. Below each Element is a set of statements that describe specific activities within that Element. Based on your observations, please use the following scale to rate the intern on each element and overall standard.

3	Area of Significant Strength:	The intern demonstrated extensive knowledge and/or skills related to this element as evidenced through completion of all or most of the associated behavioral indicators.
2	Area of Moderate Strength:	The intern demonstrated some degree of knowledge and/or skills related to this element as evidenced through completion of some of the associated behavioral indicators.
1	Area Needing Further Development:	The intern failed to demonstrate knowledge and/or skills related to this element as evidenced through completion of none / few of the associated behavioral indicators.
NA	Not Observed/ Not Applicable:	You did not have the opportunity to observe the intern's knowledge and/or skills related to this element or this element was not applicable to the intern's experience

Evidence: For each Element that you rate you will need to provide evidence for your rating. Evidence will be a brief listing or description of the activities or experiences that support your numerical rating for that Element.

Standard 1.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of district vision of learning supported by the school community.				
1.1 Develops a Vision	3	2	1	NA
<ul style="list-style-type: none"> Develops a vision of learning for a school that promotes the success of all students. Bases the vision of learning on relevant knowledge and theories, including 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. <p>Evidence:</p>				
1.2 Articulates a Vision	3	2	1	NA
<ul style="list-style-type: none"> Demonstrates the ability to articulate the components of the vision of learning for a school and the leadership processes necessary to implement and support the vision Uses data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. Demonstrates the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories and other activities. <p>Evidence:</p>				
1.3 Implements a Vision	3	2	1	NA
<ul style="list-style-type: none"> Develops 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). Formulates the initiatives necessary to motivate staff, students, and families to achieve the school's mission. <p>Evidence:</p>				

1.4 Stewards a Vision	3	2	1	NA
<ul style="list-style-type: none"> • Demonstrates understandings of the role effective communication skills play in building a shared commitment to the vision. • Designs or adopts a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision. • Assumes stewardship of the vision through various methods <p><i>Evidence:</i></p>				
1.5 Promotes Community Involvement in the Vision	3	2	1	NA
<ul style="list-style-type: none"> • Demonstrates the ability to involve community members in the realization of the vision and in related school improvement efforts. • Acquires and demonstrates the skills needed to communicate effectively with all stakeholders about implementation of the vision. <p><i>Evidence:</i></p>				
Overall Rating for Standard 1.0	3	2	1	NA
Standard 2.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.				
2.1 Promotes Positive School Culture	3	2	1	NA
<ul style="list-style-type: none"> • Assesses school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g. population, language, disability, gender, race, and socio-economic) of the school community to improve school programs and culture. <p><i>Evidence:</i></p>				
2.2 Provides Effective Instructional Program	3	2	1	NA
<ul style="list-style-type: none"> • Demonstrates the ability to facilitate activates that apply principles of effective instruction to improve instructional practices and curricular materials. • Demonstrates the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs. • Demonstrates 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. <p><i>Evidence:</i></p>				
2.3 Applies Best Practice to Student Learning	3	2	1	NA
<ul style="list-style-type: none"> • Demonstrates the ability to assist school personnel in understanding and applying best practices for student learning. • Apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process. • Demonstrates an understanding of how to use appropriate research strategies to promote and environment for improved student achievement. <p><i>Evidence:</i></p>				

2.4 Designs Comprehensive Professional Growth Plans	3	2	1	NA
<ul style="list-style-type: none"> • Designs and demonstrates 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. • Demonstrates the ability to use strategies such as observation, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel. • Develops and implements personal professional growth plans that reflect a commitment to life-long learning. <p><i>Evidence:</i></p>				
Overall Rating for Standard 2.0	3	2	1	NA
Standard 3.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.				
3.1 Manages the Organization	3	2	1	NA
<ul style="list-style-type: none"> • Demonstrates 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. • Develops 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. • Demonstrates an ability to manage time effectively, and deploy financial and human resources in ways that promote student achievement. <p><i>Evidence:</i></p>				
3.2 Manages Operations	3	2	1	NA
<ul style="list-style-type: none"> • Demonstrates the ability to involve staff in conducting operations and setting priorities using effective and appropriate 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. • Demonstrates communication plans for staff that includes opportunities for staff to develop their family and community collaboration skills. • Demonstrates an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities. <p><i>Evidence:</i></p>				
3.3 Manages Resources	3	2	1	NA
<ul style="list-style-type: none"> • Uses 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. • Creatively seeks new resources to facilitate learning • Applies and assesses current technologies for school management, business procedures and scheduling. <p><i>Evidence:</i></p>				
Overall Rating for Standard 3.0	3	2	1	NA

Standard 4.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

4.1 Collaborates with Families and Other Community Members **3** **2** **1** **NA**

- Demonstrates an ability to bring together the resources of family members and the community to positively affect student learning.
- Demonstrates an ability to involve families in the education of their children based on the belief that families have the best interest of their children in mind.
- Demonstrates the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.
- Applies an understanding of community relations models, marketing strategies and processes, data-based decision making, and communication theory to create frameworks for school, family, business, community, government, and higher education partnerships.
- Develops various methods of outreach aimed at business, religious, political, and service organizations.
- Demonstrates 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.
- Demonstrates the ability to collaborate with community agencies to integrate health, social, and other services.
- Develops a comprehensive program of community relations and demonstrate the ability to work with the media.

Evidence:

4.2 Responds to Community Interests and Needs **3** **2** **1** **NA**

- Demonstrates active involvement within the community, including interactions with individuals and groups with conflicting perspectives.
- Demonstrates the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.
- Provides leadership to programs serving students with special or exceptional needs.
- Demonstrates 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.

Evidence:

4.3 Mobilizes Community Resources **3** **2** **1** **NA**

- Demonstrates an understanding of and ability to use community resources, including youth services to support student achievement, solve school problems, and achieve school goals.
- Demonstrates how to use school resources and social service agencies to serve the community.
- Demonstrates an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address student problems.

Evidence:

Overall Rating for Standard 4.0 **3** **2** **1** **NA**

Standard 5.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

5.1 Acts with Integrity	3	2	1	NA
<ul style="list-style-type: none"> Respects the rights of others with regard to confidentiality and dignity and engage in honest interactions. 				
<i>Evidence:</i>				
5.2 Acts Fairly	3	2	1	NA
<ul style="list-style-type: none"> Able to combine impartiality, sensitivity to student diversity, and ethical considerations to their interactions with others. 				
<i>Evidence:</i>				
5.3 Acts Ethically	3	2	1	NA
<ul style="list-style-type: none"> Makes and explains decisions based upon ethical and legal principles. 				
<i>Evidence:</i>				
Overall Rating for Standard 5.0	3	2	1	NA
<p>Standard 6.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p>				
6.1 Understands the Larger Context	3	2	1	NA
<ul style="list-style-type: none"> Demonstrates an understanding of the policies, laws and regulations enacted by local, state, and federal authorities affecting a specific district. Demonstrates 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. Demonstrates the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children and learning. Demonstrates 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. Demonstrates the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools. Demonstrates the ability to analyze and describe the cultural diversity in a school community. Describes community norms and values and how they relate to the role of the school in promoting social justice. Demonstrates the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities. 				
<i>Evidence:</i>				
6.2 Responds to the Larger Context	3	2	1	NA
<ul style="list-style-type: none"> Demonstrates 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. 				
<i>Evidence:</i>				
6.3 Influences the Larger Context	3	2	1	NA
<ul style="list-style-type: none"> Demonstrates the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws. Applies their understanding of the larger political, social, economic, legal and cultural context to develop activities and policies that benefit students and their families. 				

- Advocates 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.

Evidence:

Overall Rating for Standard 6.0

3

2

1

NA

COMMENTS: