

Regent University

**School of Education
Educational Leadership Programs**

Principal Internship Program & Procedures

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School of Education

Educational Leadership - Principal Internship

Executive Summary

The principal internship is completed over two semesters and focuses on the role of the school leader by establishing a bond between theory, research, and practice. The student intern is assigned to a specified school(s) with the supervision of a licensed and certified school administrator in the field, and with the guidance of a Regent faculty internship supervisor. The candidate will have experiences at different school levels; experiences at schools with diverse student populations; and experiences that take place during the school day in concentrated blocks of times when preK-12 students are present. The intern is responsible for the completion of course requirements and competencies. Interns in the field have continuous contact with a Regent University internship supervisor and may participate in seminar experiences. The Virginia Department of Education requires students seeking licensure in school leadership to complete 320 clock hours of internship experiences.

The internship experience provides opportunities for independent and guided practice, feedback, coaching, and reflection. Ultimately it is designed to engage prospective administrators in active learning and to provide participating school mentors and university coaches with opportunities for continued professional growth. The Professional Standards for Educational Leaders (PSEL) provides key guidance throughout this process.

A minimum of 120 hours of the internship experience are embedded (linked to current course work and PSEL Standards). The embedded internship hours are completed during the spring semester. The remaining 200 hours are completed during a summer internship field experience, usually in a summer school setting.

Course Learning Outcomes are aligned with the Professional Standards for Educational Leaders and the Regulations Governing the Review and Approval of Education Programs in Virginia, Administration & Supervision PreK-12: b6, c6, d1, d2, d3, f4, & f5 developed by the Virginia Department of Education (VDOE).

Upon completion of the internship students are expected to demonstrate knowledge, understanding, and application of:

- Planning, assessment, and instructional leadership that builds a collective, professional capacity.
- Systems and organizations.
- Management and leadership skills that achieve effective and efficient organizational operations.
- Organizational conditions and dynamics.
- The purpose of education and the role of professionalism in advancing educational goals.

Specific Requirements

Criteria	General Description of Assignment	Requirement
1. Field Experience Log	<p>Reflective Field Experience Log: the student will keep a structured log of activities during the field experience and submit it four times during the semester or as required by the professor.</p> <p>Students must use the <u>Excel spreadsheet log provided in the Canvas Course Content section.</u></p> <p>Students must complete <u>at least 120 hours during the spring term</u> and <u>a total of 320 hours by the end of the two-semester experience.</u></p> <p><u>Spring term experience is to be embedded.</u> (Linked to coursework students have previously taken or are currently taking, and PSEL Standards). <u>Summer experiences are linked to the PSEL Standards only.</u></p>	<u>Required</u>
2. Intern Self-Assessment	<p>Final Analysis of the Field Experience: Toward the end of the intern's final experience, the student will submit the <u>Intern Self-Assessment</u>, to be completed online.</p> <p>Students are required to reference their log as a guide when completing the assessment.</p> <p><u>This item will be completed towards the end of the final internship, regardless of the semester.</u></p>	<u>Required</u>
2A. Log Addendum	Submit a 2-3 page paper detailing specific examples of collaboration that you have experienced during your internships.	<u>Required</u>
3. Time Requirement	<p>Minimum of 120 hours each for the Spring semester. Minimum of 200 hours for the Summer semester.</p> <p>"Exposure"* to multiple sites (elementary, middle, high, central office, agency) with diverse student populations ... focused on instructional leadership and learning for all students and <u>MUST OCCUR IN A PUBLIC SCHOOL OR ACCREDITED NONPUBLIC SCHOOL - 8 VAC 20-542-530. Administration and Supervision preK-12.</u></p> <p><u>TOTAL TIME REQUIREMENT: 320 HOURS</u></p>	<u>Required</u>
4. Diverse Experiences Verification Form	*Students must complete a <u>Diverse Experiences Verification Form</u> provided in the Canvas Course Content section during the SUMMER semester .	<u>Required</u>

Criteria	General Description of Assignment	Requirement
5. Primary Site Validation Form	Students must complete a <u>Primary Site Validation Form</u> verifying that they have completed a minimum of 165 hours at a primary school location.	<u>Required</u>
6. Exposure Site Validation Forms	<p>* Students must complete an <u>Exposure Site Validation Form</u> also located on the Canvas site in the Course Content Section for EACH exposure site.</p> <p>* EXPOSURE is defined as a minimum of 10 hours at all school levels other than the primary setting, 10 hours at the central office, and 5 hours at an <u>agency</u>.</p>	<u>Required</u>
7. Mentor's Assessment	The mentoring principal must complete a <u>Mentor's Assessment Evaluation</u> . This evaluation will be emailed to the supervising principal and completed online towards the end of the summer term .	<u>Required</u>
8. University Supervisor's Assessment	The University Supervisor must complete the <u>University Supervisor's Assessment Evaluation</u> . The professor will complete this evaluation online by the end of the final internship semester .	<u>Required</u>
Final Evaluation	Completion of all required hours, documentation, and assessments within the designated semester timeframe.	PASS / FAIL

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Principal Internship Procedures and Consultations

The procedures for working with students, faculty, staff, and persons within the school division are listed below. This includes Human Resource Departments, school principals, other building administrators, and school division administrators.

1. Students who are enrolled in the Principal Internship Program at Regent University are first contacted by Regent's Field Placement Coordinator who sends them an information letter along with the Application for Principal Internship.
2. The Field Placement Coordinator communicates with the course professor (University Supervisor) and the school division's Human Resource Department each time a candidate seeks approval for an internship.
3. The Field Placement Coordinator also communicates with the University Supervisor to inform them that the student has been approved to conduct the internship in a particular location(s) by forwarding an application form signed by their mentor or designee (licensed school administrator).
4. The University Supervisor then communicates with the principal or designee by email, welcoming and thanking them for working with the internship program. The intern is sent a copy of this communication.
5. The University Supervisor sends information to the building principal and the student, about the internship, roles, and responsibilities, suggestions for appropriate activities, and a copy of the Professional Standards for Educational Leaders. This communication is also sent to the Field Placement Coordinator.
6. As students work through their internships, they are responsible for submitting an internship log four times listing the dates, activities performed, related embedded courses and/or PSEL Standards, and their reflections about the activity. The University Supervisor gives and receives ongoing feedback to the student and sometimes the Mentor.
7. Regular discussions are held between university faculty and staff who work with interns to problem-solve and ensure consistency.
8. Discussions also take place with the Intern Supervisor, Program Chair, and the Educational Leadership subcommittee when various problems arise or when adjustments need to be made.
9. Near the conclusion of the internship, communication in the form of an email that contains a link to Survey Monkey, is sent to the intern's mentor (principal or designee) so that the Mentor's Assessment (PIMA) can be completed. The mentors have an opportunity to add any comments at the end that are unique or specific to their experience with the student as well as the overall internship.
10. The principal intern also completes a self-assessment which is submitted to the University Supervisor.
11. The University Intern Supervisor completes an assessment for each intern.
12. During the semester, constant communication takes place in the form of email messages and telephone calls between interns and the University Supervisor to maintain contact and to discuss various issues.

Field Placement Coordinator Duties

- Students are required to have a background check through CastleBranch.com before being registered for any leadership internships. This is communicated by the Office of Advising as well as the Field Placement Coordinator.
- Once students have a background check on file for Regent University, they can be registered for their first internship class. Students are not able to register for the internships.
- Spring Semester EADM 594/794 – The student is required to complete the Request for Embedded Hours Experience Form and have it signed by his/her principal as approval of the internship. Forms are returned to the Field Placement Coordinator for the School of Education. Forms must be completed, typed, and signed by the student and his/her principal to be accepted.
- Summer Semester EADM 597/796 – Students are required to complete the Application for Principal Internship. Students must complete information for the 165 hours at the primary location internship site, 10 hours at a second site, 10 hours at a third site, 10 hours in a Central Office department, and 5 hours with an outside agency. The form is sent to students once registration is open. All forms must be complete, typed, and signed by the student. The form must be signed and approved by an appropriate individual.
- Some school districts require a placement request from Regent University in order to make a summer administration internship placement and placements are made centrally. In some school districts, students find the placements themselves or go to Human Resources themselves to secure approval. In some school districts, students must secure placements, and the form is signed only by the primary location supervisor. It is the student's responsibility to determine how his/her school district handles Summer Administration Internships.
- Forms are returned to the Field Placement Coordinator either by the student or by a designated person from the Central Office. Completed (typed and signed) forms are routed to course instructors.

Advisor Responsibilities Requirements for Internship Enrollment

During an advising appointment, the Advisor for Educational Leadership discusses the following items concerning internships:

- A background check must be performed and returned clear before any student can be registered for the internship.
- Information the student needs need to complete the background check is sent to them by the Field Placement Coordinator.
- Internships do not start in the first semester.
- A minimum of two courses must be completed and passed in the first semester before a student can register for the Principal Internship course.
- Students may only begin the internship with the Administrative Internship, which is only offered in the spring semester.
- Students must complete the Administrative Internship before they can register for the 200-hour Principal Internship.



Educational Leadership Program
Application for Embedded Hours Experience
EADM 594/794 Internship - Administrative

To: Principal

From: Brenda Vaughan
 Field Placement Coordinator
 Regent University

Re: Request for Embedded Hours Experience

The individual listed on page two is enrolled in the Educational Leadership Program at Regent University. As one of the requirements for licensure in School Leadership in the Commonwealth of Virginia, the student must complete an embedded hours experience that parallels his/her graduate coursework.

Embedded hours primarily entail observation and shadowing experiences.

This document is intended to request your assistance in providing this individual an embedded hours administrative experience in your school. **This placement would be above and beyond his/her regularly contracted duties as an employee if he/she is currently employed by your division.** Below are the requirements of the Virginia Department of Education (VDOE) regarding the internship:

Embedded Hours Requirements

Virginia Department of Education Requirement (for all approved programs in the state): Complete a **minimum of 120 clock hours** of an embedded hours administrative observational experience with diverse student populations. The intent of the experience is that students observe firsthand the daily routines of school administration in the field, and link these experiences to what they are learning in their coursework. The student may be involved in the experiences as much as you as the administrator feel comfortable.

These experiences shall be an integral component of a Virginia Board of Education approved preparation program. Regent University's Educational Leadership Program is not only approved by VDOE, but is also nationally accredited. The embedded hours experience shall be focused on learning for all students and shall occur in a public school or accredited nonpublic school. - Reference: Code of Virginia, 8 VAC 20-23-620. Administration and Supervision PreK-12.

Please do not hesitate to contact me if you need additional information. I can be reached at 757.352.4744 or bvaughan@regent.edu.

Thank you for your partnership with Regent University School of Education.

Respectfully,

Brenda Vaughan



Educational Leadership Program
Application for Embedded Hours Experience
EADM 594/794 Internship - Administrative

Applicant Information

Full Name: _____ Student ID: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Phone: _____ Regent University Email Address: _____

Current Position

Title: _____ Dates in position: _____

School: _____ School District: _____

Internship Mentor (title, first & last name): _____

Mentor's Email Address: _____

Location of Internship if different from your current position: _____

Criminal Background Check

Applicants need to be aware that many school systems have policies that restrict people with Criminal Charges from working in their schools. Failure to disclose this information to Regent University and the applied school system may be grounds for removal from the Educational Leadership Program, and could result in a student's inability to complete his/her degree at Regent University.

Have you ever been convicted of a violation of the law other than a minor traffic violation? No _____ Yes _____ If yes, please attach an explanation.

Do you have any criminal charges pending against you? No _____ Yes _____ If yes, please attach an explanation.

Have you ever been convicted of any offense involving sexual molestation, physical or sexual abuse, or rape? No _____ Yes _____ If yes, please attach an explanation.

Regent University has my recent criminal background report on file. No _____ Yes _____ If no, please attach an explanation.

Signature of Student: _____

Date: _____

Signature of Principal/AP: _____

Date: _____

Please return a copy of the completed form to: Regent University School of Education
1000 Regent University Drive, ADM 266 Virginia Beach, VA 23464-9800

Attention: Brenda Vaughan

Or you may email the completed form to bvaughan@regent.edu or fax to 757.352.4147



School of Education
Educational Leadership Program
Application for Principal Internship

To: Director of Human Resources or Other Designated School Division Personnel

From: Brenda Vaughan
Field Placement Coordinator
Regent University

Re: Request for Administrative Internship Placement

The individual listed as “applicant” is enrolled in the Educational Leadership Program at Regent University. As one of the requirements for licensure in School Leadership in the Commonwealth of Virginia, the student must complete an administrative internship.

This document is intended to formally request placement for this individual in an internship position with your school division. **This placement would be above and beyond his/her regularly contracted duties as an employee if he/she is currently employed by your division.** Below are the requirements of the Virginia Department of Education (VDOE) regarding the internship:

Internship Requirements

Virginia Department of Education Requirement (for all approved programs in the state): Complete a **minimum of 200 clock hours** of a deliberately structured and supervised internship that **provides exposure* to multiple sites (elementary, middle, high, central office, and outside agency)** with diverse student populations. These experiences shall be an integral component of a Virginia Board of Education approved preparation program. Regent University’s Educational Leadership Program is not only approved by VDOE, but is also nationally accredited. The internship shall be focused on learning for all students and shall occur in a public school or accredited nonpublic school. -Reference: Code of Virginia, 8 VAC 20-23-620. Administration and Supervision preK-12.

***EXPOSURE is defined as a minimum of 165 hours at the primary site; 10 hours at each level: elementary, middle or high, which differ from the primary site; 10 hours at the central office; and 5 hours at an agency that works directly with the school.**

Please do not hesitate to contact me if you need additional information. I can be reached at 757.352.4744 or bvaughan@regent.edu. Thank you for your partnership with Regent University School of Education.

Respectfully,

Brenda Vaughan
Coordinator of Field Placements for Licensure Programs

Internship Requirement

Complete a minimum of 200 clock hours of a deliberately structured and supervised internship that provides exposure* to multiple sites (elementary, middle, high, central office, agency) with diverse student populations. These experiences shall be an integral component of a Virginia Board of Education approved preparation program. The internship shall be focused on learning for all students and shall occur in a public school or accredited nonpublic school. -Reference: Code of Virginia, 8 VAC 20-542-530. Administration and supervision preK-12

***EXPOSURE** is defined as a minimum of 10 documented hours at each of the other school levels (elementary, middle, and high) other than the primary setting, 10 hours at the central office, and 5 hours at an agency that works directly with the school.

Phone: _____ Regent University Email Address: _____

Has the principal agreed to be your mentor? Yes_____No _____

Human Resources Director: _____ Phone: _____



School of Education
Educational Leadership Program
Application for Principal Internship

Additional Applicant Information

Current Position: _____ School: _____

From: _____ To: _____ School Address: _____

School System: _____

Initial Teaching License Held? Yes _____ No _____ Area of Initial Licensure: _____

State Granting Initial License: _____ Virginia Endorsements Held: _____

Degrees Held and Date(s) Attained: _____

Two most recent Teaching/Other experiences:

Position: _____ School: _____ City, State: _____ Dates: _____

Position: _____ School: _____ City, State: _____ Dates: _____

Criminal Background Check

Applicants need to be aware that many school systems have policies that restrict people with Criminal Charges from working in their schools. Failure to disclose this information to Regent University and the applied school system may be grounds for removal from the Educational Leadership Program, and could result in a student's inability to complete his/her degree at Regent University.

Have you ever been convicted of a violation of the law other than a minor traffic violation? No _____ Yes _____ If yes, please attach an explanation.

Do you have any criminal charges pending against you? No _____ Yes _____ If yes, please attach an explanation.

Have you ever been convicted of any offense involving sexual molestation, physical or sexual abuse, or rape? No _____ Yes _____ If yes, please attach an explanation.

Regent University has my recent criminal background report on file. No _____ Yes _____ If no, please attach an explanation.

Signature of Student: _____ Date: _____

By signing this form, the intern verifies that all information provided is true and accurate.

School System Approval: _____ Date: _____

Title: _____

Please return a copy of this form to:

Regent University School of Education 1000 Regent University Drive, ADM 266
Virginia Beach, VA 23464-9800 Attention: Brenda Vaughan
Or you may email the completed form to bvaughan@regent.edu or fax to 757.352.4147



Here's How To Order Your Background Check:

1: Go to

<https://portal.castlebranch.com/RQ14>



2: Select the appropriate account or program needed. Then select the desired package.

3: This will bring you to our Acknowledgment Page which provides information about your selected package. Users will confirm that they have viewed the information given and then be forwarded to their Order Review Page.

About CastleBranch

Regent University - School of Education and CastleBranch -one of the top ten background screening and compliance management companies in the nation – have partnered to make your onboarding process as easy as possible. Here, you will begin the process of establishing an account and starting your order. Along the way, you will find more detailed instructions on how to complete the specific information requested by your organization. Once the requirements have been fulfilled, the results will be submitted on your behalf.

Payment Information

The cost for your background check is \$52. Your payment options include Visa, Mastercard, Discover, Debit, electronic check, and money orders. Note: Use of electronic check or money order will delay order processing until payment is received.

Accessing Your Account

To access your account, log in using the email address you provided and the password you created during order placement. Your administrator will have their own secure portal to view your compliance status and results.

Contact Us

For additional assistance, please contact the Service Desk at 888-723-4263 or visit <https://mycb.castlebranch.com/help> for further information.

Sample Introductory Letter to Mentor

Regent University
School of Education

To: Principal
From: Alan Vaughan, Ph.D.
Date:
RE: Intern
Regent University Educational Leadership Program Field Experience

Dear Principal:

Welcome to the Regent University Educational Leadership Program field experience. One of the greatest attributes a successful leader possesses is the ability to inspire those who are in the process of developing their own leadership skills. Thank you for your willingness to provide our graduate students with “hands-on” professional leadership experiences while under your guidance.

This letter is written to introduce myself as the student’s University Supervisor and provide a few comments about the principal internship. As part of the requirements for school administration licensure in Virginia, graduate students must complete a 320-hour principal internship, with 120 of those hours embedded with the coursework and 200 hours as field experience.

The 120-Embedded Hours internship occurs during the fall and/or spring semesters. Students work with their administrative mentor by primarily observing, shadowing, and reflecting on their performance as a school administrator. They then link what they observe to the content they have learned in their graduate classes. The 200-Hour Field Experience Internship occurs during the summer months. Students are required to complete the remaining 200 hours by performing administrative duties. They then link these activities to the current PSEL Standards. Thank you for doing your part to assist in these efforts.

The student outcomes for each program term will be designed by you and the student. Specific competencies are those found in Virginia Department of Education licensing requirements and PSEL Standards, which are the common core of knowledge, dispositions, and performances that link leadership to productive schools and student achievement. These are the nation’s standards for school leadership preparation programs and for state licensure in school leadership positions. The 10 PSEL standards describe what effective school leaders should know and do to lead high-achieving schools, staff, and students in the 21st century. They also describe the effective principal's role in hiring, school culture, equity, ethics, operations, school vision, and goals. According to the CCSSO, the standards are forward-looking, based on both research and practice.

Attached to this email is a list of suggested activities in which the intern may participate. In addition, you may assign any other duties you deem appropriate. Also attached is a list of the overall Roles and Responsibilities for the Student, Mentor, and University Supervisor, and the Professional Standards for Educational Leaders.

Please feel free to contact me at any time and thank you again for your assistance.

Dr. Alan Vaughan

Field Experience Support Team Roles and Responsibilities

Mentor, Intern, University Supervisor

(non-inclusive)

Intern

The student assumes a major share of the responsibility for the success of the Field Experience.

Major activities for the student include, but are not limited to these final areas:

- A. Become fully acquainted with the procedures and requirements for this course.
- B. Select a Mentor and schedule a meeting as early as possible with the Mentor to review plans for administrative assignments; the plan should include an opportunity for the mentor's ongoing feedback.
- C. Complete the PreK-12 Educational Leadership Program Application for the PreK-12 Principal Embedded Hours Field Experience.
- D. Complete all forms, assignments, experiences, and other obligations as may be assigned or requested.
- E. Being available for online seminars that may be scheduled by the University Supervisor
- F. Perform field experience activities as directed by your mentor and required by VDOE Regulations. Keep a log according to guidelines which will be submitted to the University Supervisor four times during the semester.
- G. Submit the Internship Log as requested.
- H. Communicate as needed (e-mail, phone, in-person, etc.) with the University Supervisor for appraisal of progress, concerns, questions, etc.
- I. Demonstrate confidentiality, integrity, and fairness when interacting with internal and external publics in diverse settings.
- J. Complete and log required hours.

Mentor

The Mentor provides leadership in developing the climate that makes success possible for the graduate student. The Mentor is the principal (or assistant principal if delegated by the principal), in partnership with the University, and a member of a team endeavoring to make the Field Experience a valuable part of the principal preparation program. Typical activities and responsibilities include but are not limited to the following areas:

- A. Provide leadership for the induction of the graduate student and assuring the Field Experience is fully understood by their supervisor, school faculty, auxiliary personnel, and students.
- B. Supervise and direct the student's field experience.
- C. Supervise and direct the entire field experience activities.
- D. Delegate significant responsibilities to the graduate student and provide them with a wide variety of experiences.
- E. Provide shadowing experiences for the graduate student to observe and experience all aspects of the Mentor's position.

- F. Provide feedback to the students (daily feedback and feedback on activities are strongly encouraged).
- G. Complete the Mentor's Assessment online near the completion of the summer experience.
- H. Communicate with the University Supervisor as necessary to address any concerns, problems, or ideas related to the program.
- I. Serve as an advocate for the graduate student.

University Supervisor

The University Supervisor oversees the Field Experience and serves as an Advisor for the graduate student. The University Supervisor in cooperation with the Mentor will assume the final responsibility for the evaluation of the Field Experience. Activities for the University Supervisor include, but are not limited to the following areas:

- A. Contact the mentoring principal upon receipt of the Embedded Hours Field Experience Application Form.
- B. Serve as Advisor to the graduate student.
- C. Provide input for and approval of the Field Experience Plan.
- D. Communicate with the student and Mentor as needed.
- E. Provide feedback to the students.
- F. Review the student's Field Experience Log as submitted and provide feedback as needed.
- G. Confer with the student & mentor via e-mail/phone/in-person as needed.
- H. Advocate for the student.
- I. Design and present seminars, if applicable.
- J. Be responsible for assigning the final grade.

VIRGINIA DEPARTMENT of EDUCATION REQUIREMENTS

Administration and Supervision and Personnel Support 8VAC20-542-530. Administration and supervision preK-12:

Minimum of 320 hours of field experience, with 120 hours embedded within the coursework. An additional 200 clock hours of internship with "exposure"* to multiple sites (elementary, middle, high, central office, agency) with diverse student populations... be focused on instructional leadership and learning for all students and must occur in a public school or accredited nonpublic school.

**EXPOSURE is defined as a minimum of 10 hours at each of the other school levels other than the primary setting, 10 hours at the central office, and 5 hours at an agency.*

**Exposure Site Validation Form required for exposure hours.*

PSEL: Professional Standards for Educational Leaders

STANDARD 1: MISSION, VISION, AND CORE VALUES

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and the academic success and well-being of each student.

Effective leaders:

- Develop an educational mission for the school to promote the academic success and well-being of each student.
- In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- Develop a shared understanding of and commitment to the mission, vision, and core values within the school and the community.
- Model and pursue the school's mission, vision, and core values in all aspects of leadership.

STANDARD 2: ETHICS AND PROFESSIONAL NORMS

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Effective leaders:

- Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- Place children at the center of education and accept responsibility for each student's academic success and well-being.
- Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- Lead with interpersonal and communication skills, social-emotional insight, and understanding of all students and staff members' backgrounds and cultures.
- Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

STANDARD 3: EQUITY AND CULTURAL RESPONSIVENESS

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Effective leaders:

- Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- Act with cultural competence and responsiveness in their interactions, decision-making, and practice.
- Address matters of equity and cultural responsiveness in all aspects of leadership.

STANDARD 4: CURRICULUM, ASSESSMENT, AND INSTRUCTION

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Effective leaders:

- Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and a healthy sense of self.
- Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- Promote the effective use of technology in the service of teaching and learning.
- Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

STANDARD 5: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Effective leaders:

- Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
- Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- Provide coherent systems of academic and social support, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- Cultivate and reinforce student engagement in school and positive student conduct.
- Infuse the school's learning environment with the cultures and languages of the school's community.

STANDARD 6: PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Effective leaders:

- Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into educationally effective faculty.
- Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by an understanding of professional and adult learning and development.
- Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- Deliver actionable feedback about instruction and other professional practices through valid, research-anchored systems of supervision and evaluation to support the development of teachers and staff members' knowledge, skills, and practice.
- Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

STANDARD 7: PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Effective leaders:

- Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- Establish and sustain a professional culture of engagement and commitment to a shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school.
- Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- Encourage faculty-initiated improvement of programs and practices.

STANDARD 8: MEANING ENGAGEMENT OF FAMILIES AND COMMUNITY

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Effective leaders:

- Are approachable, accessible, and welcoming to families and members of the community.
- Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- Create means for the school community to partner with families to support student learning in and out of school.
- Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.

- Develop and provide the school as a resource for families and the community.
- Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- Advocate publicly for the needs and priorities of students, families, and the community.
- Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

STANDARD 9: OPERATIONS AND MANAGEMENT

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Effective leaders:

- Institute, manage and monitor operations and administrative systems that promote the mission and vision of the school.
- Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
- Protect teachers and other staff members' work and learning from disruption.
- Employ technology to improve the quality and efficiency of operations and management.
- Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations to promote student success.
- Develop and manage relationships with feeders and connecting schools for enrollment management and curricular and instructional articulation.
- Develop and manage productive relationships with the central office and school board.
- Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and the community.
- Manage governance processes and internal and external politics toward achieving the school's mission and vision.

STANDARD 10: SCHOOL IMPROVEMENT

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Effective leaders:

- Seek to make school more effective for each student, teachers and staff, families, and the community.
- Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- Prepare the school and the community for improvement, promoting readiness and an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- Employ situationally- appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- Develop technically appropriate systems of data collection, management,
- analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, the process for, and outcomes of improvement efforts.
- Develop and promote leadership among teachers and staff for inquiry, experimentation, and innovation, and initiating and implementing improvement.

Virginia Department of Education Requirements:

Administration and Supervision and Personnel Support **8VAC20-542-530.**

Administration and supervision preK-12:

Professional Standards for Education Leaders (PSEL) Action Summary

For student success and well-being, effective leaders will:

1. **Develop, advocate, and enact** a shared mission, vision, and core values.
2. **Act** ethically and according to professional norms.
3. **Strive** for equity of educational opportunity and culturally responsive practices.
4. **Develop and support** intellectually rigorous and coherent systems of curriculum, instruction, and assessment.
5. **Cultivate** an inclusive, caring, and supportive school community.
6. **Develop** the professional capacity and practice of school personnel.
7. **Foster** a professional community of teachers and other professional staff.
8. **Engage** families and the community in meaningful, reciprocal, and mutually beneficial ways.
9. **Manage** school operations and resources.
10. **Act** as agents of continuous improvement.

Suggested Summer Internship Activities

To the Intern: It is important for you to choose activities that will provide a wide variety of opportunities for diverse experiences. The list below includes activities that can be used along with any others that are decided on in collaboration with your mentor. However, they serve only as suggestions. The intern may also initiate additional activities with the approval of the mentor.

PSEL Standard 1: Mission, Vision, and Core Values

1. Principal for a day.
2. Conduct staff development to analyze test data.
3. Generate a weekly bulletin/staff newsletter.
4. Lead a textbook adoption process.
5. Conduct a projected building utilization study.
6. Address the school board on a specific issue.
7. Serve on a district-wide committee.
8. Review the ways in which assessment data are used by the school board, the superintendent, faculty, staff, and community relations. Write a statement on ways to improve the use of assessment data in the district or school.
9. Assist in conducting a faculty meeting.
10. Write a memo to the faculty relaying information received from the district administration.

PSEL Standard 2: Ethics & Professional Norms

1. Evaluate the school program for political, cultural, economic, and legal correctness
2. Develop an anti-harassment policy.
3. Actively participate in professional, political, or cultural organizations.
4. Approve faculty/staff leave.
5. Conduct a seminar on sensitivity training.
6. Audit the ethical standards in the school handbook or board policy manual.
7. Conduct a faculty, grade level, or department meeting on confidentiality issues and how to handle them.
8. Review and revise the school handbook.

PSEL Standard 3: Equity & Cultural Responsiveness

1. Oversee an IEP/causality meeting.
2. Observe and/or conduct a student discipline hearing. Assess the rights and responsibilities of the parties involved.
3. Assess the student discipline handbook and make additions or revisions.
4. Create a brochure on fairness and equity in the workplace.

5. Conduct appeals/ expulsion hearings.
6. Lead a student due process hearing.
7. Meet with the attendance officer. Discuss the rules, procedures, and policy on attendance.
8. Examine reports from current health and fire inspections. Examine work orders and maintenance completed.
9. Review incident and discipline referrals occurring on the buses. Develop and implement a program to improve bus discipline.
10. Review requirements for IDEA. Meet with the special education supervisor to discuss the principal's responsibilities.
11. Attend one special education meeting involving initial placement or annual review.
12. Develop a plan to promote cultural diversity. Compile a list of social agencies that are available to help support students, families, and teachers.
13. Draft a list of guiding principles for ethical behavior for school administrators.

PSEL Standard 4: Curriculum, Instruction, & Assessment

1. Research and make a list of best practice teaching strategies and share them with teachers in a staff, grade level, or department meeting.
2. Supervise curriculum revision.
3. Review and analyze student grade distribution.
4. Study district policies and analyze the school's implementation.
5. Attend a Superintendent's administrative meeting.
6. Serve as a summer school principal.
7. Supervise the school testing program.
8. Order instructional materials and supplies.
9. Interview persons involved in the implementation of the district curriculum.
10. Complete a new teacher observation.
11. Analyze data and address student issues and needs ex: attendance, discipline, etc. by creating an improvement plan
12. Develop a strategic plan for a project of your choice.
13. Organize and facilitate data analysis with staff and plan a course of action.
14. Analyze testing data to improve instruction.
15. Develop and implement a plan for improving test scores in a particular area.
16. Lead a group of teachers in developing 9-week or 6-week benchmark tests.
17. Review virtual instruction practices.

PSEL Standard 5: Community of Care & Support for Students

1. Plan and implement a program of extracurricular activities.
2. Plan and implement after-school tutoring and study groups.

3. Plan and develop in-school or after-school enrichment activities.
4. Conduct a safety audit.
5. Supervise the loading and unloading of buses.
6. Write a proposal for increasing and/or improving parent involvement.
7. Monitor attendance and truancy.
8. Input discipline information into the computer program.
9. Design and implement a plan to motivate students academically.
10. Design and implement a student recognition program.
11. Plan and implement a student recognition, graduation, or awards program.
12. Lead a project to develop a strategic plan for increasing students' literacy skills. Include teachers, curriculum leaders, reading specialists, special educators, and administrators. Include a project summary, results, and recommendations.
13. Conduct a parent/student/ teaching meeting.
14. Handle student discipline appeals.
15. Find a retired educator or elderly community member and conduct an interview about the history of the school system and community.

PSEL Standard 6: Professional Capacity of School Personnel

1. Attend a professional conference.
2. Conduct staff development in the use of computers and other technology in instruction.
3. Plan a teaching lesson with a new teacher.
4. Develop an improvement plan or plan of action for a teacher.
5. Orient new staff members.
6. Assist teachers in planning instructional strategies for gifted, at-risk, and culturally diverse students.
7. Coach beginning teachers.
8. Conduct walk-throughs and informal classroom visits.
9. Work with teachers needing improvement.
10. Submit an article for publication.
11. Conduct a faculty meeting.
12. Conduct a staff survey for professional development needs.
13. Conduct a staff development activity with teachers or teacher assistants.
14. Observe a teacher assistant. Note duties, time spent, and expertise in academic assistance.
15. Choose an interpersonal skill that you would like to improve.
16. Attend a school board meeting. Keep a copy of the agenda.
17. Visit the website of either the NAESP or NASSP and compile a list of all services and information available to the principal.
18. Submit a brief professional development plan. Include elements of the internship program.
19. Compile a list of books, publications, and training manuals, recommended for use by school administrators and in educational leadership.

PSEL Standard 7: Professional Community for Teachers & Staff

1. Create commendation letters for staff.
2. Supervise the opening and closing of the school.
3. Present school improvement initiatives to the community
4. Plan and conduct a parent orientation or information meeting.
5. Answer telephones and greet guests in the front office.
6. Develop a proposal for improving parent involvement.
7. Review past school board agendas, reports, and/or minutes. Note significant events, policy changes, and recurring themes.
8. Observe the use of technology in classrooms, computer labs, and libraries. Discuss the strengths and weaknesses. Make recommendations.
9. Interview a district-level supervisor.
10. Interview an administrator and a student knowledgeable in current gang activity. Analyze these meetings regarding current policy.
11. Interview the school nurse and guidance counselor to discuss their role regarding students.

PSEL Standard 8: Meaningful Engagement of Families & Community

1. Establish community, business, and civic partnerships.
2. Develop an orientation video and/or typed brochure for parents and visitors.
3. Involve families, businesses, and/or the community in a school-wide project.
4. Prepare a plan for improved community relations.
5. Write a bulletin or newsletter for parents and the community.
6. Develop a parenting skills course.
7. Survey the community to elicit recommendations on a particular subject.
8. Organize or participate in a career or educational program.
9. Develop a program for school community relations.
10. Plan a monthly activity with the PTA.
11. Plan and conduct a school fundraising event.
12. Interview two community and business leaders to ascertain their perception of the school or school division.

PSEL Standard 9: Operations and Management

1. Control inventory/receiving of supplies.
2. Manage textbook ordering and inventory.
3. Complete a requisition for a service or supply item.
4. Observe the food service process during breakfast or lunch. Make a list of needs and concerns.
5. Oversee building maintenance.

6. Arrange bus transportation for a special school event.
7. Assist in budget preparation.
8. Participate in bookkeeping procedures with the school bookkeeper.
9. Create or revise standard reports for the school, central office, or a specific department.
10. Write a grant proposal for a new program.
11. Actively participate in a textbook selection process.
12. Prepare accountability reports for local, state, and federal compliance.
13. Prepare a master schedule.

PSEL Standard 10: School Improvement

1. Lead the School Improvement Team in redefining the mission/vision of the school.
2. Participate as a member of the School Improvement Team.
3. Lead a school project to develop a strategic plan for increasing students' literacy skills. Include teachers, curriculum leaders, reading specialists, special educators, and administrators. Include a project summary, results, and recommendations.
4. Develop a strategic plan for a project of your choice.
5. Review the ways in which assessment data are used by the school board, the superintendent, faculty, staff, in improving community relations.
6. Write a statement on ways to improve the use of assessment data in the district or school.
7. Participate on the school division strategic planning committee.

Many of the above activities have been referenced from: *A Handbook for Educational Leadership Interns: A Rite of Passage* by William G. Cunningham, 2007, Boston: Allyn & Bacon (compiled, updated, and submitted by Sheila G. Hill 5/21)

[illegible]

Diverse Experiences Verification Form

Regent University School of Education Principal Internship Diverse Experiences Verification Form

Candidate: _____

Semester/Year _____

Please complete the charts below by filling in the percentage of the total
student population for each student subgroup for the school site listed.

Primary Internship Site School Name:					
Ethnicity	AA	CAU	HISP	ASIAN	OTH
	%	%	%	%	%
Gender	F	M	Special Ed.	Yes	No
	%	%		%	%
ESL	Yes	No	SES	Free/Reduce	No
	%	%		%	%
School is primarily considered: (circle one)			Urban	Suburban	Rural

Exposure Site #1 School Name:					
Ethnicity	AA	CAU	HISP	ASIAN	OTH
	%	%	%	%	%
Gender	F	M	Special Ed.	Yes	No
	%	%		%	%
ESL	Yes	No	SES	Free/Reduce	No
	%	%		%	%
School is primarily considered: (circle one)			Urban	Suburban	Rural

Exposure Site #2 School Name:					
Ethnicity	AA	CAU	HISP	ASIAN	OTH
	%	%	%	%	%
Gender	F	M	Special Ed.	Yes	No
	%	%		%	%
ESL	Yes	No	SES	Free/Reduce	No
	%	%		%	%
School is primarily considered: (circle one)			Urban	Suburban	Rural



School Of Education

Educational Leadership Program

Principal Internship – Field Experience

“Primary” Site Validation Form

This form must be submitted to the internship mentoring principal or designee following the completion of the 165 minimum required hours logged at the “PRIMARY” site as required in the licensure regulations by the Virginia Department of Education.

Internship Requirement:

VA Department of Education Requirement for all state approved programs

Complete a minimum of 200 clock hours of a deliberately structured and supervised internship that provides exposure to multiple sites (elementary, middle, high, central office, agency) with diverse student populations. These experiences shall be an integral component of a Virginia Board of Education approved preparation program. The internship shall be focused on learning for all students and shall occur in a public school or accredited nonpublic school.

--Reference: *Code of Virginia, 8 VAC 20-542-530. Administration and supervision preK-12*

“PRIMARY” is defined as a minimum of 165 documented hours at a primary location.

Name _____

Internship: Semester _____ Year _____

District/School Division: _____

Primary Internship Location: School _____

Mentoring Principal _____ Phone _____

The above named intern has completed _____ internship hours under my/or designee's supervision

(Intern completes all of the above information)

Signature of “Primary” Site Administrator: _____ Date _____



School Of Education

Educational Leadership Program

Principal Internship – Field Experience

“Exposure” Site Validation Form

This form must be submitted to the internship supervisor with copy to the mentoring principal following the conclusion of minimum required hours logged at the “EXPOSURE” sites as required in the licensure regulations by the Virginia Department of Education.

Internship Requirement:

VA Department of Education Requirement for all state approved programs

Complete a minimum of 200 clock hours of a deliberately structured and supervised internship that provides exposure to multiple sites (elementary, middle, high, central office, agency) with diverse student populations. These experiences shall be an integral component of a Virginia Board of Education approved preparation program. The internship shall be focused on learning for all students and shall occur in a public school or accredited nonpublic school.

--Reference: *Code of Virginia*, 8 VAC 20-542-530. Administration and supervision preK-12

***EXPOSURE defined as a minimum of 10 documented hours at each of the other school levels (elementary, middle, and high) other than the primary setting, 10 hours at the central office, and 5 hours at an agency that works directly with the school.**

Name _____

Internship: Semester _____ Year _____

District/School Division: _____

Primary Internship Location: School _____

Mentoring Principal _____ Phone _____

“Exposure” Location _____

Phone _____ Address _____

Administrator’s Name: _____

The above named intern has completed _____ internship hours at my: **(circle one below)**

High School ---- Middle School ---- Elementary School ---- Central Office ---- Agency

(Intern completes all of the above information)

Signature of “Exposure Site” Administrator: _____ Date _____

Sample Mentor Assessment Letter

Regent University **School of Education**

Good morning:

I hope this email finds you well. Your intern has indicated that he/she has completed Regent University's Summer Administrative Internship experience. As a final piece of the process, we are asking you to complete a brief mentor's assessment. This survey, based on the Professional Standards for Educational Leaders (PSEL Standards) is available to you online by clicking the link below.

<https://www.surveymonkey.com/r/PRIN3MENTOR>

In addition, I have attached a rubric to help guide you through this process. Please know that I, along with the entire School of Education at Regent University, value and appreciate all of your effort in assisting with this important process.

Sheila G. Hill, Ed.D.
Educational Leadership Programs

1000 Regent University Drive
Virginia Beach, VA 23464



PIMA – Assessment Rubric

STANDARD 1: MISSION, VISION, AND CORE VALUES

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and the academic success and well-being of each student.

The intern:

- a) Develops an educational mission for the school to promote the academic success and well-being of each student.
- b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c) Articulates, advocates, and cultivates core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- e) Reviews the school's mission and vision and adjusts them to changing expectations and opportunities for the school, and changing needs and situations of students.
- f) Develops a shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g) Models and pursues the school's mission, vision, and core values in all aspects of leadership.

STANDARD 2. ETHICS AND PROFESSIONAL NORMS

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

The intern:

- a) Acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- b) Acts according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- c) Places children at the center of education and accepts responsibility for each student's academic success and well-being.
- d) Safeguards and promotes the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- e) Leads with interpersonal and communication skills, social-emotional insight, and understanding of all students and staff members' backgrounds and cultures.
- f) Provides moral direction for the school and promotes ethical and professional behavior among faculty and staff.

STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

The intern:

- a) Ensures that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- b) Recognizes, respects, and employs each student's strengths, diversity, and culture as assets for teaching and learning.
- c) Ensures that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- d) Develops student policies that address student misconduct in a positive, fair, and unbiased manner.
- e) Confronts and alters institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- f) Promotes the preparation of students to live productively in and contributes to the diverse cultural contexts of a global society.
- g) Acts with cultural competence and responsiveness in their interactions, decision-making, and practice.
- h) Addresses matters of equity and cultural responsiveness in all aspects of leadership.

STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

The intern:

- a) Implements coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- b) Aligns and focuses systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and a healthy sense of self.
- c) Promotes instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- d) Ensures instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- e) Promotes the effective use of technology in the service of teaching and learning.
- f) Employs valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- g) Uses assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

The intern:

- a) Builds and maintains a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
- b) Creates and sustains a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c) Provides coherent systems of academic and social support, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d) Promotes adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e) Cultivates and reinforces student engagement in school and positive student conduct.
- f) Infuses the school's learning environment with the cultures and languages of the school's community.

STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

The intern:

- a) Recruits, hires, supports, develops, and retains effective and caring teachers and other professional staff and forms them into an educationally effective faculty.
- b) Plans for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c) Develops teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by an understanding of professional and adult learning and development.
- d) Fosters continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- e) Delivers actionable feedback about instruction and other professional practices through valid, research-anchored systems of supervision and evaluation to support the development of teachers and staff members' knowledge, skills, and practice.
- f) Empowers and motivates teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- g) Develops the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h) Promotes the personal and professional health, well-being, and work-life balance of faculty and staff.
- i) Cultivates their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

The intern:

- a) Develops workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- b) Empowers and entrusts teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- c) Establishes and sustains a professional culture of engagement and commitment to a shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- d) Promotes mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- e) Develops and supports open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- f) Designs and implements job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- g) Provides opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- h) Encourages faculty-initiated improvement of programs and practices.

STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

The intern:

Appears approachable, accessible, and welcoming to families and members of the community.

- a) Creates and sustains positive, collaborative, and productive relationships with families and the community for the benefit of students.
- b) Engages in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- c) Maintains a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- d) Creates means for the school community to partner with families to support student learning in and out of school.
- e) Understands, values, and employs the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- f) Develops and provides the school as a resource for families and the community.
- g) Advocates for the school and district, and for the importance of education and student needs and priorities to families and the community.
- h) Advocates publicly for the needs and priorities of students, families, and the community.

- i) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

STANDARD 9. OPERATIONS AND MANAGEMENT

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

The intern:

- a) Institutes, manages, and monitors operations and administrative systems that promote the mission and vision of the school.
- b) Strategically manages staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- c) Seeks, acquires, and manages fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- d) Is a responsible, ethical, and accountable steward of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
- e) Protects teachers' and other staff members' work and learning from disruption.
- f) Employs technology to improve the quality and efficiency of operations and management.
- g) Develops and maintains data and communication systems to deliver actionable information for classroom and school improvement.
- h) Knows, complies with, and helps the school community understand local, state, and federal laws, rights, policies, and regulations to promote student success.
- i) Develops and manages relationships with feeders and connecting schools for enrollment management and curricular and instructional articulation.
- j) Develops and manages productive relationships with the central office and school board.
- k) Develops and administers systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l) Manages governance processes and internal and external politics toward achieving the school's mission and vision.

STANDARD 10. SCHOOL IMPROVEMENT

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

The intern:

- a) Seeks to make school more effective for each student, teachers and staff, families, and the community.
- b) Uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c) Prepares the school and the community for improvement, promoting readiness, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.

- d) Engages others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e) Employs situationally appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f) Assesses and develops the capacity of staff to determine the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g) Develops technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h) Adopts a systems perspective and promotes coherence among improvement efforts and all aspects of school organization, programs, and services.
- i) Manages uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j) Develops and promotes leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Principal Internship Mentor Assessment (PIMA) Instrument



Principal Internship Mentor Assessment (Revised 2023)

Welcome to the Principal Internship Mentor Assessment

Thank you for consenting to complete the assessment. Your feedback is important.



Principal Internship Mentor Assessment (Revised 2023)

School of Education Educational Leadership Program

This document is designed to provide an assessment tool for evaluating the Principal Intern. It is correlated with the Professional Standards for Educational Leaders (PSEL). Each standard is important! The PSEL Standards can be found at: <https://ccsso.org/sites/default/files/2017-10/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf>.

Please indicate the level of performance that most accurately describes the intern's performance. The Comment section can be used for any additional information you would like to include. You may also attach any supplementary sources of information/data that you wish regarding the assessment. Feel free to contact the University Intern Supervisor if additional information or assistance is needed.

* Date

* Intern's Name

* School/site:

* Mentor:

* Position:



Principal Internship Mentor Assessment (Revised 2023)

STANDARD 1: MISSION, VISION, AND CORE VALUES

Please use the scale below to assess the Principal Intern's performance:

Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application

Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application

Approaching Effective: Minimal evidence of knowledge, understanding, and/or application

Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application

* Standard 1: Mission

Performance Indicators

- Demonstrates the capacity to develop an educational mission for the schools to promote the academic success and wellbeing of each student.
- Demonstrates a developing shared understanding of and commitment to mission, vision, and core values within the school and community.

Highly Effective

Effective

Approaching
Effective

Ineffective

N/A

Standard 1:

Mission

The Principal Intern develops, advocates, and enacts a shared mission of high-quality education and academic success and well-being of each student.

☐
☐
☐
☐
☐

* **Standard 1: Vision**

Performance Indicators

- Demonstrates the ability to collaborate with members of the school and community and using relevant data, develop and promote a vision for the school on the successful learning and development of each student on instructional and organizational practices that promote student success.
- Demonstrates the capacity to strategically develop, implement, and evaluate actions to achieve the vision for the school.

Highly Effective Effective Approaching Effective Ineffective N/A

Standard 1: Vision

The Principal Intern develops, advocates, and enacts a shared vision of high-quality education and academic success and well-being of each student.



* **Standard 1: Core Values**

Performance Indicators

- Demonstrates the ability to articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of student-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- Demonstrates the ability to model and pursue the school's mission, vision, and core values in all aspects of leadership.

Highly Effective Effective Approaching Effective Ineffective N/A

Standard 1: Core Values

The Principal Intern develops, advocates, and enacts core values of high-quality education and academic success and well-being of each student.



Comments





Principal Internship Mentor Assessment (Revised 2023)

STANDARD 2: ETHICS AND PROFESSIONAL NORMS

Please use the scale below to assess the Principal Intern's performance:

Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application

Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application

Approaching Effective: Minimal evidence of knowledge, understanding, and/or application

Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application

Performance Indicators

- The intern acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- The intern places students at the center of education and accepts responsibility for each student's academic success and well-being.

* Standard 2

	Highly Effective	Effective	Approaching Effective	Ineffective	N/A
<u>Standard 2: Ethics and Professional Norms</u> The Principal Intern acts ethically and according to professional norms to promote each student's academic success and well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments



Principal Internship Mentor Assessment (Revised 2023)

STANDARD 3: EQUITY AND CULTURAL RESPONSIVENESS

Please use the scale below to assess the Principal Intern's performance:

Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application

Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application

Approaching Effective: Minimal evidence of knowledge, understanding, and/or application

Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application

Performance Indicators

- The intern acts with cultural competence and responsiveness in his/her interactions, decision-making, and practice.
- The intern ensures that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.

* Standard 3

	Highly Effective	Effective	Approaching Effective	Ineffective	N/A
<u>Standard 3: Equity and Cultural Responsiveness</u> The Principal Intern strives for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments



Principal Internship Mentor Assessment (Revised 2023)

STANDARD 4: CURRICULUM, INSTRUCTION, AND ASSESSMENT

Please use the scale below to assess the Principal Intern's performance:

Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application

Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application

Approaching Effective: Minimal evidence of knowledge, understanding, and/or application

Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application

Performance Indicators

- The intern demonstrates the capacity to promote instructional practice that is consistent with knowledge of student learning and development, effective pedagogy, and the needs of each student.
- The intern demonstrates the capacity to align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, and identities and habits of learners, and a healthy sense of self.

* Standard 4

Highly Effective Effective Approaching Effective Ineffective N/A

Standard 4:

Curriculum,

Instruction and

Assessment

The Principal Intern develops and supports intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.



Comments





Principal Internship Mentor Assessment (Revised 2023)

STANDARD 5: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

Please use the scale below to assess the Principal Intern's performance:

Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application

Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application

Approaching Effective: Minimal evidence of knowledge, understanding, and/or application

Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application

Performance Indicators

- The intern helps build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
- The intern helps create and sustain a school environment in which each student is known, accepted, and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

* Standard 5

	Highly Effective	Effective	Approaching Effective	Ineffective	N/A
<u>Standard 5:</u> <u>Community of</u> <u>Care and Support</u> <u>for Students</u> The Principal Intern cultivates an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments



Principal Internship Mentor Assessment (Revised 2023)

STANDARD 6: PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

Please use the scale below to assess the Principal Intern's performance:

Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application

Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application

Approaching Effective: Minimal evidence of knowledge, understanding, and/or application

Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application

Performance Indicators

- The intern demonstrates the capacity to foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- The intern demonstrates the capacity to empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

* Standard 6

	Highly Effective	Effective	Approaching Effective	Ineffective	N/A
<u>Standard 6:</u> <u>Professional</u> <u>Capacity of School</u> <u>Personnel</u> The Principal Intern develops the professional capacity and practice of school personnel to promote each student's academic success and well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments



Principal Internship Mentor Assessment (Revised 2023)

STANDARD 7: PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

Please use the scale below to assess the Principal Intern's performance:

Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application

Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application

Approaching Effective: Minimal evidence of knowledge, understanding, and/or application

Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application

Performance Indicators

- The intern helps develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- The intern helps promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

* Standard 7

	Highly Effective	Effective	Approaching Effective	Ineffective	N/A
<u>Standard 7:</u> <u>Professional</u> <u>Community for</u> <u>Teachers and Staff</u> The Principal Intern fosters a professional community of teachers and other professional staff to promote each student's academic success and well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments



Principal Internship Mentor Assessment (Revised 2023)

STANDARD 8: MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

Please use the scale below to assess the Principal Intern's performance:

Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application

Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application

Approaching Effective: Minimal evidence of knowledge, understanding, and/or application

Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application

Performance Indicators

- The intern is approachable, accessible, and welcoming to families and members of the community.
- The intern creates and sustains positive, collaborative, and productive relationships with families and the community for the benefit of students.

* Standard 8

	Highly Effective	Effective	Approaching Effective	Ineffective	N/A
<u>Standard 8:</u> <u>Meaningful</u> <u>Engagement of</u> <u>Families &</u> <u>Community</u> The Principal Intern engages families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments



Principal Internship Mentor Assessment (Revised 2023)

STANDARD 9: OPERATIONS AND MANAGEMENT

Please use the scale below to assess the Principal Intern's performance:

Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application

Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application

Approaching Effective: Minimal evidence of knowledge, understanding, and/or application

Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application

Performance Indicators

- The intern demonstrates the ability to strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- The intern demonstrates the ability to seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagements.

* Standard 9

	Highly Effective	Effective	Approaching Effective	Ineffective	N/A
<u>Standard 9:</u> <u>Operations and Management</u> The Principal Intern manages school operations and resources to promote each student's academic success and well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments



Principal Internship Mentor Assessment (Revised 2023)

STANDARD 10: SCHOOL IMPROVEMENT

Please use the scale below to assess the Principal Intern's performance:

Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application

Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application

Approaching Effective: Minimal evidence of knowledge, understanding, and/or application

Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application

Performance Indicators

- The intern has the capacity to seek to make school more effective for each student, teachers and staff, families, and the community.
- The intern has the capacity to utilize methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.

* Standard 10

	Highly Effective	Effective	Approaching Effective	Ineffective	N/A
<u>Standard 10:</u> <u>School</u> <u>Improvement</u> The Principal Intern acts as an agent of continuous improvement to promote each student's academic success and well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments



Principal Internship Mentor Assessment (Revised 2023)

COLLABORATION

Please use the scale below to assess the Principal Intern's performance:

Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application

Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application

Approaching Effective: Minimal evidence of knowledge, understanding, and/or application

Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application

* COLLABORATION

	Highly Effective	Effective	Approaching Effective	Ineffective	N/A
The Intern models specific routines and strategies associated with collaborating with and/or coaching other educators.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Intern collaborates with grade-levels, departments, committees, PLC's, and other entities within the school and school community to accomplish assigned administrative tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Intern works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote, support, and enhance the vision, mission, and goals of the school divisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Intern utilizes shared decision-making and collaboration to build relationships and engage with all stakeholders and enhance positive school morale.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The internship experience for the mentor working with Regent University is well-designed and understood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Principal Internship Mentor Assessment (Revised 2023)

INTERNSHIP RECOMMENDATIONS

Please share any ideas you have to improve the internship process:



Principal Internship Mentor Assessment (Revised 2023)

SUMMARY COMMENTS AND END OF SURVEY

SUMMARY COMMENTS

* Please enter your work email here for verification purposes.

Principal Internship Intern's Self-Assessment (PISA) Instrument



Principal Internship Intern's Self-Assessment (Revised 2023)

School of Education Educational Leadership Program

This document is designed to provide an assessment tool for evaluating your performance as a principal intern. It is correlated with the Professional Standards for Educational Leaders (PSEL). Each standard is important! The PSEL Standards can be found at: <https://ccsso.org/sites/default/files/2017-10/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf>.

Please indicate the level of performance that most accurately describes your performance. The Comment section can be used for any additional information you would like to include. You may also attach any supplementary sources of information/data that you wish regarding the assessment. Feel free to contact the University Intern Supervisor if additional information or assistance is needed.

* Date

* Intern's Name

* Intern's Program Level

- ☐ Master of Education
- ☐ Education Specialist
- ☐ Doctoral - EdD or PhD

* School/site:

* Mentor:

* Mentor's Position:



Principal Internship Intern's Self-Assessment (Revised 2023)

Welcome to the Principal Internship Intern's Self-Assessment

Thank you for consenting to complete the assessment. Your feedback is important.



Principal Internship Intern's Self-Assessment (Revised 2023)

School of Education Educational Leadership Program

This document is designed to provide an assessment tool for evaluating the Principal Intern. It is correlated with the Professional Standards for Educational Leaders (PSEL). Each standard is important! The PSEL Standards can be found at: <https://ccsso.org/sites/default/files/2017-10/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf>.

Please indicate the level of performance that most accurately describes the intern's performance. The Comment section can be used for any additional information you would like to include. You may also attach any supplementary sources of information/data that you wish regarding the assessment. Feel free to contact the University Intern Supervisor if additional information or assistance is needed.

* Date

* Intern's Name

* Intern's Program Level

- ☐ Master of Education
- ☐ Education Specialist
- ☐ Doctoral - EdD or PhD

* School/site:

* Mentor:

* Mentor's Position:

* How would you best describe yourself?

- ☐ African American/Black
- ☐ Asian
- ☐ Hawaiian/Pacific Islander
- ☐ Hispanic
- ☐ Multi-racial (Non-Hispanic)
- ☐ Native American
- ☐ Other
- ☐ White



Principal Internship Intern's Self-Assessment (Revised 2023)

STANDARD 1: MISSION, VISION, AND CORE VALUES

Please use the scale below to assess your performance:

Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application

Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application

Approaching Effective: Minimal evidence of knowledge, understanding, and/or application

Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application

* Standard 1: Mission

Performance Indicators

- Demonstrates the capacity to develop an educational mission for the schools to promote the academic success and wellbeing of each student.
- Demonstrates a developing shared understanding of and commitment to mission, vision, and core values within the school and community.

Highly Effective

Effective

Approaching
Effective

Ineffective

N/A

Standard 1:

Mission

The Principal Intern develops, advocates, and enacts a shared mission of high-quality education and academic success and well-being of each student.

☐
☐
☐
☐
☐

* **Standard 1: Vision**

Performance Indicators

- Demonstrates the ability to collaborate with members of the school and community and using relevant data, develop and promote a vision for the school on the successful learning and development of each student on instructional and organizational practices that promote student success.
- Demonstrates the capacity to strategically develop, implement, and evaluate actions to achieve the vision for the school.

	Highly Effective	Effective	Approaching Effective	Ineffective	N/A
<u>Standard 1: Vision</u> The Principal Intern develops, advocates, and enacts a shared vision of high-quality education and academic success and well-being of each student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* **Standard 1: Core Values**

Performance Indicators

- Demonstrates the ability to articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of student-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- Demonstrates the ability to model and pursue the school's mission, vision, and core values in all aspects of leadership.

	Highly Effective	Effective	Approaching Effective	Ineffective	N/A
<u>Standard 1: Core Values</u> The Principal Intern develops, advocates, and enacts core values of high-quality education and academic success and well-being of each student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments





Principal Internship Intern's Self-Assessment (Revised 2023)

STANDARD 2: ETHICS AND PROFESSIONAL NORMS

Please use the scale below to assess your performance:

Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application

Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application

Approaching Effective: Minimal evidence of knowledge, understanding, and/or application

Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application

Performance Indicators

- The intern acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- The intern places students at the center of education and accepts responsibility for each student's academic success and well-being.

* Standard 2

	Highly Effective	Effective	Approaching Effective	Ineffective	N/A
<u>Standard 2: Ethics and Professional Norms</u> The Principal Intern acts ethically and according to professional norms to promote each student's academic success and well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments



Principal Internship Intern's Self-Assessment (Revised 2023)

STANDARD 3: EQUITY AND CULTURAL RESPONSIVENESS

Please use the scale below to assess your performance:

Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application

Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application

Approaching Effective: Minimal evidence of knowledge, understanding, and/or application

Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application

Performance Indicators

- The intern acts with cultural competence and responsiveness in his/her interactions, decision-making, and practice.
- The intern ensures that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.

* Standard 3

	Highly Effective	Effective	Approaching Effective	Ineffective	N/A
<u>Standard 3: Equity and Cultural Responsiveness</u> The Principal Intern strives for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments



Principal Internship Intern's Self-Assessment (Revised 2023)

STANDARD 4: CURRICULUM, INSTRUCTION, AND ASSESSMENT

Please use the scale below to assess your performance:

Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application

Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application

Approaching Effective: Minimal evidence of knowledge, understanding, and/or application

Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application

Performance Indicators

- The intern demonstrates the capacity to promote instructional practice that is consistent with knowledge of student learning and development, effective pedagogy, and the needs of each student.
- The intern demonstrates the capacity to align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, and identities and habits of learners, and a healthy sense of self.

* Standard 4

Highly Effective Effective Approaching Effective Ineffective N/A

Standard 4:

Curriculum,

Instruction and

Assessment

The Principal Intern develops and supports intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.



Comments





Principal Internship Intern's Self-Assessment (Revised 2023)

STANDARD 5: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

Please use the scale below to assess your performance:

Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application

Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application

Approaching Effective: Minimal evidence of knowledge, understanding, and/or application

Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application

Performance Indicators

- The intern helps build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
- The intern helps create and sustain a school environment in which each student is known, accepted, and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

* Standard 5

	Highly Effective	Effective	Approaching Effective	Ineffective	N/A
<u>Standard 5:</u> <u>Community of</u> <u>Care and Support</u> <u>for Students</u> The Principal Intern cultivates an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments



Principal Internship Intern's Self-Assessment (Revised 2023)

STANDARD 6: PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

Please use the scale below to assess your performance:

Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application

Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application

Approaching Effective: Minimal evidence of knowledge, understanding, and/or application

Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application

Performance Indicators

- The intern demonstrates the capacity to foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- The intern demonstrates the capacity to empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

* Standard 6

	Highly Effective	Effective	Approaching Effective	Ineffective	N/A
<u>Standard 6:</u> <u>Professional</u> <u>Capacity of School</u> <u>Personnel</u> The Principal Intern develops the professional capacity and practice of school personnel to promote each student's academic success and well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments



Principal Internship Intern's Self-Assessment (Revised 2023)

STANDARD 7: PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

Please use the scale below to assess your performance:

Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application

Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application

Approaching Effective: Minimal evidence of knowledge, understanding, and/or application

Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application

Performance Indicators

- The intern helps develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- The intern helps promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

* Standard 7

	Highly Effective	Effective	Approaching Effective	Ineffective	N/A
<u>Standard 7:</u> <u>Professional</u> <u>Community for</u> <u>Teachers and Staff</u> The Principal Intern fosters a professional community of teachers and other professional staff to promote each student's academic success and well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments



Principal Internship Intern's Self-Assessment (Revised 2023)

STANDARD 8: MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

Please use the scale below to assess your performance:

Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application

Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application

Approaching Effective: Minimal evidence of knowledge, understanding, and/or application

Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application

Performance Indicators

- The intern is approachable, accessible, and welcoming to families and members of the community.
- The intern creates and sustains positive, collaborative, and productive relationships with families and the community for the benefit of students.

* Standard 8

	Highly Effective	Effective	Approaching Effective	Ineffective	N/A
<u>Standard 8:</u> <u>Meaningful</u> <u>Engagement of</u> <u>Families &</u> <u>Community</u> The Principal Intern engages families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments



Principal Internship Intern's Self-Assessment (Revised 2023)

STANDARD 9: OPERATIONS AND MANAGEMENT

Please use the scale below to assess your performance:

Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application

Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application

Approaching Effective: Minimal evidence of knowledge, understanding, and/or application

Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application

Performance Indicators

- The intern demonstrates the ability to strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- The intern demonstrates the ability to seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagements.

* Standard 9

	Highly Effective	Effective	Approaching Effective	Ineffective	N/A
<u>Standard 9:</u> <u>Operations and Management</u> The Principal Intern manages school operations and resources to promote each student's academic success and well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments



Principal Internship Intern's Self-Assessment (Revised 2023)

STANDARD 10: SCHOOL IMPROVEMENT

Please use the scale below to assess your performance:

Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application

Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application

Approaching Effective: Minimal evidence of knowledge, understanding, and/or application

Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application

Performance Indicators

- The intern has the capacity to seek to make school more effective for each student, teachers and staff, families, and the community.
- The intern has the capacity to utilize methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.

* Standard 10

	Highly Effective	Effective	Approaching Effective	Ineffective	N/A
<u>Standard 10:</u> <u>School</u> <u>Improvement</u> The Principal Intern acts as an agent of continuous improvement to promote each student's academic success and well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments



Principal Internship Intern's Self-Assessment (Revised 2023)

COLLABORATION

Please use the scale below to assess your performance:

Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application

Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application

Approaching Effective: Minimal evidence of knowledge, understanding, and/or application

Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application

* COLLABORATION

	Highly Effective	Effective	Approaching Effective	Ineffective	N/A
The Intern models specific routines and strategies associated with collaborating with and/or coaching other educators.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Intern collaborates with grade-levels, departments, committees, PLC's, and other entities within the school and school community to accomplish assigned administrative tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Intern works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote, support, and enhance the vision, mission, and goals of the school divisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Intern utilizes shared decision-making and collaboration to build relationships and engage with all stakeholders and enhance positive school morale.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The internship experience for the mentor working with Regent University is well-designed and understood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* During my internship, I collaborated with the following: (Check all that apply)

- ☐ High School Administrators
- ☐ Middle School Administrators
- ☐ Elementary School Administrators
- ☐ Central Office Administrators
- ☐ Community Agency Administrators
- ☐ Other School and Community Leaders such as Athletic Directors, Student Activity Directors, Instructional Specialists, School Bookkeepers, and PTA Officers



Principal Internship Intern's Self-Assessment (Revised 2023)

INTERNSHIP RECOMMENDATIONS

Please share any ideas you have to improve the internship process:



Principal Internship Intern's Self-Assessment (Revised 2023)

SUMMARY COMMENTS AND END OF SURVEY

SUMMARY COMMENTS

* Please enter your work email here for verification purposes.

Principal Internship University Supervisor's Assessment (USA) Instrument



Principal Internship University Supervisor's Assessment (Revised 2023)

Welcome to the Principal Internship University Supervisor's Assessment

Thank you for consenting to complete the assessment. Your feedback is important.



Principal Internship University Supervisor's Assessment (Revised 2023)

School of Education Educational Leadership Program

This document is designed to provide an assessment tool for evaluating the Principal Intern. It is correlated with the Professional Standards for Educational Leaders (PSEL). Each standard is important! The PSEL Standards can be found at: <https://ccsso.org/sites/default/files/2017-10/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf>.

Please indicate the level of performance that most accurately describes the intern's performance. The Comment section can be used for any additional information you would like to include. You may also attach any supplementary sources of information/data that you wish regarding the assessment. Feel free to contact the University Intern Supervisor if additional information or assistance is needed.

* Date

* Intern's Name

* School/site:

* Mentor:

* Position:



Principal Internship University Supervisor's Assessment (Revised 2023)

STANDARD 1: MISSION, VISION, AND CORE VALUES

Please use the scale below to assess the Principal Intern's performance:

Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application

Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application

Approaching Effective: Minimal evidence of knowledge, understanding, and/or application

Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application

* Standard 1: Mission

Performance Indicators

- Demonstrates the capacity to develop an educational mission for the schools to promote the academic success and wellbeing of each student.
- Demonstrates a developing shared understanding of and commitment to mission, vision, and core values within the school and community.

Highly Effective

Effective

Approaching
Effective

Ineffective

N/A

Standard 1:

Mission

The Principal Intern develops, advocates, and enacts a shared mission of high-quality education and academic success and well-being of each student.

☐
☐
☐
☐
☐

* **Standard 1: Vision**

Performance Indicators

- Demonstrates the ability to collaborate with members of the school and community and using relevant data, develop and promote a vision for the school on the successful learning and development of each student on instructional and organizational practices that promote student success.
- Demonstrates the capacity to strategically develop, implement, and evaluate actions to achieve the vision for the school.

Highly Effective Effective Approaching
Effective Ineffective N/A

Standard 1: Vision

The Principal Intern develops, advocates, and enacts a shared vision of high-quality education and academic success and well-being of each student.



* **Standard 1: Core Values**

Performance Indicators

- Demonstrates the ability to articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of student-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- Demonstrates the ability to model and pursue the school's mission, vision, and core values in all aspects of leadership.

Highly Effective Effective Approaching
Effective Ineffective N/A

Standard 1: Core Values

The Principal Intern develops, advocates, and enacts core values of high-quality education and academic success and well-being of each student.



Comments





Principal Internship University Supervisor's Assessment (Revised 2023)

STANDARD 2: ETHICS AND PROFESSIONAL NORMS

Please use the scale below to assess the Principal Intern's performance:

Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application

Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application

Approaching Effective: Minimal evidence of knowledge, understanding, and/or application

Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application

Performance Indicators

- The intern acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- The intern places students at the center of education and accepts responsibility for each student's academic success and well-being.

* Standard 2

	Highly Effective	Effective	Approaching Effective	Ineffective	N/A
<u>Standard 2: Ethics and Professional Norms</u> The Principal Intern acts ethically and according to professional norms to promote each student's academic success and well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments



Principal Internship University Supervisor's Assessment (Revised 2023)

STANDARD 3: EQUITY AND CULTURAL RESPONSIVENESS

Please use the scale below to assess the Principal Intern's performance:

Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application

Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application

Approaching Effective: Minimal evidence of knowledge, understanding, and/or application

Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application

Performance Indicators

- The intern acts with cultural competence and responsiveness in his/her interactions, decision-making, and practice.
- The intern ensures that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.

* Standard 3

	Highly Effective	Effective	Approaching Effective	Ineffective	N/A
<u>Standard 3: Equity and Cultural Responsiveness</u> The Principal Intern strives for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments



Principal Internship University Supervisor's Assessment (Revised 2023)

STANDARD 4: CURRICULUM, INSTRUCTION, AND ASSESSMENT

Please use the scale below to assess the Principal Intern's performance:

Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application

Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application

Approaching Effective: Minimal evidence of knowledge, understanding, and/or application

Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application

Performance Indicators

- The intern demonstrates the capacity to promote instructional practice that is consistent with knowledge of student learning and development, effective pedagogy, and the needs of each student.
- The intern demonstrates the capacity to align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, and identities and habits of learners, and a healthy sense of self.

* Standard 4

Highly Effective Effective Approaching Effective Ineffective N/A

Standard 4:

Curriculum,

Instruction and

Assessment

The Principal Intern develops and supports intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.



Comments





Principal Internship University Supervisor's Assessment (Revised 2023)

STANDARD 5: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

Please use the scale below to assess the Principal Intern's performance:

Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application

Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application

Approaching Effective: Minimal evidence of knowledge, understanding, and/or application

Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application

Performance Indicators

- The intern helps build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
- The intern helps create and sustain a school environment in which each student is known, accepted, and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

* Standard 5

	Highly Effective	Effective	Approaching Effective	Ineffective	N/A
<u>Standard 5:</u> <u>Community of</u> <u>Care and Support</u> <u>for Students</u> The Principal Intern cultivates an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments



Principal Internship University Supervisor's Assessment (Revised 2023)

STANDARD 6: PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

Please use the scale below to assess the Principal Intern's performance:

Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application

Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application

Approaching Effective: Minimal evidence of knowledge, understanding, and/or application

Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application

Performance Indicators

- The intern demonstrates the capacity to foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- The intern demonstrates the capacity to empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

* Standard 6

	Highly Effective	Effective	Approaching Effective	Ineffective	N/A
<u>Standard 6:</u> <u>Professional</u> <u>Capacity of School</u> <u>Personnel</u> The Principal Intern develops the professional capacity and practice of school personnel to promote each student's academic success and well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments



Principal Internship University Supervisor's Assessment (Revised 2023)

STANDARD 7: PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

Please use the scale below to assess the Principal Intern's performance:

Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application

Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application

Approaching Effective: Minimal evidence of knowledge, understanding, and/or application

Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application

Performance Indicators

- The intern helps develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- The intern helps promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

* Standard 7

	Highly Effective	Effective	Approaching Effective	Ineffective	N/A
<u>Standard 7:</u> <u>Professional</u> <u>Community for</u> <u>Teachers and Staff</u> The Principal Intern fosters a professional community of teachers and other professional staff to promote each student's academic success and well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments



Principal Internship University Supervisor's Assessment (Revised 2023)

STANDARD 8: MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

Please use the scale below to assess the Principal Intern's performance:

Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application

Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application

Approaching Effective: Minimal evidence of knowledge, understanding, and/or application

Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application

Performance Indicators

- The intern is approachable, accessible, and welcoming to families and members of the community.
- The intern creates and sustains positive, collaborative, and productive relationships with families and the community for the benefit of students.

* Standard 8

	Highly Effective	Effective	Approaching Effective	Ineffective	N/A
<u>Standard 8:</u> <u>Meaningful</u> <u>Engagement of</u> <u>Families &</u> <u>Community</u> The Principal Intern engages families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments



Principal Internship University Supervisor's Assessment (Revised 2023)

STANDARD 9: OPERATIONS AND MANAGEMENT

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* Standard 9

	Highly Effective	Effective	Approaching Effective	Ineffective	N/A
<u>Standard 9:</u> <u>Operations and Management</u> The Principal Intern manages school operations and resources to promote each student's academic success and well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments



Principal Internship University Supervisor's Assessment (Revised 2023)

STANDARD 10: SCHOOL IMPROVEMENT

Please use the scale below to assess the Principal Intern's performance:

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Performance Indicators

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- The intern has the capacity to utilize methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.

* Standard 10

	Highly Effective	Effective	Approaching Effective	Ineffective	N/A
<u>Standard 10:</u> <u>School</u> <u>Improvement</u> The Principal Intern acts as an agent of continuous improvement to promote each student's academic success and well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments