

Internship Assessment Forms

Superintendent Preparation Program

University of Northern Iowa

Department of Educational Leadership,
Counseling, and Postsecondary Education

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Revised Fall 2006

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INTERNSHIP SKILL FORMATIVE/SUMMATIVE ASSESSMENT FORM

Evaluation of Intern's Progress

Formative _____

Summative _____

Intern's Name _____ Cohort _____
(Please Print)

Date _____

Please complete the following evaluation and be prepared to discuss with University of Northern Iowa Internship Professor/Advisor at the end of each semester.

The following instrument is to be completed by the mentor to assess intern's knowledge and experience in each of the 16 exit proficiency themes*. If the intern has not had the opportunity to demonstrate knowledge or experience in a particular skill area, please check (None) in the appropriate circle.

Evaluation Scale: HD (high degree) SD (some degree) LD (low degree) None

Knowledge Based Exit Proficiency Themes*

(darken appropriate circle)

HD SD LD None

Reflective Practitioner

The intern has demonstrated knowledge or understanding of:

Standard

- | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|---|
| 1. Continuous Reflective Cycle | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 5 |
| 2. Understanding Self | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 2 |
| 3. Ethical Considerations in Their Interactions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 4 |

Leader of Change

The intern has demonstrated knowledge or understanding of:

- | | | | | | |
|--------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| 4. Collective Vision | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 1 |
| 5. Communication | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 4 |
| 6. Problem/Conflict Resolution | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 3 |

Leader of Learners

The intern has demonstrated knowledge or understanding of:

- | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-------|
| 7. Culture of High Expectations for All Leaders | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 2 |
| 8. Data and Information | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 1,2,3 |
| 9. Balanced Management and Leadership | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 3 |
| 10. Finance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 3 |
| 11. Technology | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 2 |

Leader of Service

The intern has demonstrated knowledge or understanding of:

	HD	SD	LD	None	<u>Standard</u>
12. Diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4
13. Community Engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4
14. Broader Context (multiple arenas)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6
15. Relationships/Partnerships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4
16. Change Agent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1,6

- A. What experience went well for your intern this semester?
- B. What experience did not go well for your intern this semester?
- C. How can the University Internship Professor assist with the internship experience?
- D. Do you reflect with the intern on a regular basis to encourage growth and development through self evaluation? What has been the reflection focus during this semester?
- E. Has your intern shared his/her Internship Notebook with you on a regular basis? Is it up to date? Are the required elements for the Internship Notebook completed in a quality manner?

How many clock hours of site-determined internship did your student complete this semester?

_____ clock hours

Overall rating:

Please rate the quality of your intern's performance for this semester using a scale of 1-10

(10 being the highest and 1 being the lowest) _____

Mentor _____
(Signature)

Date _____

UNI Faculty Field Supervisor _____
(Signature)

Date _____

Intern Student _____
(Signature)

Date _____

University of Northern Iowa
Department of Educational Leadership, Counseling and Postsecondary

**Iowa Standards for School Leaders, McRel Superintendent Responsibilities and the Sixteen
Superintendency Leadership Exit Proficiency/Behaviors Themes**

Reflective Practitioner

Leadership Exit Proficiency/Behavior Themes	Proficiency/Behavior Definition	Iowa Standards for School Leaders	McRel Superintendent Responsibilities
1	<i>Engages in (Demonstrates) continuous reflective cycle of observation, thought, planning, practice, assessment and redesign.</i>	5	Defined Autonomy: relationship with schools (the superintendent extends defined autonomy to schools)
2	<i>Engages in (Demonstrates) processes to deepen understanding of self as a moral/ethical leader.</i>	2,5	Resource Alignment (the superintendent stipulates that resources are used for professional development of teachers and principals to achieve district goals) Monitoring and Evaluating (the superintendent monitors and evaluates implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers) Defined Autonomy: relationship with schools (the superintendent extends defined autonomy to schools)
3	<i>Demonstrates the ability combine impartiality, sensitivity, and ethical considerations in their interactions with others.</i>	4	Goal Setting Process (the superintendent involves board members and principals in the process of setting goals) Board Support for District Goals (the superintendent maintains board support for district goals for achievement and instruction)

Leader of Change

Leadership Exit Proficiency/Behavior Themes	Proficiency/Behavior Definition	Iowa Standards for School Leaders	McRel Superintendent Responsibilities
4	<i>Collaboratively builds, communicates, and stewards a collective vision that reflects the needs and realities of the school district.</i>	1	<p>Goal Adoption(goals for student achievement and instructional programs are based on relevant research)</p> <p>Board Support for District Goals(the superintendent maintains board support for district goals for achievement and instruction)</p> <p>Monitoring and Evaluating (the superintendent monitors and evaluates implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers)</p> <p>Defined Autonomy: relationship with schools (the superintendent extends defined autonomy to schools)</p>
5	<i>Communicates effectively in varied ways to multiple audiences.</i>	4	<p>Goal Setting Process (the superintendent involves board members and principals in the process of setting goals)</p> <p>Board Support for District Goals(the superintendent maintains board support for district goals for achievement and instruction)</p>
6	<i>Resolves problems and conflicts in a professional, tactful, timely and sensitive manner</i>	3	<p>Resource Alignment (the superintendent stipulates that resources are used for professional development of teachers and principals to achieve district goals)</p> <p>Monitoring and Evaluating (the superintendent monitors and evaluates implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers)</p> <p>Defined Autonomy: relationship with schools (the superintendent extends defined autonomy to schools)</p>

Leader of Learners

Leadership Exit Proficiency/Behavior Themes	Proficiency/Behavior Definition	Iowa Standards for School Leaders	McRel Superintendent Responsibilities
7	<i>Collaboratively creates an active culture of high expectations for students and adult academic and social development based on research, theory, best practice and the current reality of learning.</i>	2	<p>Resource Alignment (the superintendent stipulates that resources are used for professional development of teachers and principals to achieve district goals)</p> <p>Monitoring and Evaluating (the superintendent monitors and evaluates implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers)</p> <p>Defined Autonomy: relationship with schools (the superintendent extends defined autonomy to schools)</p>
8	<i>Uses multiple sources of data (information and knowledge) as diagnostic tools to assess and enhance learning, and to make informed, timely decisions.</i>	1,2,3	<p>Goal Adoption(goals for student achievement and instructional programs are based on relevant research)</p> <p>Board Support for District Goals(the superintendent maintains board support for district goals for achievement and instruction)</p> <p>Resource Alignment (the superintendent stipulates that resources are used for professional development of teachers and principals to achieve district goals)</p> <p>Monitoring and Evaluating (the superintendent monitors and evaluates implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers)</p> <p>Defined Autonomy: relationship with schools (the superintendent extends defined autonomy to schools)</p>

9	<i>Balances management and leadership in a manner that prioritizes human, physical, and fiscal resources to provide a safe, efficient, and effective environment that makes learning a primary focus</i>	3	<p>Resource Alignment (the superintendent stipulates that resources are used for professional development of teachers and principals to achieve district goals)</p> <p>Monitoring and Evaluating (the superintendent monitors and evaluates implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers)</p> <p>Defined Autonomy: relationship with schools (the superintendent extends defined autonomy to schools)</p>
10	<i>Applies an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district.</i>	3	<p>Resource Alignment (the superintendent stipulates that resources are used for professional development of teachers and principals to achieve district goals)</p> <p>Monitoring and Evaluating (the superintendent monitors and evaluates implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers)</p> <p>Defined Autonomy: relationship with schools (the superintendent extends defined autonomy to schools)</p>
11	<i>Applies and assesses current technologies for instruction, management, business procedures and monitoring student achievement.</i>	2	<p>Resource Alignment (the superintendent stipulates that resources are used for professional development of teachers and principals to achieve district goals)</p> <p>Monitoring and Evaluating (the superintendent monitors and evaluates implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers)</p> <p>Defined Autonomy: relationship with schools (the superintendent extends defined autonomy to schools)</p>

Leader of Service

Leadership Exit Proficiency/Behavior Themes	Proficiency/Behavior Definition	Iowa Standards for School Leaders	McRel Superintendent Responsibilities
12	<i>Uses diversity to maximize student learning.</i>	4	<p>Goal Setting Process (the superintendent involves board members and principals in the process of setting goals)</p> <p>Board Support for District Goals(the superintendent maintains board support for district goals for achievement and instruction)</p>
13	<i>Collaboratively and contextually engages the community to create shared responsibility for student and school success</i>	4	<p>Goal Setting Process (the superintendent involves board members and principals in the process of setting goals)</p> <p>Board Support for District Goals(the superintendent maintains board support for district goals for achievement and instruction)</p>
14	<i>Applies understanding of the political, social, economic, legal, and cultural context to develop activities and policies that benefit the district and students</i>	6	<p>Goal Setting Process (the superintendent involves board members and principals in the process of setting goals)</p> <p>Board Support for District Goals(the superintendent maintains board support for district goals for achievement and instruction)</p> <p>Monitoring and Evaluating (the superintendent monitors and evaluates implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers)</p> <p>Defined Autonomy: relationship with schools (the superintendent extends defined autonomy to schools)</p>
15	<i>Develops and implements a plan for nurturing relationships with the Board of Education, community members and the media, and reaches out to different business,</i>	4	<p>Goal Setting Process (the superintendent involves board members and principals in the process of setting goals)</p> <p>Board Support for District Goals(the superintendent maintains board support for district goals for achievement and instruction)</p>

	<i>religious, political, and service organizations to strengthen programs and support district goals</i>		
16	<i>Develops and implements educational programs that nurture multiple relationships to enhance the changing environment in Iowa communities and school districts</i>	1,6	<p>Goal Adoption(goals for student achievement and instructional programs are based on relevant research)</p> <p>Board Support for District Goals(the superintendent maintains board support for district goals for achievement and instruction)</p> <p>Goal Setting Process (the superintendent involves board members and principals in the process of setting goals)</p> <p>Monitoring and Evaluating (the superintendent monitors and evaluates implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers)</p> <p>Defined Autonomy: relationship with schools (the superintendent extends defined autonomy to schools)</p>

Formative/Summative
Assessment Rubric of Essential Leadership Behaviors for Superintendent
Preparation Program

I. Reflective Practitioner

	<u>Standard Not Met</u>	<u>Standard Partially Met</u>	<u>Standard Met</u>
Continuous Reflective Cycle (Behavior 1, ISSL 5)	No evidence of an effective reflective process	Some evidence of reflection	Engages in a continuous and effective reflective cycle
Understanding Self (Behavior 2, ISSL 2)	Unclear about values and beliefs	Some understanding of self	Acts ethically based on a deep understanding of self
Ethical Considerations (Behavior 3, ISSL 4)	Insensitive in interactions with others	Impartial, sensitive, and ethical in most interactions with other	Impartial, sensitive, and ethical in all interactions with others

II. Leader of Change

	<u>Standard Not Met</u>	<u>Standard Partially Met</u>	<u>Standard Met</u>
Collective Vision (Behavior 4, ISSL 1)	No clear vision and uncomfortable collaborating with others	Has a basic vision and is beginning to share ideas with others	Collaboratively builds a collective vision based on school needs
Communication (Behavior 5, ISSL 4)	Has difficulty communicating with others	Communicates in some forms and with some people effectively	Communicates effectively in varied ways to multiple audiences
Problem/Conflict Resolution (Behavior 6, ISSL 3)	Avoids conflicts	Resolves some conflicts effectively with some people	Resolves conflicts in a professional, tactful, timely & sensitive manner

III. Leaders of Learners

	<u>Standard Not Met</u>	<u>Standard Partially Met</u>	<u>Standard Met</u>
Cultural Expectations for all students and adults (Behavior 7, ISSL 2)	Low expectations for self and others	High expectations based on personal experience with little research base	High expectations for student and adult development based on research & best practice literature
Data and Information (Behavior 8, ISSL 1,2,3)	Limited understanding of data Poor decision-making skills	Developing understanding of the effective use of data to make decisions	Uses multiple sources of data to make informed decisions to improve learning
Balanced Management and Leadership (Behavior 9, ISSL 3)	No sense of balance with management and leadership – stays in comfort zone	Evolving ability to balance management & leadership to enhance learning	Balances management & leadership to provide a safe, efficient, effective environment for learning
Finance (Behavior 10, ISSL 3)	Demonstrates limited understanding of vertical and horizontal equity, the relationship of revenue and expenditures, and varied resource needs of students at different organizational levels	Demonstrates developing understanding of vertical and horizontal equity, the relationship of revenue and expenditures, and varied resource needs of students at different organizational levels	Demonstrates in-depth knowledge of vertical and horizontal equity, the relationship of revenue and expenditures, and varied resource needs of students at different organizational levels
Technology (Behavior 11, ISSL 2)	Fails to apply current technologies for instruction, management, business procedures, and monitoring student achievement	Applies current technologies for instruction, management, business procedures, and monitoring student achievement	Applies and assesses current technologies for instruction, management, business procedures, and monitoring student achievement

IV. Leader of Service

	<u>Standard Not Met</u>	<u>Standard Partially Met</u>	<u>Standard Met</u>
Diversity (Behavior 12, ISSL 4)	Avoids diversity issues	Evolving appreciation for diversity	Uses diversity to maximize learning
Community Engagement (Behavior 13, ISSL 4)	Avoids community involvement	Exploring community involvement	Collaboratively and contextually engages the community to create shared responsibility for success
Broader Context (Multiple Arenas) (Behavior 14, ISSL 6)	Fails to exhibit understanding of political, social, economic, legal, and cultural context	Developing an understanding of political, social, economic, legal, and cultural context	Applies deep understanding of political, social, economic, legal, and cultural context
Relationships/Partnerships (Behavior 15, ISSL 4)	Isolates self from relationships and partnerships	Creates relationships and partnerships with some stakeholders	Creates and nurtures relationships and partnerships with all stakeholders
Change Agent (Behavior 16, ISSL 1,6)	Rejects the need for change in the educational programs	Accepts change and seeks strategies to develop in educational programs	Embraces change and implements educational programs that nurture multiple relationships to enhance the changing environment

Program Summative Conference Assessment Form

A conference between the student and a faculty committee or their designee took place for feedback purposes to assist the student in acquiring his/her superintendent certificate in the state of Iowa.

☐ Recommendation that student gains further information/experience in:

☐ Recommendation that student be approved for the superintendent certificate licensure in the state of Iowa.

Signatures reflect that a conference between the student and the faculty (representative) took place and a recommendation was made as to the next steps in the certification process.

Signature of Student

Print Name Date

Signature of Internship/Faculty Advisor

Print Name Date