EVALUATION OF EDUCATIONAL LEADERSHIP INTERNSHIP

PERFORMANCE ON VIRGINIA UNIFORM PERFORMANCE STANDARDS FOR ADMINISTRATORS

The administrator assigned to supervise the intern should complete this form at the midpoint (formative evaluation) and the final week (summative evaluation) of the internship.

Administrative Intern_____   **Supervising Administrator**_____

School/Central Office Placement_____

School Division_____   **University Contact**_____

THE ADMINISTRATIVE INTERN MUST SIGN: I hereby authorize the release of a candid evaluation to assist in the licensure process. I understand that this evaluation will be kept confidential both from me and the public, and I waive any right of access to it that I might have by law. I understand that the University of Mary Washington does not require me to execute this waiver and is willing to review this evaluation with or without such a waiver.

Intern's Signature	**Date**

OR

I authorize the release of a candid evaluation, but I choose not to waive my right to examine this evaluation.

Intern's Signature	**Date**

NOTE TO EVALUATOR: The University of Mary Washington appreciates the time, effort and expertise you bring to this evaluation process. The intern has indicated above a preference for a confidential or non-confidential evaluation. Evaluations will be used to assess the intern's achievement in the educational leadership program. Should you have any questions or concerns about completing this evaluation, please feel free to contact the University Contact or the Director of the Program. Again, we appreciate your willingness to assist us in this difficult but essential task. **PLEASE DO NOT COMPLETE THIS FORM UNTIL THE UMW INTERN HAS SIGNED THE ABOVE WAIVER.**

Please check the appropriate section:			
School Year:_____	___14-week Fall	___14-week Spring	___Summer

Please check one:	
_____Mid-point	_____Final Evaluation

I. PLANNING AND ASSESSMENT

A. THE ADMINISTRATOR CANDIDATE EFFECTIVELY EMPLOYS VARIOUS PROCESSES FOR GATHERING, ANALYZING, AND USING DATA FOR DECISION MAKING.	3.0	2.5	2.0	1.5	1.0	Not Observed
3.0 Continuous improvement of programs and practices is promoted by the application of effective research techniques and the analysis of data on student achievement. Communicates and applies statistical findings and plans and implements change based on data.						
2.0 Data are partially aligned with program goals/practices. Student academic performance is not fully understood or used in program planning.						
1.0 Data lack congruence with program goals/practices, and student academic performance is not used when planning and implementing program change.						

B. THE ADMINISTRATOR CANDIDATE COLLABORTIVELY DEVELOPS AND IMPLEMENTS A SCHOOL IMPROVEMENT PLAN THAT RESULTS IN INCREASED STUDENT LEARNING.	3.0	2.5	2.0	1.5	1.0	Not Observed
3.0 Collaboration with faculty, staff, and other stakeholders is valued in developing and supporting a vision and mission for implementing the biennial school plan for improving student achievement. Supports staff through stages of the change process. Keeps abreast of current literature on school reform.						
2.0 Some collaboration with stakeholders occurs in developing and/or implementing a school improvement plan. Support of staff through the change process is apparent but limited.						
1.0 Collaboration with stakeholders on the school improvement plan is not evident. Support of staff through the change process is not apparent.						

C. THE ADMINISTRATOR CANDIDATE PLANS, IMPLEMENTS, SUPPORTS, AND ASSESSES INSTRUCTIONAL PROGRAMS THAT ENHANCE TEACHING AND STUDENT ACHIEVEMENT OF THE STANDARDS OF LEARNING.	3.0	2.5	2.0	1.5	1.0	Not Observed
3.0 Assures that all instructional programs are aligned with the Standards of Learning and facilitates program/curricular changes to meet state or federal requirements. Applies current research on best practices and works with staff to revise the curriculum on an ongoing basis. Provides resources, materials, and other support to accomplish instructional goals. Assesses programs/ curricula to insure responsiveness to students' academic needs.						
2.0 Standards of Learning are promoted. Some application of research, support for instructional goals, and assessment of programs to meet students' academic needs is apparent.						
1.0 Standards of Learning may be emphasized, but application of research, support for instructional goals, and assessment of programs are uneven or unapparent.						

D. THE ADMINISTRATOR CANDIDATE DEVELOPS PLANS FOR EFFECTIVE ALLOCATION OF FISCAL AND OTHER RESOURCES.	3.0	2.5	2.0	1.5	1.0	Not Observed
3.0 Collaboration with appropriate staff determines budget needs, priorities, and allocations. Monitors, assesses, and reallocates resources based on implementation data.						
2.0 Some input is sought in determining and allocating the budget and resources. There is some assessment with subsequent reallocation of resources.						
1.0 Budgetary needs and allocation of resources are decided at the administrative level solely.						

II. INSTRUCTIONAL LEADERSHIP

A. THE ADMINISTRATOR CANDIDATE COMMUNICATES A CLEAR VISION OF EXCELLENCE AND CONTINUOUS IMPROVEMENT CONSISTENT WITH THE GOALS OF THE SCHOOL DIVISION.	3.0	2.5	2.0	1.5	1.0	Not Observed
3.0 Articulates a vision and works collaboratively to develop a mission and programs consistent with the division's strategic plan. Shares information, analyzes and shares evaluation data, and commits resources to the achievement of the mission and goals. Monitors appropriate remediation and intervention. Strong commitment to protecting instructional time. Celebrates excellence among staff and students.						
2.0 Importance of maintaining academic excellence is communicated, but collaboration, evaluation, and celebration are implemented without consistency.						
1.0 Administrator candidate and/or teachers convey a negative attitude toward the academic mission and programs.						

B. THE ADMINISTRATOR CANDIDATE SUPERVISES THE ALIGNMENT, COORDINATION, AND DELIVERY OF ASSIGNED PROGRAMS AND/OR CURRICULAR AREAS.	3.0	2.5	2.0	1.5	1.0	Not Observed
3.0 Administrator candidate works with staff on an on-going basis to develop, coordinate, and prioritize curricular goals and program delivery. Monitors and supports instructional goals for alignment with state and local standards. Applies knowledge of effective models and strategies, identifies best practices for student groups with identified needs, and provides resources, materials, and training to accomplish goals.						
2.0 Supervision of alignment, coordination, and delivery of programs is performed but may lack consistency in application. Alignment, coordination, or delivery may be weak.						
1.0 Little or no attempt is made to supervise the alignment, coordination, and delivery of programs.						

C. THE ADMINISTRATOR CANDIDATE SELECTS, INDUCTS, SUPPORTS, EVALUATES, AND RETAINS QUALITY INSTRUCTIONAL AND SUPPORT PERSONNEL.	3.0	2.5	2.0	1.5	1.0	Not Observed
3.0 Establishes and uses selection procedures that ensure fairness and equity. Establishes and implements formal and informal induction procedures. Evaluates performance and provides formal and informal feedback. Evaluates classroom procedures for improvement and provides support and resources for staff to improve job performance.						
2.0 Some appropriate strategies are used to select, induct, support, evaluate, and retain quality instructional and support personnel.						
1.0 Inappropriate or no strategies are used.						

D. THE ADMINISTRATOR CANDIDATE PROVIDES STAFF DEVELOPMENT PROGRAMS CONSISTENT WITH PROGRAM EVALUATION RESULTS AND SCHOOL INSTRUCTIONAL IMPROVEMENT PLANS.	3.0	2.5	2.0	1.5	1.0	Not Observed
3.0 Assists in leading the development and implementation of a systematic professional development plan. Involves school staff, shares research and program evaluation results, meets with instructional teams to discuss ongoing school improvement efforts, and supports staff participation in professional development opportunities.						
2.0 Importance of staff development is communicated but with little conviction and only minimal apparent buy-in by staff. Goals and activities convey inconsistent expectations for staff development.						
1.0 Administrator candidate and/or staff convey a negative attitude toward staff development.						

E. THE ADMINISTRATOR CANDIDATE IDENTIFIES, ANALYZES, AND RESOLVES PROBLEMS USING EFFECTIVE PROBLEM-SOLVING TECHNIQUES.	3.0	2.5	2.0	1.5	1.0	Not Observed
3.0 Identifies and addresses problems in a timely and effective manner. Demonstrates fairness, involves stakeholders, and monitors problem resolution. Promotes an atmosphere of mutual respect and courtesy.						
2.0 Some effective problem-solving techniques are employed. Identification, analysis, and resolution of problems are unevenly employed.						
1.0 Problem-solving techniques are not observed or are ineffective.						

III. SAFETY AND ORGANIZATIONAL MANAGEMENT FOR LEARNING

A. THE ADMINISTRATOR CANDIDATE MAINTAINS EFFECTIVE DISCIPLINE AND FOSTERS A SAFE AND POSITIVE ENVIRONMENT FOR STUDENTS AND STAFF.	3.0	2.5	2.0	1.5	1.0	Not Observed
3.0 Standards of conduct and sanctions are clearly communicated to students, staff, and parents and consistently enforced. Manages emergency situations effectively and is proactive in addressing potential problem situations. Ensures a safe, secure, orderly, clean, and attractive school environment.						
2.0 Standards of conduct have been established for most situations and most stakeholders understand them. A safe and positive environment is unevenly maintained.						
1.0 No standards of conduct have been established, or stakeholders are confused as to what the standards are. A safe and positive environment is not maintained.						

B. THE ADMINISTRATOR CANDIDATE EFFECTIVELY COORDINATES THE DAILY OPERATION OF THE ASSIGNED AREA OF RESPONSIBILITY.	3.0	2.5	2.0	1.5	1.0	Not Observed
3.0 Routines for using space effectively and ensuring appropriate instructional time are organized, publicized, and monitored. Protects academic instructional time. Oversees general maintenance, upkeep, and appearance of the school (building administrators only).						
2.0 Routines function moderately well. They are sporadically organized, publicized, and monitored. Building is adequately maintained.						
1.0 Routines are handled inefficiently, resulting in loss of instructional time. Building is inadequately maintained.						

C. THE ADMINISTRATOR CANDIDATE EFFECTIVELY MANAGES HUMAN, MATERIAL, AND FINANCIAL RESOURCES TO ENSURE STUDENT LEARNING AND TO COMPLY WITH LEGAL MANDATES.	3.0	2.5	2.0	1.5	1.0	Not observed
3.0 Adheres to federal, state, and local statutes, regulations, policies, and procedures. Collaboratively plans a fiscally responsible budget and keeps staff informed about status of budget requests. Monitors efficient use of instructional resources. Accurately maintains personnel records.						
2.0 Moderately effective management of instructional resources. May be sporadic or uneven.						
1.0 Management of instructional resources is handled ineffectively.						

D. THE ADMINISTRATOR CANDIDATE DEMONSTRATES EFFECTIVE ORGANIZATIONAL SKILLS TO ACHIEVE SCHOOL, COMMUNITY, AND DIVISION GOALS.	3.0	2.5	2.0	1.5	1.0	Not observed
3.0 Performs duties in an accurate and timely fashion. Efficiently and appropriately prioritizes and addresses multiple issues. Uses personal time to the best advantage. Ensures compliance and follow-through regarding policies, procedures, and goals.						
2.0 Organizational skills are moderately effective in achieving goals.						
1.0 Organizational skills are ineffective in achieving goals.						

IV. COMMUNICATION AND COMMUNITY RELATIONS

A. THE ADMINISTRATOR CANDIDATE PROMOTES EFFECTIVE COMMUNICATION AND INTERPERSONAL RELATIONS WITH STUDENTS AND STAFF.	3.0	2.5	2.0	1.5	1.0	Not Observed
3.0 Communication and interpersonal skills are excellent and expressive. Promotes a climate of trust within the school.						
2.0 Communication and interpersonal skills are moderately effective.						
1.0 Communication and interpersonal skills are ineffective.						

B. THE ADMINISTRATOR CANDIDATE PROMOTES EFFECTIVE COMMUNICATION AND INTERPERSONAL RELATIONS WITH PARENTS AND OTHER COMMUNITY MEMBERS.	3.0	2.5	2.0	1.5	1.0	Not Observed
3.0 School and division goals, objectives, and expectations are effectively communicated to stakeholders. Efforts to engage parents and community are frequent and successful. Uses excellent written and oral language.						
2.0 Attempts to engage parents and community are modest or inconsistent. Moderately successful in communicating with stakeholders. Uses acceptable written and oral language.						
1.0 Little or no attempt is made to engage parents and community. Unsuccessful in communicating with stakeholders. Unacceptable written and/or oral language.						

C. THE ADMINISTRATOR CANDIDATE WORKS COLLABORATIVELY WITH STAFF, FAMILIES, AND COMMUNITY MEMBERS TO SECURE RESOURCES AND TO SUPPORT THE SUCCESS OF A DIVERSE STUDENT POPULATION.	3.0	2.5	2.0	1.5	1.0	Not Observed
3.0 Support, collaboration, and respect characterize relationships with staff, families, and community members. A substantial contribution is made to school/community projects to support a diverse student population.						
2.0 Cordial relationships with staff, families, and community members are maintained to fulfill duties. Participates somewhat in school/community projects to support a diverse student population.						
1.0 Relationships with staff, families, and community members are negative or self-serving. Does not promote involvement in school/community projects to support a diverse student population.						

V. PROFESSIONALISM

A. THE ADMINISTRATOR CANDIDATE MODELS PROFESSIONAL, MORAL, AND ETHICAL STANDARDS AS WELL AS PERSONAL INTEGRITY IN ALL INTERACTIONS.	3.0	2.5	2.0	1.5	1.0	Not Observed
3.0 Relates to others in an ethical and professional manner. Represents the school/office/program favorably in the school division/community.						
2.0 The administrator candidate is inconsistent in modeling community, school, and district professional standards.						
1.0 Conformity to community, school, and district professional standards is not apparent.						

B. THE ADMINISTRATOR CANDIDATE WORKS IN A COLLEGIAL AND COLLABORATIVE MANNER WITH OTHER ADMINISTRA-TORS, SCHOOL PERSONNEL, AND THE COMMUNITY TO PROMOTE AND SUPPORT THE MISSION AND GOALS OF THE SCHOOL DIVISION.	3.0	2.5	2.0	1.5	1.0	Not Observed
3.0 Professionalism is apparent at all times. Support and cooperation characterize relationships with colleagues and community. Promotes and supports district goals and services.						
2.0 Relationships with colleagues and other educational stakeholders are cordial in order to fulfill the duties that the school district requires.						
1.0 Relationships with colleagues and community are negative or self-serving.						

C. THE ADMINISTRATOR CANDIDATE TAKES RESPONSIBILITY FOR AND PARTICIPATES IN A MEANINGFUL AND CONTINUOUS PROCESS OF PROFESSIONAL DEVELOPMENT THAT RESULTS IN THE ENHANCEMENT OF STUDENT LEARNING.	3.0	2.5	2.0	1.5	1.0	Not Observed
3.0 The administrator candidate seeks opportunities for professional development, evaluates and identifies areas of personal strength and weakness related to professional skills, and maintains and applies a high level of knowledge regarding new developments, techniques, and technology that result in the enhancement of student learning.						
2.0 The administrator candidate participates in professional activities to a limited extent.						
1.0 The administrator candidate engages in no professional development activities to enhance knowledge or skills.						

D. THE ADMINISTRATOR CANDIDATE PROVIDES SERVICE TO THE PROFESSION, THE DIVISION, AND THE COMMUNITY.	3.0	2.5	2.0	1.5	1.0	Not Observed
3.0 The administrator candidate serves on division, state, and/or national committees and maintains an active role in professional organizations. Serves as instructor, mentor, coach, presenter, researcher, or supervisor. Supports and participates in efforts to align school/division goals and community endeavors.						
2.0 The administrator candidate provides limited service to the profession, the division, and the community.						
1.0 The administrator candidate does not provide service to the profession, the division, and the community.						

Sources: *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents,* Virginia Department of Education; *Interstate School Leaders Licensure Consortium: Standards for School Leaders.*

Suggestions for Continuing Professional Development: Areas of Strength and Areas for Growth

Areas of Strength

Areas of Growth

Strategies for Improvement

Overall Evaluation of Potential for Education Leadership

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Supervising Administrator   **Date**