



Practicum Evaluation Form - *Formative Assessment*

Candidate Name: _____ **ID#** _____

Mentor/Principal Name: _____ **LEA/District:** _____

College/University: _____ **Program Coordinator:** _____

This form is to be completed and formally shared with the intern by the site-based principal/mentor who has assumed the responsibility for supervising the administrative intern. We sincerely appreciate the assistance you have provided in serving as a mentor and the contribution you have made to the success and effectiveness of the internship program.

In the student’s initial semesters, he/she will receive a formative assessment of progress with accompanying feedback in order to help to improve the student's performance toward meeting each competency for licensure. This formative document serves as a bridge between the electronic portfolio categorized as Emerging/Developing, Proficient and the “Certificate of Competency” categorized as Met/Not Met.

At the conclusion of the internship, the student will receive a final (“summative”) assessment regarding whether or not he/she has “met” or “not met” each competency. In addition to fulfilling all other state and institutional requirements including a proficient six cluster electronic portfolio, to be recommended for licensure, the candidate must meet each and every one of the competencies identified in this document.

Please place a check beside the descriptor that best describes the MSA/PMC Intern’s performance during the Practicum and write comments where appropriate.

Principal Licensure Candidate Professional Expectations

Prompt (arriving at work and attending meetings and other work-related activities).	___ Met	___ Not Met
Professional appearance.	___ Met	___ Not Met
Responsible/Dependable (e.g., following through on professional commitments made, taking the initiative to get things done, when appropriate)	___ Met	___ Not Met
Understands and balances his/her role and its evolving complexity at the site.	___ Met	___ Not Met
Develops appropriate and direct working relationships with his/her mentor.	___ Met	___ Not Met
Develops appropriate working relationships with site-based constituencies.	___ Met	___ Not Met
Communicates effectively verbally, in writing, and in professional presentations	___ Met	___ Not Met

VISION

Competency	Descriptor	Ratings/Comments
Environmental Awareness	<ul style="list-style-type: none"> ○ Becomes aware and remains informed of external and internal trends, interests and issues with potential impacts on school policies, practices, procedures and positions ○ Develops appropriate working relationships with site-based constituencies. ○ Designs strategies for achieving a collaborative and positive work environment within the school. ○ Seeks input from the School Improvement Team and other stakeholders to make decisions. ○ Utilizes data gained from the <i>Teacher Working Conditions Survey</i> and other sources to 	<p>Assessment of Progress: ___ Emerging/Developing ___ Proficient ___ Not Observed</p> <p>End of Semester Status: ___ Met ___ Not Met</p>

	identify perceptions of the work environment.	Comments:
Global Perspective	<ul style="list-style-type: none"> ○ Understands the competitive nature of the new global economy ○ Is clear about the knowledge and skills students will need to be successful in this economy. ○ Understands the importance of cooperation and cross-cultural understanding ○ Is clear about the knowledge and skills students will need to be global citizens ○ Is open to, seeks, and responds to ideas and suggestions for improvement ○ Works with others to build systems and relationships that utilize the staff's diversity, ideological differences, and expertise to realize the school's goals. 	Assessment of Progress: <input type="checkbox"/> Emerging/Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Not Observed End of Semester Status: <input type="checkbox"/> Met <input type="checkbox"/> Not Met Comments:
Systems Thinking	<ul style="list-style-type: none"> ○ Understands the interrelationships and impacts of school and district influences, systems and external stakeholders ○ Applies that understanding to advancing the achievement of the school or team ○ Develops appropriate and direct working relationships with his/her mentor. ○ Works with others to systematically consider new and better ways of leading for improved student achievement for all students and engages stakeholders in the change process. ○ Works with others to engage parents/guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community's vision of the school. 	Assessment of Progress: <input type="checkbox"/> Emerging/Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Not Observed End of Semester Status: <input type="checkbox"/> Met <input type="checkbox"/> Not Met Comments:
Visionary	<ul style="list-style-type: none"> ○ Encourages imagineering by creating an environment and structure to capture stakeholder dreams of what the school could become for all the students ○ Uses shared values, beliefs and a shared vision to promote a school culture of learning and success. ○ Works with others to develop a shared vision and strategic goals for student achievement that reflect high expectations for students and staff. ○ Maintains a focus on the vision and strategic goals throughout the school year. 	Assessment of Progress: <input type="checkbox"/> Emerging/Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Not Observed End of Semester Status: <input type="checkbox"/> Met <input type="checkbox"/> Not Met Comments:
RELATIONSHIPS		
Competency	Descriptor	Ratings/Comments
Communication	<ul style="list-style-type: none"> ○ Effectively listens to others ○ Clearly and effectively presents and understands information orally and in writing ○ Acquires, organizes, analyzes, interprets, maintains information needed to achieve school or team 21st century objectives ○ Communicates effectively verbally, in writing, in professional presentations, and invites dialogue around educational trends and issues. ○ Effectively engages staff and community in the change process in a manner that ensures their support of the change and its successful implementation ○ Works with others to utilize a system of open communication that provides for the timely, responsible sharing of information within the school community. ○ Works with others to provide information in different formats in multiple ways through different media in order to ensure communication with all members of the community. ○ Works with others to communicate and enforce clear expectations, structures, rules, and procedures for students and staff. ○ Works with others to effectively implement district rules and procedures. 	Assessment of Progress: <input type="checkbox"/> Emerging/Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Not Observed End of Semester Status: <input type="checkbox"/> Met <input type="checkbox"/> Not Met Comments:
Conflict Management	<ul style="list-style-type: none"> ○ Anticipates or seeks to resolve confrontation, disagreements, or complaints in a constructive manner ○ Works with others to resolve problems and/or areas of conflict within the school in ways that improve student achievement 	Assessment of Progress: <input type="checkbox"/> Emerging/Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Not Observed End of Semester Status: <input type="checkbox"/> Met <input type="checkbox"/> Not Met Comments:
Cultural Awareness	<ul style="list-style-type: none"> ○ Understands and embraces differences within and between cultures ○ Relates to people of varying ethnic, cultural, and religious backgrounds ○ Visibly supports the positive, culturally-responsive traditions of the school community ○ Works with others to address diversity and equity as the school develops, monitors, and adjusts the school improvement plan. 	Assessment of Progress: <input type="checkbox"/> Emerging/Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Not Observed End of Semester Status: <input type="checkbox"/> Met <input type="checkbox"/> Not Met Comments:
Customer	<ul style="list-style-type: none"> ○ Understands the students as customers of the work of schooling and the servant nature of leadership and acts accordingly 	Assessment of Progress:

Focus	<ul style="list-style-type: none"> ○ Supports, mentors, and coaches staff members and emerging teacher leaders. ○ Works with others to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice. ○ Works with others to implement district and state evaluation policies in a fair and equitable manner. 	<input type="checkbox"/> Emerging/Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Not Observed End of Semester Status: <input type="checkbox"/> Met <input type="checkbox"/> Not Met Comments:
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EMPOWERMENT

Competency	Descriptor	Ratings/Comments
Dialogue/ Inquiry	<ul style="list-style-type: none"> ○ Is skilled in creating a risk free environment for engaging people in conversations that explore issues, challenges or bad relationships that are hindering school performance ○ Works with others to systematically focus on the alignment of learning, teaching, curriculum, instruction, and assessment to maximize student learning. ○ Helps organize targeted opportunities for teachers to learn how to teach their subjects well with engaging lessons. ○ Utilizes multiple sources of data, including the <i>Teacher Working Conditions Survey</i>, for the improvement of instruction. ○ Works with others to create opportunities for staff to demonstrate leadership skills by empowering them to assume leadership and decision-making roles. ○ Works with others to encourage teachers and support staff to assume leadership and decision-making roles in the school. 	Assessment of Progress: <input type="checkbox"/> Emerging/Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Not Observed End of Semester Status: <input type="checkbox"/> Met <input type="checkbox"/> Not Met Comments:
Sensitivity	<ul style="list-style-type: none"> ○ Effectively perceives the needs and concerns of others; ○ Deals tactfully with others in emotionally stressful situation or in conflict ○ Knows what information to communicate and to whom ○ Designs strategies for achieving a collaborative and positive work environment within the school 	Assessment of Progress: <input type="checkbox"/> Emerging/Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Not Observed End of Semester Status: <input type="checkbox"/> Met <input type="checkbox"/> Not Met Comments:
Emotional Intelligence	<ul style="list-style-type: none"> ○ Is able to manage oneself through self-awareness and self-management ○ Is able to manage relationships through empathy, social awareness and relationship management ○ Seeks input from the School Improvement Team and other stakeholders to make decisions. ○ Utilizes data gained from the <i>Teacher Working Conditions Survey</i> and other sources to identify perceptions of the work environment. ○ Identifies strategies for building a sense of efficacy and empowerment among staff. ○ Identifies strategies for developing a sense of well-being among staff, students, and parents/guardians. 	Assessment of Progress: <input type="checkbox"/> Emerging/Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Not Observed End of Semester Status: <input type="checkbox"/> Met <input type="checkbox"/> Not Met Comments:

ETHICS

Competency	Descriptor	Ratings/Comments
Judgment	<ul style="list-style-type: none"> ○ Effectively reaches logical conclusions and making high quality decisions based on available information ○ Gives priority and caution to significant issues ○ Analyzes and interprets complex information ○ Works with others to incorporate the input of the School Improvement Team in budget and resource decisions. ○ Works with others to use feedback and data to assess the success of funding and program decisions. 	Assessment of Progress: <input type="checkbox"/> Emerging/Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Not Observed End of Semester Status: <input type="checkbox"/> Met <input type="checkbox"/> Not Met Comments:
Personal Ethics and Values	<ul style="list-style-type: none"> ○ Consistently exhibits high standards in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality. 	Assessment of Progress: <input type="checkbox"/> Emerging/Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Not Observed End of Semester Status: <input type="checkbox"/> Met <input type="checkbox"/> Not Met Comments:
Personal Responsibility for	<ul style="list-style-type: none"> ○ Proactively and continuously improves performance by focusing on needed areas of improvement and enhancement of strengths ○ Prompt (arriving at work and attending meetings and other work-related activities). ○ Appropriate appearance. 	Assessment of Progress: <input type="checkbox"/> Emerging/Developing <input type="checkbox"/> Proficient

Performance	<ul style="list-style-type: none"> ○ Responsible/Dependable (e.g., following through on professional commitments made, taking the initiative to get things done, when appropriate) 	____Not Observed End of Semester Status: ____ Met ____ Not Met Comments:
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CHANGE

Competency	Descriptor	Ratings/Comments
Change Management	<ul style="list-style-type: none"> ○ Anticipates or seeks to resolve confrontation, disagreements, or complaints in a constructive manner ○ Works with others to ensure compliance with federal, state, and district mandates. ○ Continually assesses the progress of district initiatives and reports results to district-level decision-makers. ○ Works with others to implement district initiatives directed at improving student achievement. ○ Works with others to systematically consider new and better ways of leading for improved student achievement for all students and engages stakeholders in the change process. ○ Works with others to incorporate principles of continuous improvement and 21st century concepts into the School Improvement Plan. ○ Works with others to systematically collect, analyze, and use data regarding the school's progress toward attaining strategic goals and objectives. 	Assessment of Progress: ____Emerging/Developing ____Proficient ____Not Observed End of Semester Status: ____ Met ____ Not Met Comments:
Creative Thinking	<ul style="list-style-type: none"> ○ Engages in and fosters an environment for others to engage in innovative thinking ○ Works with others to provide structures for and implement the development of effective professional learning communities and results-oriented professional development. ○ Routinely participates in professional development focused on improving instructional programs and practices. 	Assessment of Progress: ____Emerging/Developing ____Proficient ____Not Observed End of Semester Status: ____ Met ____ Not Met Comments:
Results Orientation	<ul style="list-style-type: none"> ○ Effectively assumes responsibility. ○ Recognizes when a decision is required. Takes prompt action as issues emerge ○ Resolves short-term issues while balancing them against long-term goals ○ Works with others to use established criteria for performance as the primary basis for reward and recognition. ○ Works with others to ensure compliance with federal, state, and district mandates. ○ Continually assesses the progress of district initiatives and reports results to district-level decision-makers. ○ Works with others to implement district initiatives directed at improving student achievement. 	Assessment of Progress: ____Emerging/Developing ____Proficient ____Not Observed End of Semester Status: ____ Met ____ Not Met Comments:

MANAGEMENT

Competency	Descriptor	Ratings/Comments
Delegation	<ul style="list-style-type: none"> ○ Effectively assigns work tasks to others in ways that provide learning experiences for them and in ways that ensure the efficient operation of the school 	Assessment of Progress: ____Emerging/Developing ____Proficient ____Not Observed End of Semester Status: ____ Met ____ Not Met Comments:
Organizational Ability	<ul style="list-style-type: none"> ○ Effectively plans and schedules one's own and the work of others so that resources are used appropriately ○ Adheres to legal requirements for planning and instructional time. ○ Reviews scheduling processes and protocols that maximize staff input and address diverse student learning needs 	Assessment of Progress: ____Emerging/Developing ____Proficient ____Not Observed End of Semester Status: ____ Met ____ Not Met Comments:
Responsiveness	<ul style="list-style-type: none"> ○ Does not leave issues, inquiries or requirements for information go unattended ○ Creates a clearly delineated structure for responding to requests/situations in an expedient manner 	Assessment of Progress: ____Emerging/Developing ____Proficient ____Not Observed End of Semester Status: ____ Met ____ Not Met

		Comments:
Time Management	<ul style="list-style-type: none"> ○ Effectively uses available time to complete work tasks and activities that lead to the achievement of desired work or school results ○ Runs effective meetings 	Assessment of Progress: ____ Emerging/Developing ____ Proficient ____ Not Observed End of Semester Status: ____ Met ____ Not Met Comments:
TECHNOLOGY		
Competency	Descriptor	Ratings/Comments
Technology	<ul style="list-style-type: none"> ○ Effectively utilizes the latest technologies to continuously improve the management of the school and enhance student instruction 	____ Emerging/Developing ____ Proficient ____ Not Observed Comments:

Note: The candidate's signature does not imply agreement with the ratings.

Individual (Printed)	Signature	Date
Candidate		
LEA Official (Principal/Mentor)		
IHE Official		
Candidate Comments (optional):		
LEA Comments (optional):		
IHE Comments (optional):		