



SAINT VINCENT COLLEGE

PRINCIPAL PROGRAM

INTERN HANDBOOK

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INTRODUCTION

MASTER OF SCIENCE IN SCHOOL ADMINISTRATION AND SUPERVISION

The Master of Science Degree in School Administration and supervision offers veteran educators a degree program to obtain Pennsylvania certification as a K-12 principal. This thirty-nine (39) credit hour graduate degree requires students to have five years of documented teaching experience. However, students can enroll in the same courses required for the Master's of Science in Curriculum and Instruction; therefore, allowing students to still work toward a degree while concluding their five years of teaching. Students can transfer to the School Administration and Supervision Program from the Curriculum and Instruction Program or they can just simply add the needed K-12 principal courses to become certified. This program is designed with the school administrator in mind; therefore, most courses will be addressing current issues, techniques, and necessary information needed for school principals.

The Master of Science Degree in School Administration and Supervision pursues three goals:

- To provide excellent training and experiences in current methods, trends, and strategies to become an effective school leader and administrator.
- To offer resources, professional contacts, and tools that will enable a pre-service school administrator to become successful and effective in leading a school building or district.
- To provide insight into newer philosophies, assessment reporting, community collaboration, creative practices, and proactive leadership trends that can develop a strong community and student rapport and support.

SEQUENCE OF COURSE OFFERINGS

The School Administration and Supervision Master's degree is designed to be an accelerated thirty-nine (39) credit hours that can be completed in and around twenty (20) months. The courses are held all year round in the same one-night a week for seven weeks fashion. Thus, students can take two courses a term only driving to campus one evening per week. At the close of the student's degree coursework, students take a comprehensive exam. The exam is offered every term, which enables students to graduate year round. An additional final competency evaluation will be assessed along with a portfolio of experiences and resources illustrating a student's proficiency in school administration.

Required Courses for Master's Degree in School Administration and Supervision (39 credits):

GCED 600 – Educational Leadership and Professional Development (3 cr.)
GCED 605 – Statistics and Research Design (3 cr.)
GCSE 607 – Family and Professional Collaboration (3 cr.)
GCED 610 – Current Issues and Trends (3 cr.)
GCED 615 – Curriculum and Systems Design (3 cr.)
GCED 620 – Assessment and Diagnostics (3 cr.)
GCED 630 – Managing Financial and Material Resources (3 cr.)
GCED 645 – Philosophical and Ethical Perspectives in Education (3 cr.)
GCED 655 – Educational Jurisprudence (3 cr.)
GCED 675 Inclusion Education (3 cr.)
GCED 680 – Supervision of Instruction (3 cr.)
GCSE 697 - Teaching Culturally Diverse Students w/limited English Proficiencies (3 cr.)
GCAD 676 – Internship in School Administration: Fall Term (1 cr)
GCAD 686– Internship in School Administration: Spring term (1 cr.)
GCAD 696 – Internship in School Administration: Summer term (1 cr.)

Pennsylvania K-12 School Principal Certification

Students will be eligible for K-12 school principal certification upon completion of their degrees, passed comprehensive exams, satisfactory final competencies, evaluations and portfolio reviews. Students are also required to have completed and documented five or more years of professional teaching experience and have passed the School Leaders Licensure Assessment (Must use SLS Bulletin to register.) (Beginning January 2012.)

Comprehensive Exam Requirement

At the completion of the graduate degree program, all students are required to respond to a battery of essay question posed by their professors. This requirement acts as an academic collective exercise that formally admits students in to the exclusive group of scholars that hold a master's degree in education. Students are graded by their professors and are ranked in their ability to fully address the questions. Students are permitted to retake the exam twice in the event of failure.

CERTIFICATION PROGRAM REQUIREMENTS

Successful completion of all the program requirements will enable master's degree candidates to apply for the PDE K-12 Principal's Certificate. Upon completion of these requirements the principal can fulfill the requirements of the principal and assistant principal job descriptions.

1. Candidates must complete all St. Vincent College application procedures for admission related to the graduate program: proper transcripts, three (3) letters of recommendation, and a personal statement.
2. The accepted master's degree candidates must hold a four-year, undergraduate degree with a minimum 3.0 QPA.
3. Advanced standing K-12 School Principal certification candidates will have a valid teacher certification and five or more years of professional service.
4. Candidates lacking a certification and/or years of experience are permitted to complete the Master's Degree in Curriculum and Instruction and then after completing five years of professional service, return to take the remaining required courses for certification.
5. If candidates do possess the necessary requirements before entrance or during their Curriculum and Instruction degree they should declare themselves in the Master's of Science in School Administration and Supervision Program.
6. If candidates already hold a master's degree from a different institution or area, their previously taken coursework will be compared to St. Vincent College's K-12 School Principal courses. Coursework that does not meet the requirements for certification will have to be taken at St. Vincent College.
7. Candidates wishing to obtain a second master's degree will be required to take an additional thirty credits from Saint Vincent College.
8. Candidates must apply for the internship in the semester prior to the anticipated semester of service.
9. At the completion of the graduate degree program, the candidates are required to respond to a battery of essay questions posed by their professors.

COURSE DESCRIPTIONS

GCED 600 – Educational leadership and professional Development

The primary focus of professional development and instructional leadership is the enhancement of learning in the classroom and other dedicated settings in which students grow and develop to their maximum potential. Educational leadership is established within the context of the master teacher and professional educator. Self-study projects and human development workshops foster school and community leadership potential of the master teacher. Multiple assessments are used to develop career goal objectives leading to the Master's Degree in Curriculum and Instruction. Three credits.

GCED 605 – Statistics and Research Design

This course will enable the educator to read and interpret empirical research as it is reported in the periodic literature and to design educational research instruments and projects. This advanced course will include instruction in educational test and measurements that will provide the educator with the prerequisite mathematical skills to compute, read, and interpret statistical data as reported on standardized achievement tests, group and individual tests, and research monograph. The major emphasis of the course is to develop the observational, investigative and interpretive skills of a reflective educator/practitioner. Three credits.

GCSE 607 Family and Professional Collaboration

This course focuses on the special education teacher as a team member within the field of education. Students will learn about family centered practices and how to work with families from culturally and linguistically diverse backgrounds. Various models of collaboration and career consultation techniques for disabled individuals within the general community will also be discussed. Finally, the creation of classroom plan(s) and simulated practices for proper diffusion and implementation of professional strategies to foster public collaboration for the special education population will be required. Three credits. Three credits.

GCED 610 – Current Issues and Trends in Education

This course is designed to involve the student in an examination and analysis of significant contemporary issues in education. Current literature and research studies are explored through independent research assignments and seminar-type group discussions. Students are encouraged to develop substantiated personal positions regarding topics such as school reform initiatives, charter schools, school violence, problems in urban/rural schools, and the integration of technology in the classroom. Research projects can be initiated in this course. Three credits.

GCED 615 - Curriculum and Systems Design

This course is designed to include theories of curriculum, instruction, and the design of instructional systems. Emphasis will be on translating theory into practice, particularly for curriculum implementation in public or private schools and/or in industry training. Students will have an opportunity to actually design curricula for use in an educational setting. This course will involve field trips, in-field experiences, classroom lecture, technological training, and project assignments. Three credits

GCED 620 – Assessment and Diagnostics

The fundamental principles of diagnostic theory and practice are analyzed with an emphasis on the application of these principles to a variety of educational settings. Students are acquainted with the guidelines and techniques for diagnosing students' needs and abilities by implementing and interpreting developmentally appropriate assessments, both quantitative and qualitative. Productive and problems in test construction and in the analysis, summarization, and reporting of student outcomes are examined. Three credits.

GCED 630 Managing Financial and Material Resources

This course will examine the changing financial realities facing schools, especially as they relate to the effective and efficient management of the school's fiscal and material resources. The influences of state, city or municipality, and the school district, with its specific governance structure will be addressed. The management principles and managerial problems of the public/private education setting will be studied. Students will research various philosophies regarding resource management including: technology services, personnel, busing, facilities, etc. Budgeting methods and school maintenance are considered. Three credits.

GCED 645- Philosophical and Ethical Perspectives in Education

The course will explore the idea that education reflects the wider society in which we live. Students will examine schools and classrooms and try to understand what is happening in schools and how it is related to the values, beliefs and structures of the world outside the school walls. During the course students will consider why children succeed or fail at school: the process of tracking and labeling children; what it is that we learn in school both explicitly and covertly; how factors such as gender, social class, race and ethnicity, and sexual orientation affect our educational experiences. Students will also explore historical philosophical perspectives in American education, and how other philosophies have developed over the years in education. Three credits.

GCED 655 – Educational Jurisprudence

This course investigates a wide range of legal issues that influence the lives of teachers, students, parents, administrators and school boards. The legal aspects of teaching and teachers' and student's rights receive extensive treatment. Contract law, conditions of employment, collective bargaining, liability, child abuse, copyright law, and constitutional provisions of the law affecting the school, the child, and the teacher are investigated. Controversial and emerging legal issues are also examined. Three credits

GCED 675 – Inclusionary Education

This course will offer students an introduction to inclusive environments and service. Students will learn the techniques and skill needed to address current inclusive classroom management issues as well as how to develop effective teaching strategies for an inclusive classroom. This course will involve practical application and discussion. Three credits.

GCED 680 – Supervision of Instruction

Students will be introduced to the basic concepts and theories of instructional supervision. Emphasis on the roles, tasks, and processes involved in supervisory practice based on theory and research in education and ancillary fields such as psychology social work, human resources management, communications, and organizational/business administration. Three credits.

GCSE 697 – Teaching Culturally Diverse Students w/limited English Proficiencies

Students will be offered opportunities to view the curriculum from the viewpoint of a culturally diverse student who is not native to the English language. Strategies for offering coursework and environmental resources that will enrich and increase English language development will be provided. Three credits.

GCAD 676 – Internship in School Administration: Fall Term

Students will participate in 80 hours of fieldwork in collaboration with a curriculum supervisor and/or K-12 administrator or similar professional mentor from an approved educational setting. The student is required to generate and professionally submit a project within the field of curriculum and supervision to the educational setting in which the 80 hours are served. Supervision orientation, practical hands-on curriculum examination, shadowing and professional development opportunities are encouraged. Class meets seven (7) sessions during a 14-week semester. On-site mentor evaluations, journal entries, and other written assignments are required. Prerequisites: GCED 680 and five or more years of professional experience with teaching certification. One credit.

GCAD 686– Internship in School Administration: Spring Term

Interns will perform 140 hours shadowing and performing duties in curriculum supervision or K-12 administration (all levels: central office and school building) under a mentor advisor(s) from the sponsoring K-12 school district. Candidates seeking supervision of curriculum certification may be asked to perform different fieldwork duties than those seeking K-12 school principal certification. All students will be required to complete journal entries and assignments as well as attend seven (7) campus meetings during the fourteen- week semester. Interns will be supervised at the site and evaluated by both the college instructor and the mentor(s). Prerequisites: GCED 680 and five or more years of professional experience with teaching certification. One credit.

GCAD 696

Interns will perform 140 hours shadowing and performing duties in curriculum supervision or K-12 administration (all levels: central office and school building) under a mentor advisor(s) from the sponsoring K-12 school district. Candidates seeking supervision of curriculum certification may be asked to perform different fieldwork duties than those seeking K-12 school principal certification. All students will be required to complete journal entries and assignments as well as attend campus meetings during the summer semester. Interns will be supervised at the site and evaluated by both the college instructor and the mentor(s). Prerequisites: GCED 680 and five or more years of professional experience with teaching certification. One credit.

PRINCIPAL PROGRAM FACULTY

The education department faculty has many differing areas of expertise that all directly add to the depth and quality of the Master's of Administration and Supervision degree program. The Commonwealth of Pennsylvania certifies the entire undergraduate and most of the graduate fulltime and part-time faculty member teachers. Their certification areas range from special education social studies, elementary education, art, and mathematics, science, instructional technology, library science, physical education, administration-superintendent, school principal and curriculum supervision. Some of the adjunct faculty members currently work in the public school system. Other faculty members are recent hires after retiring from local school districts or universities.

SUPERVISION OF CURRICULUM AND ADMINISTRATION INTERNSHIP REQUIREMENTS

GCAD 676, 686, & 696 INTERNSHIP REQUIREMENTS

1. School District Validation

- a. Each candidate will submit a letter from a central office administrator (Superintendent, Assistant Superintendent, or Director of Personnel) indicating five (5) or more years service and have an Instructional II (Permanent) Certificate.
- b. Each candidate will submit a letter from his/her school district indicating that he/she is currently a satisfactory rated teacher. This information could be contained in the letter indicating years of service.
- c. Each candidate will submit letter from his/her mentor principal that indicates a willingness to serve as the intern's supervisor.

2. Internship Application (Form 1)

3. Internship log (Form 2)

DESCRIPTION OF INTERN PROJECTS

During the internship the intern will design five projects. These projects are to be of assistance to the supervising principal and/or the site school district. The result of the project should be reported on Form 3.

Leadership Project – Core Standards 1B, 1C, 1D, 2D

The principal in his/her leadership role must be recognized as the primary resource person for problem solving and direction in the school. The principals that are recognized as the instructional leader of the school are those who have the most effective student achievement. This project design asks interns to develop an aspect of the principal's leadership role that can lead to school improvement.

Data-Driven Student Achievement Project-Core Standards 1A, 1C, 2C

All schools in Pennsylvania have started to use achievement data to increase student achievement. In this project the intern will work with the cooperating principal or school administrator to design a project that will accomplish a task such as analyzing the scores of a group of borderline achievers, designing a plan to increase skills in some academic/environmental way and assessing the progress.

School Culture/Learning Environment Project-Corollary Standards 2A,2B, 2C.

Research has shown that the school culture plays a very important part in student achievement. In this project the intern examines aspects such as socio economic data, school facilities, transportation, social services, etc. He/she may want to design a needs assessment aimed at certain areas of concern, then apply possible solutions to the needed areas.

Student Diversity/Special Education Project- Corollary Standards 5A, 5B, 5C.

Special education serves anywhere from 5 to 12% of the student population (Education Sector, 2007). It is an integral part of the principal's responsibilities. The intern will examine the special education and special groups including gifted/talented students that are present in the school. The project should take some aspect related to these students and make a plan that will improve, refine, or streamline the process of their education.

Teacher Observation/Evaluation Project-Corollary Standards 6A.6B.6C.

Teacher observation/evaluation is the component of the principal's job description that is the most foreign to interns. In this project the intern examines the observation/evaluation process. He/she analyzes models of observation/evaluation and interprets actual written teacher observations. Good teaching practices are researched along with the methodology for making suggestions and recommendations for improvement in instruction to practicing teachers.

POSSIBLE INTERNSHIP ACTIVITIES

The intern is expected to participate in as many activities as possible. Those activities should be listed in the Internship Log (Form 2).

- Examination of the district/school budget
- Human Resource Office activities
- Participation in teacher/staff interviews
- Maintenance/Custodial responsibilities/how to fill out a work order
- Cafeteria management
- Free Lunch Program
- Student food allergies/eating disorders
- Special education services
- Individual Education Plan/ implementing an IEP
- Psychological services
- Community resources
- Handling parental complaints
- Homeschooling
- Cyber schooling
- ELL
- School Board relations/attending school board meeting
- Student Assistance/ NEST meetings

- Student Activities/ Attend after school activities
- Safety and Violence in schools/ examine the school safety plan
- School Building Drill/ how do you conduct a fire drill.
- Student Attendance/ the importance of student attendance
- Student Discipline/ student suspension/expulsion
- Gifted/Talented services
- Field trips
- Health Room services/required immunizations
- Community services/women's shelter, Support groups
- Classroom aides/ using assistants in the classroom
- Bullying/ how to handle student relationships
- Professional development/designing everyday activities.
- PTA/ using the organization for positive effects
- Fundraisers
- Scheduling/making a master schedule
- Monitoring staff members
- Special Programs/Drug and Alcohol, Child Abuse
- Technology/Student/teacher access to technology
- Record Keeping/electronic grading
- Substitute teachers
- Teacher observation/evaluation
- Homeless students/ district responsibility to the homeless
- Maintaining supplies and inventory
- Weather delays and cancellations
- Building emergencies/power outages/water main break

Supervision of Curriculum and Administration Internship Portfolio (for all GCAD courses)

GCAD Principal Internship Portfolio

All students enrolled in GCAD courses shall develop a Principal Internship Portfolio. The portfolio is to be a comprehensive document that will provide evidence of accomplishments. The portfolio will document outcomes and learning experiences that occurred during the combined experiences of the GCAD courses. The portfolio will encompass both products collected during the internship and documentation of field experiences related to educational leadership activities. The portfolio, when completed, will represent the formal document used to assess an individual's overall experiences while in the internship. Copies of student evaluations will be given to the intern by the College Supervisor for inclusion in the portfolio.

The portfolio should have a professional appearance and must be carefully edited prior to being submitted. To be accepted for review, portfolios must meet the following presentation requirements:

1. Presented in a well-organized, well-kept, binder.
2. Should include flawlessly produced and publishable documents.
3. Cover page with intern name and site of internship.
4. Table of contents.
5. Dividers of content areas should be clearly labeled.
6. Photos of work experiences, presentation, internship activities are recommended.
7. Please see suggested artifacts listed in handbook.

Portfolios are due upon the completion of the internship. Saint Vincent College advisors and department administrators are well aware of the fact that the internship may last longer than one semester. Upon the completion of the two hundred eighty (280) hour internship the intern shall make arrangements to present the portfolio to College Supervisor of the intern Experience. Please know that the portfolio is compilation of learning experiences professional readings and the many field experiences. The portfolio will provide the student with a professional document that may be utilized when interviewing for prospective administrative positions.

ARTIFACTS PROVIDING EVIDENCE OF OUTCOME ACQUISITION

The artifacts listed below are only suggestions. Students, college and school teaching personnel, administrators and reviews of research on portfolio development have suggested these items. Items of evidence are expected to occur and/or be developed during the GCAD courses. Some of the evidence for various domains will be knowledge enveloped. As you create items that offer evidence of outcome acquisition, avoid **any use of specific names or other identifying information in an effort to maintain confidentiality.**

The following types of artifacts could be used:

- Anecdotal Records
- Article Summaries
- Assessments of Student Learning
- Logs of Staff/Faculty Meetings
- Community Involvement Activities
- IEP conferences
- Letters to Parents
- Evaluation (Written Observations and Feedback from Mentors)
- In-Service Meetings Attended or Conducted
- Positions Papers
- Teacher Interviews (Hiring of new staff, etc.)
- Parent Conferences
- Schedule Development
- Volunteer Experiences (Athletics School Dances, After School Activities)
- Teacher Observations
- Student Discipline meetings
- Professional Workshops
- Formal Testing/ PSSA,
- Permission slips/ when extra permission is required

PRINCIPAL'S PROGRAM LEADERSHIP COUNCIL

In order to offer on going support to graduates of the Principal's Program, the Principal's Program Leadership Council provides opportunities for networking and professional development.

The Principal's Program Leadership Council is composed of the professors and instructors of the Master of Science in School Administration and Supervision and practicing regional administrators. Listed below is the mission of the council:

-The PPLC meets once a year to review the effectiveness of the Saint Vincent Administration and Supervision Program. From this review meeting, recommendations for change to the Principal's Program are submitted to the Education Department Chair for consideration.

-The PPLC provides faculty training sessions approved by the Education Department Chair. This ensures that all course syllabi and program assessments are compliantly developed and conducted in a standard manner. All mentors and supervising principals are trained in the use of the program components and assessments by the members of the Council.

-The PPLC assists the Education Department Chair with changes in Federal, State, or Local certification changes that must be implemented into the Principal's Program.

-The PPLC provides online and phone assistance to Principal Program graduates who need the administrative assistance of an unbiased mentor source who can provide additional resources and other possible sources for solving the question posed or the type of assistance needed by the graduate principal. Graduates will be oriented to the Acts 48 and 45 requirements and their acquisition of the Pennsylvania Instructional Leadership standards approved programming.

-The PPLC conducts a yearly Leadership Reunion that invites all past graduates and their administrative colleagues to a forum that consists of discussion on current administrative topics and individual administrative concerns.

FORM 1**ST VINCENT COLLEGE
INTERNSHIP APPLICATION**

Intern _____ Student number _____

Address _____

Email _____

Phone (C) _____ (H) _____ Date _____

Years of Experience _____

School of Employment Name, Address, & Phone # where the intern can be reached.

Intern Placement Site School, Address & Phone#

Name of the Superintendent of the Site School District _____

Site School Supervisor: Name, address, phone #, and email

Emergency Contact Information

Contact _____ Phone _____

Provide a tentative schedule to be served in the site school district.

Month(s)	Day(s)	Hours

Identify district projects that will assist the site school district in the following areas.
Describe the projects to be accomplished:

Leadership Project –

Data-Driven Student Achievement Project-

School culture/Learning Environment Project-

Student Diversity/Special Education Project-

Teacher Observation/Evaluation Project

INTERN'S SIGNATURE _____ DATE _____

SITE SUPERVISOR'S
SIGNATURE _____ DATE _____

The contents of the first two letters may be placed in one letter:

- Received a letter from the Central Office of the school of employment indicating years of service.
- Received a letter from the Central Office of the school of employment indicating a satisfactory rating as a teacher.
- Received a letter from the mentor principal that s/he is willing to serve as the intern supervisor.

Completed courses:

- GCED 600 – Educational Leadership and Professional Development
 - GCED 605 – Statistics and Research Design
 - GCSE 607 – Family and Professional Collaboration
 - GCED 610 – Current Issues and Trends
 - GCED 615 – Curriculum and Systems Design
 - GCED 620 – Assessment and Diagnostics
 - GCED 645 – Philosophical and Ethical Perspectives in Education
 - GCED 655 – Educational Jurisprudence
 - GCED 675 – Inclusion Education
 - GCED 680 – Supervision of Instruction
 - GCED 630 – Managing Financial and Material Resources
 - GCSE 697 – Teaching Culturally Diverse Students w/limited English Proficiencies
 - GCAD 667 – Internship in School Administration: Fall Term
 - GCAD 668 – Internship in School Administration: Spring Term
 - GCAD 669 – Internship in School Administration: Summer Term
- +++++

APPROVAL GIVEN

APPROVAL DENIED
W/ PLAN FOR RESUBMIT

COLLEGE
ADVISOR _____ DATE _____

FORM 2

Saint Vincent College

Administrative Internship – GCAD Courses

Internship Log

Name: _____

Period Beginning: _____ Period Ending: _____

Total Hours: _____

Signature of Supervising Principal: _____

Use a separate row for each experience of activity even if on the same day as another one.

FORM 3

INTERN PROJECT REPORT

PROJECT_____

Objective of the report_____

Step 1 - The **intern** will meet with the **supervising principal** to identify issues that need to be addressed within his/her school. The intern should analyze the issue and formulate an outline or plan of action to address the issues. Step 2 - After executing the plan for an agreed upon number of days, the intern will organize the data in a narrative report which includes the following and other significant data:

Timeline for the project:

People involved:

What were the issues?

How will the completed project help the issues to be addressed?

What tools were needed to accomplish this task?

REFLECTION MEETING: The **supervising principal** and the **intern** will meet and reflect on the effectiveness of the project and the implications for the school/district.

Upon completion of the project:

Signature of the cooperating principal

Date

FORM 4

Internship Final Exit Interview Reflection

During the final exit interview between the college supervisor and the cooperating principal.

- I. The intern should reflect on the entire internship process giving analysis to the effectiveness of the field experiences.**

- II. What are the areas that were the most effective in delivering the administrative learning outcomes?**

- III. What are the areas that were confusing or difficult to access while gathering administrative skills? Describe specifically how these areas might be strengthened.**

- IV. Describe the outcome of the discussion between the college supervisor and the cooperating site principal and the intern.**

Intern _____

Date _____

Cooperating principal _____

College supervisor _____

FORM 5**Saint Vincent College****GCAD Internship****Saint Vincent College Faculty Evaluation
For
Administrative Internship****Candidate's Name:** _____ **Semester:** _____**School:** _____**Mentor:** _____ **Saint Vincent Supervisor:** _____**Signature of Evaluator:** _____**Mid-point Evaluation:** _____ **Date:** _____**Final Evaluation:** _____ **Date:** _____

RATING	NOTES FOR CONSIDERATION
4. Evident at an exemplary level	Reserved for the truly 'outstanding' performance of an indicator. This designation is for the candidate who 'goes well beyond' any expectations of an intern.
3. Consistently evident	This is a <i>fine</i> rating – and one to be expected and desired in an intern. Use to indicate that the desired behavior is 'always seen when it's called for' in the candidate's internship situation.
2. Sometimes evident	Use to indicate that the desired behavior expressed in the indicator is emerging; that is, within the candidate's current internship situation, sometimes the behavior is seen when it 'should be' yet other times it is not observable when one would expect it to be.
1. Not evident	Use to indicate that the desired behavior of the indicator, while expected in the particular situation observed, was not seen.
NA: Not applicable/no opportunity to observe	The indicator doesn't apply to the particular internship situation OR the indicator could not be seen in use when the evaluator was present.

Rate the student teacher using the following scale:

4 = Evident at an exemplary level

3 = Consistently evident

2 = Sometimes evident

1 = Not evident

NA = Not applicable/no opportunity to observe

In the comments section, please note the areas of strength and areas that need attention.

DIVERSITY AND POSITIVE TRANSFORMATION

Develops and supports a learning environment that affirms students' home and community cultures	4 3 2 1 NA	Develops and supports a learning environment that communicates the value of education in individual students' lives	4 3 2 1 NA
Develops and supports a learning environment that helps students understand and value the unique ways in which they learn	4 3 2 1 NA	Develops and supports a learning environment that helps students move beyond cultural boundaries in order to be successful in school	4 3 2 1 NA

MULTIPLE PERSPECTIVES & THEORY AND PRACTICE

Vision for Learning

Is committed to a school vision of high standards of learning for all children	4 3 2 1 NA	Seeks resources to support the implementation of the vision	4 3 2 1 NA
Develops a vision of learning for a school that promotes the success of all students	4 3 2 1 NA	Develops plans and processes to evaluate and monitor the vision	4 3 2 1 NA
Articulates the components of the Vision for a school	4 3 2 1 NA	Develops plans to involve the community in the realization of the vision and in school improvement efforts	4 3 2 1 NA
Communicates the vision to staff, parents, students, and community	4 3 2 1 NA		

School Culture

Appreciates how diversity can enrich a school culture	4 3 2 1 NA	Uses appropriate methods to assess school climate and culture	4 3 2 1 NA
Is committed to the improvement of school climate and culture	4 3 2 1 NA	Implements appropriate strategies to improve school programs, climate, and culture that capitalize on the diversity of the school community	4 3 2 1 NA

Instructional Program and Best Practices for Student Learning

Is committed to the proposition that all students can learn	4 3 2 1 NA	Identifies barriers to student learning and recommends improvements	4 3 2 1 NA
Facilitates activities that apply principles of effective instruction and best practice	4 3 2 1 NA	Recommends curricular design, implementation, and evaluation based on profile of learner's diverse needs	4 3 2 1 NA
Facilitates activities that improve instructional practices and curricular materials	4 3 2 1 NA	Assists staff to understand and apply best practice for student learning	4 3 2 1 NA
		Promotes technology to enrich and monitor instructional practices	4 3 2 1 NA

Staff Development

Values lifelong learning for self and others	4 3 2 1 NA	Facilitates professional development activities that are consistent with school vision and goals	4 3 2 1 NA
Values supervision and is willing to evaluate teachers and staff	4 3 2 1 NA	Forms appropriate comprehensive professional growth plans with school personnel	4 3 2 1 NA
Facilitates well-planned professional development programs	4 3 2 1 NA	Develops own professional growth plan	4 3 2 1 NA

School/District Management

Is willing to accept responsibility for administrative decisions to improve schools	4 3 2 1 NA	Gives organizational priority to student learning, safety, curriculum, and instruction	4 3 2 1 NA
Applies appropriate models and principles of organizational development and management	4 3 2 1 NA	Allocates resources effectively legally, and equitably	4 3 2 1 NA
Uses research and data-driven decision making	4 3 2 1 NA	Creatively seeks new resources to facilitate learning	4 3 2 1 NA
Effectively manages fiscal, human and material resources	4 3 2 1 NA	Applies and assess current technologies for management, business, and scheduling	4 3 2 1 NA
Involves staff in management of operations	4 3 2 1 NA		

Larger Context of Education

Values active participation in the political and policy-making context in the service of education	4 3 2 1 NA	Engages students, parents, and community in advocating for adoption of improved policies and laws	4 3 2 1 NA
Analyzes how economic, legal, and political systems have shaped the school, district, or community	4 3 2 1 NA	Advocates for policies and programs that promote equitable learning opportunities	4 3 2 1 NA
Analyzes laws and regulations that might improve educational opportunities in the school/district	4 3 2 1 NA	Applies theories of change and conflict resolution appropriately in specific communities	4 3 2 1 NA
Analyze community norms and values	4 3 2 1 NA		

PERSONALISM, PROFESSIONALISM, AND LIFE LONG LEARNING Collaboration

Is committed to communication and collaboration with families	4 3 2 1 NA	Involves stakeholders in school decision-making processes	4 3 2 1 NA
Involves families in the education of their children	4 3 2 1 NA	Develops plan for effective communications with the community and the media	4 3 2 1 NA
Develops frameworks for partnerships with family, business, community, government, and higher education	4 3 2 1 NA	Mobilizes community resources to serve the school	4 3 2 1 NA

Integrity, Fairness, and Ethics

Is committed to bringing ethical principles to the decision-making process	4 3 2 1 NA	Engages in honest interactions	4 3 2 1 NA
Is committed to using the influence of one's office constructively and productively	4 3 2 1 NA	Combines impartiality, sensitivity to diversity, and ethical considerations in interactions with others	4 3 2 1 NA
Demonstrates respect for the rights of others with regard to confidentiality and dignity	4 3 2 1 NA	Makes and explains decisions based on ethical and legal principles	4 3 2 1 NA

Internship

Demonstrates the ability to accept genuine responsibility for leading, facilitating, and making decisions	4 3 2 1 NA	Works effectively with staff, students, parents and community leaders	4 3 2 1 NA
Assumes substantial responsibilities that increase over time	4 3 2 1 NA	Works effectively with appropriate community organizations, social service groups, and/or local businesses	4 3 2 1 NA

Positive Environment for Student Learning

Creates a positive environment that supports student learning	4 3 2 1 NA	Understands and builds upon the policy context of the school and community to improve the environment for student learning	4 3 2 1 NA
Understands and builds upon the developmental levels of students to improve the environment for student learning	4 3 2 1 NA	Uses multiple sources of data to reflect on how to improve the school/district to strengthen student learning	4 3 2 1 NA
Understands and builds upon the diversity of the students, families, and community to improve the environment for student learning	4 3 2 1 NA		

Comment Section

Please note areas of strength and areas that need attention.

Include comments about candidate's ability to create a successful learning environment for all students.

I have reviewed this evaluation.

I have discussed this evaluation with my supervisor.

Student Signature: _____

FORM 6

**Saint Vincent College
GCAD Internship
Intern Performance Evaluation Form**

Intern: _____

Field Supervisor: _____

School: _____

Please use the chart below to evaluate the performance of the student who is interning in your school. Upon completion of this evaluation form, please return it to the student's college supervisor. This form should be completed every 90 hours of the internship or three times in the internship experience.

	Superior	Above Average	Average	Below Average	Unsatisfactory	Unable to observe
Punctuality						
Ability to delegate						
Community involvement						
Attendance						
Appropriate attire						
Ability to organize						
Ability to perform tasks						
Information seeking ability						
Problem analysis						
Decisiveness						
Ability to use supervision (seek and use help, accept criticism)						
Personal motivation						
Judgment						
Ethics						
Written communication						
Oral communication						
Sensitivity						
Interpersonal relationships						
Ability to work with support staff						
Ability to work with professional staff						

Intern Performance Evaluation Form**Page Two**

	Superior	Above Average	Average	Below Average	Unsatisfactory	Unable to observe
Ability to cope with stress						
Ability to communicate with faculty						
Ability to relate to students						
Sensitivity to diversity issues						
Range of interests						
Overall leadership performance						
Achievement of objectives						

Comments on the intern's strengths

What areas would you recommend for the intern to concentrate on in his or her continued professional development?

Please comment on any other aspect of the intern's performance.

Signature of mentor

Date



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COLLEGE

NOTES