

Indiana University Northwest  
 A695 – Practicum in Educational Leadership  
 Building Level Licensure  
 Candidate/Intern Evaluation by Mentoring Principal

Candidate/Intern’s Name

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School and  
 District

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Mentoring Principal’s Signature

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Date

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**Directions:** Please provide feedback regarding the experiences of your educational leadership candidate/intern. **The evaluation should be based on the candidate/intern’s Practicum artifacts and performance in the supervised candidate/internship and field experiences.** Note the candidate/intern’s current competency in each of the areas by circling the appropriate descriptor. **Exemplary** -clear, convincing and consistent evidence; **Acceptable**- clear and convincing evidence; **Unacceptable** - little or no evidence.

**Overall Performance**

3	<b>Exemplary:</b> Demonstrates the ability to lead, facilitate and make administrative and supervisory decisions beyond what a candidate/intern would be expected. Candidate/intern has understanding of the role of a school leader and has basic entry-level leadership skills beyond what is expected of a candidate at the Master’s level.
2	<b>Acceptable:</b> Demonstrates the ability to lead, facilitate and make administrative and supervisory decisions. Candidate/intern has understanding of the role of a school leader and has basic entry-level leadership skills.
1	<b>Unacceptable:</b> Candidate/intern lacks the competency and understanding to lead, facilitate and make administrative and supervisory decisions. Candidate/intern has difficulty in the role of a school leader.
<b>Comments</b>	

**ELCC Standard 1.0: The candidate/intern facilitates the development, articulation, implementation, and stewardship of a vision of learned that is shared and supported by the school community.** The candidate/candidate/intern displays an understanding of the importance and process of planning, communicating the plan to all stakeholders, and continual assessment of one’s performance implementing the plan.

3	2	1	1. Demonstrates the ability to <u>develop a vision of learning</u> for a school that promotes the success of all students (ELCC 1.1a), based on the diversity of learners and learners’ needs (ELCC 1.1b)
3	2	1	2. Demonstrates the ability to articulate the school’s vision and mission (ELCC 1.2a): focuses on student learning; draws on relevant information sources such as assessment results, demographic data, and community needs (ELCC 1.2b); communicates the vision to staff, parents, students, and community members (ELCC 1.2c).
3	2	1	3. Demonstrates the ability to <u>implement the school’s vision</u> through the formulation of initiatives, plans, and processes that motivate staff, students, and families to achieve the school’s vision (ELCC 1.3a, 1.3b)
3	2	1	4. Demonstrates the ability to steward the school’s vision and build a shared commitment to the vision through effective communication skills (ELCC 1.4a); regularly monitors, evaluates, and revises the vision (ELCC 1.4b, 1.4c).
3	2	1	5. Demonstrates the ability to <u>promote community involvement in the vision</u> (ELCC 1.5a) and demonstrates the skills needed to communicate effectively with all stakeholders (ELCC 1.5b).
<b>Comments</b>			

**ELCC Standard 2.0: The candidate/candidate/intern advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.** The candidate/intern displays an understanding of pedagogy and implementation of instructional program.

3	2	1	1. <u>Demonstrates the ability to promote a positive school culture</u> ; capitalizes on the diversity of the school community; and seeks to improve school programs and culture (ELCC 2.1a).
3	2	1	2. Demonstrates the ability to <u>provide effective instructional programs</u> (ELCC 2.2a); facilitates activities to improve instructional practices and curricular materials that fully accommodate learner’s diverse needs (ELCC 2.2b); uses and promotes technology and information systems (ELCC 2.2c).
3	2	1	3. Demonstrates the ability to <u>apply best practice to student learning</u> (ELCC 2.3a), shows concern for diversity in the learning process (ELCC 2.3b), and promotes an environment for improved student achievement

	(ELCC 2.3c).
3 2 1	4. Demonstrates the ability to <u>design and implement comprehensive professional growth plans</u> (ELCC 2.4a) that reflect a commitment to lifelong learning (ELCC 2.4c); uses observations, collaborative reflection, and adult learning strategies to form plans with teachers and other school personnel (ELCC 2.4b).
<b>Comments</b>	

**ELCC Standard 3.0: The candidate/intern ensures management of the organization, operations, and resources to diverse community interests and needs, and mobilizing community resources.** Candidate/intern displays understanding of human behavior, facilities management, and maintaining safety and order.

3 2 1	1. Demonstrates the ability to <u>manage the organization</u> with attention to indicators of equity, effectiveness, and efficiency (ELCC 3.1a); develop plans that give priority to student learning, safety, curriculum, and deploy financial and human resources to promote student achievement (ELCC3.1c).
3 2 1	2. Demonstrates the ability <u>manage operations</u> by building consensus, communicating, and resolving conflicts to align resources with the school’s vision (ELCC 3.2a); develop communication plans to enable staff to develop their family and community collaboration skills (ELCC 3.2b); and apply legal principles to promote educational equity and provide safe, effective, and efficient facilities (ELCC 3.2c).
3 2 1	3. Demonstrates the ability to <u>manage resources</u> utilizing problem-solving skills and strategic planning (ELCC 3.32); seek new resources to facilitate learning (ELCC 3.3b); and apply current technologies for school management, business procedures, and scheduling (ELCC 3.3c).
<b>Comments</b>	

**ELCC Standard 4.0: The candidate/intern collaborates with families and community members, responding to diverse community interests and needs, mobilizing community resources.** Candidate/intern displays understanding of group dynamics, management of people/human resources, importance of communication, and equity.

3 2 1	1. Demonstrates the ability to <u>collaborate with families and other community members</u> to positively affect student learning (ELCC 4.1a); apply an understanding of community relations models, strategies and
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	processes to create partnerships (ELCC 4.1c); develop outreach aimed at business, religious, political and service organizations (ELCC 4.1d), ELCC 4.1c); involve families and other stakeholders in school decision-making processes (ELCC 4.1f); integrate health, social and other services (ELCC 4.1g); and develop a comprehensive program of community relations (ELCC 4.1h).
3 2 1	2. Demonstrates the ability to <u>respond to community interests and needs</u> through active involvements within the community, including interactions with individuals and groups with conflicting perspectives (ELCC 4.2a); accommodate diverse school and community conditions (ELCC 4.2b); serve students with special needs (ELCC 4.2c); capitalize on the diversity of the school community to improve schools programs and meet the diverse needs of all students (ELCC 4.1b).
3 2 1	3. Demonstrates the ability to mobilize community resources to support student achievement (ELCC 4.3a); use school resources and social service agents to serve the community (ELCC 4.3b); and use public resources and funds to encourage communities to provide new resources to address emerging student problems (ELCC 4.3c).
<b>Comments</b>	

**ELCC Standard 5.0: The candidate/intern understands, responds to, and influences the larger political, social, economic, legal, and cultural context.** Candidate/intern displays understanding of school governance, public education, political, social, culture, economic systems, and processes that impact schools.

3 2 1	1. Demonstrates the ability to mobilize community resources to support student achievement (ELCC 4.3a); use school resources and social service agents to serve the community (ELCC 4.3b); and use public resources and funds to encourage communities to provide new resources to address emerging student problems (ELCC 4.3c).
3 2 1	2. Demonstrates the ability to <u>act fairly</u> , combining impartiality and sensitivity to student diversity, and ethical considerations in their interactions with others (ELCC 5.2a).
3 2 1	3. Demonstrates the ability to <u>act ethically</u> , making and explaining decisions based upon ethical and legal principles (ELCC 5.3a).
<b>Comments</b>	

**ELCC Standard 6.0: The candidate/intern understands, responds to, and influences the larger political, social, economic, legal, and cultural content.** Candidate/intern displays understanding of school governance, public education political, social, culture, economic systems, and processes that impact schools.

3 2 1	1. Demonstrates the ability to <u>understand the larger context</u> (ELCC 6.1a), that include the legal and political systems (ELCC 6.1a); the causes of poverty and other disadvantages (ELCC 6.1c); their effects on families, communities, children, and learning (ELCC 6.1c); the economic factors shaping a local community (ELCC 6.1e); and the role of the school in promoting social justice (ELCC 6.1g).
3 2 1	Demonstrates the ability to <u>respond to the larger context</u> through communication with members of the school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups (ELCC 6.2a).
3 2 1	3. Demonstrates the ability to <u>influence the larger context</u> by engaging students, parents and other members of the community in advocating for adoption of improved policies and laws (ELCC 6.3a); developing activities and politics that benefit students and their families (ELCC 6.3b); advocating for policies and programs that promote equitable learning opportunities and success for all students, regardless of their socioeconomic background, ethnicity, gender, disability, or other individual characteristics (ELCC 6.3c).
<b>Comments</b>	

Total Points: \_\_\_\_\_  
(63 Possible)

**Please answer the two questions below regarding the candidates' strengths and areas of improvement.**

1. What are strengths of the candidate?

2. What are areas of improvement do you recommend for the candidate?