

### Important Notes

- ◆ Formal submission of this report is conducted online through a JIU survey.
- ◆ This pdf version is for informal use only.



## EDU610: Principal/Administrator Internship Mentor Appraisal of Candidate Proficiencies – **Working Document Only\***

Candidate and Course Information	
JIU Candidate First Name:	JIU Candidate Last Name:

Field Experience Information		
Name of Mentor Administrator:		
Mentor Administrator Email:		
Name of School / Organization:		School / Organization Main Email:
Dates of Internship:		

### Message to Mentor Administrator\*

JIU candidates are required to complete 220 hours of internship experience in a K-12 school setting during the School of Education's 8 week field-based course, EDU 610: Principal and Administrator Internship.

Near the end of the internship experience (at the end of the sixth week), the mentor completes this summative evaluation and submits it via a **secured online form** to the JIU professor. **The online submission of this appraisal is required for the JIU candidate to pass this course.**

The benchmarks delineated in this appraisal are aligned to: (1) JIU program and course learning objectives, (2) state performance-based standards, and (3) Educational Leadership Constituent Council (ELCC) standards.

This appraisal will become part of the overall evaluation of the JIU candidate's performance in EDU610 as determined by the JIU faculty member. Please indicate your field-based appraisal of the candidate's proficiency by rating the performance of the candidate against all the benchmarks in each of the following eleven performance-based standards.

Thank you very much for your willingness to serve in this critical role of mentor. Not only will your guidance shape the professional development of principals/administrators, but your efforts and dedication also touch the lives of K-12 school children, and the communities in which they live.

**\*Formal submission of this report is conducted online.**

### JIU School of Education Vision

JIU School of Education graduates of the Masters of Education degree programs are ethical and innovative leaders who solve urgent education challenges in the diverse learning organizations and communities that they serve.

## STANDARD ONE: FOUNDATIONS OF LEADERSHIP

Levels of Performance Ratings			
<b>Basic (B):</b> The candidate demonstrates an understanding, but is not yet able to apply the learning outcome in the field.	<b>Developing (D):</b> The candidate demonstrates increasing understanding and begins to apply the learning outcome in the field with assistance.	<b>Proficient (P):</b> The candidate demonstrates a solid understanding and is able to apply the learning outcome in the field without assistance.	<b>Advanced (A):</b> The candidate demonstrates exemplary performance and skillful application of the learning outcome in the field.

**MENTOR: please indicate B, D, P, or A in the "Rating" column for each of the benchmarks below.**

**Standard One: Foundations of Leadership:** The principal shall behave ethically and be knowledgeable about how to create an environment that encourages and develops responsibility, ethics, and citizenship, in self and others, and set the direction for a school community committed to and focused on learning.

**The JIU candidate behaves ethically.**

RATING	The JIU candidate shall be able to:
	Exemplify a personal and professional commitment to ethical conduct and respect for others and their rights.
	Accept personal and professional accountability for the educational processes of the school.
	Invest in continuing self-education and collaboration with peers and others in the field, to assure that professional expertise is maintained to the highest level and that there is continuing awareness of the latest information about child development, learning research, and applicable models of instruction.

**The JIU candidate is knowledgeable about how to create an environment that encourages and develops responsibility, ethics, and citizenship, in self and others.**

RATING	The JIU candidate shall be able to:
	Endorse the role of the school within the community and upholds the fundamental principles and perpetuation of our democratic republic.
	Sustain and promote the conviction that education is the fundamental right of all students.

**The JIU candidate sets the direction for a school community committed to and focused on learning.**

RATING	The JIU candidate shall be able to:
	Consistently identify student achievement as the primary objective of the school.
	Set high standards for the instruction of all students and for their academic achievement.
	Recognize that the state's K-12 content standards represent the level of knowledge, skills, values, and abilities expected of all students.



## STANDARD TWO: CONTEXTUAL UNDERSTANDING

Levels of Performance Ratings			
<b>Basic (B):</b> The candidate demonstrates an understanding, but is not yet able to apply the learning outcome in the field.	<b>Developing (D):</b> The candidate demonstrates increasing understanding and begins to apply the learning outcome in the field with assistance.	<b>Proficient (P):</b> The candidate demonstrates a solid understanding and is able to apply the learning outcome in the field without assistance.	<b>Advanced (A):</b> The candidate demonstrates exemplary performance and skillful application of the learning outcome in the field.

**MENTOR: please indicate B, D, P, or A in the "Rating" column for each of the benchmarks below.**

**Standard Two: Contextual Understanding:** The principal shall acknowledge, and address in planning, the internal and external factors affecting the school and the learning process.

**The JIU candidate shall acknowledge, and address in planning, the internal and external factors affecting the school and the learning process.**

RATING	The JIU candidate shall be able to:
	Implement the requirements established for education by federal and state law, state rule and regulation, and local policy.
	Convey respect for the roles of elected officials and administration.
	Identify and include in planning the social, economic, and political factors which affect the educational process.
	Recognize and address the challenges and strengths, including but not limited to those brought by students from a variety of backgrounds, cultures, communities, ethnicities, economic levels, current life situations and conditions, and varying degrees of linguistic skills.



## STANDARD THREE: PLANNING AND ORGANIZATION

Levels of Performance Ratings			
<b>Basic (B):</b> The candidate demonstrates an understanding, but is not yet able to apply the learning outcome in the field.	<b>Developing (D):</b> The candidate demonstrates increasing understanding and begins to apply the learning outcome in the field with assistance.	<b>Proficient (P):</b> The candidate demonstrates a solid understanding and is able to apply the learning outcome in the field without assistance.	<b>Advanced (A):</b> The candidate demonstrates exemplary performance and skillful application of the learning outcome in the field.

**MENTOR: please indicate B, D, P, or A in the "Rating" column for each of the benchmarks below.**

**Standard Three: Planning and Organization:** The principal is knowledgeable about the elements of planning; plan implementation; and organizational, change, and time management.

**The JIU candidate is knowledgeable about the elements of planning; plan implementation; and organizational, change, and time management.**

RATING	The JIU candidate shall be able to:
	Develop a plan for the school, with stakeholder involvement, which establishes a unifying statement of purpose with regard to meeting required standards for students, which provides for the appropriate allocation of resources and which identifies: <ul style="list-style-type: none"> <li>• Instructional objectives.</li> <li>• Assignments of responsibility.</li> <li>• Timelines.</li> <li>• Methods of evaluation.</li> </ul>
	Implement, monitor, and assess the progress of the plan, at regular intervals, and provide for modification, as necessary.
	Establish and adhere to timely, efficient, effective, and ethical administrative practices.

## STANDARD FOUR: CONTENT KNOWLEDGE INSTRUCTION

Levels of Performance Ratings			
<b>Basic (B):</b> The candidate demonstrates an understanding, but is not yet able to apply the learning outcome in the field.	<b>Developing (D):</b> The candidate demonstrates increasing understanding and begins to apply the learning outcome in the field with assistance.	<b>Proficient (P):</b> The candidate demonstrates a solid understanding and is able to apply the learning outcome in the field without assistance.	<b>Advanced (A):</b> The candidate demonstrates exemplary performance and skillful application of the learning outcome in the field.

**MENTOR: please indicate B, D, P, or A in the "Rating" column for each of the benchmarks below.**

**Standard Four: Content Knowledge Instruction:** The principal is knowledgeable about all requisite Colorado Model Content Standards and knows and is able to demonstrate effective instructional and assessment methodologies and strategies.

**The JIU candidate is knowledgeable about all requisite Colorado Model Content Standards (and/or the content standards of his/her state) and knows and is able to demonstrate effective instructional and assessment methodologies and strategies.**

RATING	The JIU candidate shall be able to:
	Assist staff in establishing an effective schedule of instruction and an organized approach to providing students with required knowledge, skills, abilities, and understanding.
	Supervise and support instruction, and assure that adequate and appropriate educational materials are available for the effective instruction of all students in the school.
	Provide direction to teachers, with regard to the Colorado Model Content Standards (and/or the content standards of his/her state).
	Provide direction to teachers regarding the appropriate uses of technology in the classroom, including, but not limited to the reinforcement of instructional objectives; the use as a resource for information; and the management of student data. The candidate shall: <ul style="list-style-type: none"> <li>Communicate to staff about district technology policies, including matters of confidentiality, as related to the release and use of student records, and about appropriate student use of technology.</li> <li>Demonstrate a variety of ways to integrate technology as a tool, into data-driven, standards-based individualized instruction, in support of student achievement.</li> <li>Inform teachers about how to incorporate technology in the tracking of academic progress and in instructional record-keeping.</li> <li>Utilize technology in managing and communicating information and data to a variety of stakeholders.</li> </ul>



## STANDARD FIVE: INDIVIDUALIZATION OF INSTRUCTION

Levels of Performance Ratings			
<b>Basic (B):</b> The candidate demonstrates an understanding, but is not yet able to apply the learning outcome in the field.	<b>Developing (D):</b> The candidate demonstrates increasing understanding and begins to apply the learning outcome in the field with assistance.	<b>Proficient (P):</b> The candidate demonstrates a solid understanding and is able to apply the learning outcome in the field without assistance.	<b>Advanced (A):</b> The candidate demonstrates exemplary performance and skillful application of the learning outcome in the field.

**MENTOR: please indicate B, D, P, or A in the "Rating" column for each of the benchmarks below.**

**Standard Five: Individualization of Instruction:** The principal is knowledgeable about instruction, especially as related to the Colorado Model Content Standards and closing the achievement gap.

**The JIU candidate is knowledgeable about instruction, especially as related to the Colorado Model Content Standards (and/or the content standards of his/her state) and closing the achievement gap.**

RATING	The JIU candidate shall be able to:
	Exhibit vigilance with regard to the school's legal obligations and students' educational rights, including, but not limited to, those requirements which affect students with special needs.
	Demonstrate the design and delivery of instruction, as based on individual student needs, so that each student can meet or exceed the standards.
	Present teachers with a variety of teaching strategies which can assure students have the ability to think critically; analyze structure and solve problems; be inventive; memorize and recall information.
	Provide teachers with a wide range of instructional methods and individual education techniques, which match the intellectual, emotional, physical, social levels and learning styles of all students in each classroom - including those with physical or medical conditions, or educational disabilities; or those whose medication may have an effect on learning and behavior; or those who are identified or recognized as gifted.
	Inform teachers about assessments which provide proof of each student's academic progress.
	Maintain adequate and appropriate data regarding each student's academic progress; analyze and evaluate that data; and communicate the results to instructional staff for use in planning for individualized student instruction.
	Identify a variety of strategies and strongly advocate that teachers consistently provide students with examples of how the concepts, skills, and abilities being learned relate to the world of work and other aspects of everyday life.



## STANDARD SIX: MANAGEMENT AND EVALUATION OF INSTRUCTION

Levels of Performance Ratings			
<b>Basic (B):</b> The candidate demonstrates an understanding, but is not yet able to apply the learning outcome in the field.	<b>Developing (D):</b> The candidate demonstrates increasing understanding and begins to apply the learning outcome in the field with assistance.	<b>Proficient (P):</b> The candidate demonstrates a solid understanding and is able to apply the learning outcome in the field without assistance.	<b>Advanced (A):</b> The candidate demonstrates exemplary performance and skillful application of the learning outcome in the field.

**MENTOR: please indicate B, D, P, or A in the "Rating" column for each of the benchmarks below.**

**Standard Six: Management and Evaluation of Instruction:** The principal is knowledgeable about the appraisal of instructors, as related to student learning.

**The JIU candidate is knowledgeable about the appraisal of instructors, as related to student learning.**

RATING	The JIU candidate shall be able to:
	Articulate clear performance objectives.
	Observe and record the quality and effectiveness of classroom teaching and assessment and work with teachers to improve instruction.
	Incorporate the requirements of Colorado/state law, relative to all the Colorado Model (or respective state) Content Standards and CSAP results (or similar results from other states), into the design of fair and consistently-applied performance evaluation requirements and procedures.
	Maintain accurate records of formal evaluation observations, relevant student assessment data, and other pertinent information.
	Regularly review teachers' competence, with particular focus on academic program delivery.
	Provide mentoring and staff development in support of the instructional program, and the Colorado Model (or respective state) Content Standards, for all school staff and volunteers.
	If necessary, resolve conflicts among, and refocus staff on, instructional objectives.

## STANDARD SEVEN: SUPERVISION OF PERSONNEL

Levels of Performance Ratings			
<b>Basic (B):</b> The candidate demonstrates an understanding, but is not yet able to apply the learning outcome in the field.	<b>Developing (D):</b> The candidate demonstrates increasing understanding and begins to apply the learning outcome in the field with assistance.	<b>Proficient (P):</b> The candidate demonstrates a solid understanding and is able to apply the learning outcome in the field without assistance.	<b>Advanced (A):</b> The candidate demonstrates exemplary performance and skillful application of the learning outcome in the field.

**MENTOR: please indicate B, D, P, or A in the "Rating" column for each of the benchmarks below.**

**Standard Seven: Supervision of Personnel:** The principal is knowledgeable about national, state, and local district personnel policies.

**The JIU candidate is knowledgeable about national, state, and local district personnel policies.**

RATING	The JIU candidate shall be able to:
	Display and enforce professional standards in all personnel decisions.
	Establish personnel recruitment and retention strategies based on the instructional plan for the school.
	Implement, inform about, and adhere to ethical and fair hiring and personnel practices.
	Provide clear communication of expectations.
	Provide constructive performance appraisals, linked to student achievement.
	Provide a documented justifiable basis for taking a personnel action.
	Counsel out of the profession those whose continued presence in teaching does not serve in the best interests of students.
	Provide encouragement to those interested in entering the field of education.



## STANDARD EIGHT: SUPERVISION OF STUDENT CONDUCT

Levels of Performance Ratings			
<b>Basic (B):</b> The candidate demonstrates an understanding, but is not yet able to apply the learning outcome in the field.	<b>Developing (D):</b> The candidate demonstrates increasing understanding and begins to apply the learning outcome in the field with assistance.	<b>Proficient (P):</b> The candidate demonstrates a solid understanding and is able to apply the learning outcome in the field without assistance.	<b>Advanced (A):</b> The candidate demonstrates exemplary performance and skillful application of the learning outcome in the field.

**MENTOR: please indicate B, D, P, or A in the "Rating" column for each of the benchmarks below.**

**Standard Eight: Supervision of Student Conduct:** The principal is knowledgeable about the design of a positive learning environment focused on student achievement and characterized by appropriate and acceptable standards of student conduct and effective behavior management strategies.

**The JIU candidate is knowledgeable about the design of a positive learning environment focused on student achievement and characterized by appropriate and acceptable standards of student conduct and effective behavior management strategies.**

RATING	The JIU candidate shall be able to:
	Establish, with appropriate stakeholder involvement, a school and classroom code of acceptable conduct indicative of the responsibilities of students and reflective of school law and district policy.
	Communicate the code and disciplinary procedures to staff, students, and parents and assist teachers in fair, appropriate, and consistent implementation.
	Implement legal protections for students and appropriate and allowable suspension and expulsion policies and procedures.
	Identify and develop positive relationships with community support services which can assist students and their families when there is a concern which cannot be addressed with the resources available to the school.



## STANDARD NINE: RESOURCES

Levels of Performance Ratings			
<b>Basic (B):</b> The candidate demonstrates an understanding, but is not yet able to apply the learning outcome in the field.	<b>Developing (D):</b> The candidate demonstrates increasing understanding and begins to apply the learning outcome in the field with assistance.	<b>Proficient (P):</b> The candidate demonstrates a solid understanding and is able to apply the learning outcome in the field without assistance.	<b>Advanced (A):</b> The candidate demonstrates exemplary performance and skillful application of the learning outcome in the field.

**MENTOR: please indicate B, D, P, or A in the "Rating" column for each of the benchmarks below.**

**Standard Nine: Resources:** A principal is knowledgeable about the principles and practices for the fiscal management of schools or school districts. A principal should be an ethical business manager, responsible for the fiscal health of the school and entrepreneurial about locating non-state revenue sources to provide enhancements to the instructional process.

**The JIU candidate is knowledgeable about the principles and practices for the fiscal management of schools or school districts. A principal should be an ethical business manager, responsible for the fiscal health of the school and entrepreneurial about locating non-state revenue sources to provide enhancements to the instructional process.**

RATING	The JIU candidate shall be able to:
	Manage and maintain a balanced school site budget in accordance with the principles of business management and the standards of good accounting practice.
	Demonstrate knowledge of school district policies regarding methods of acquiring additional funding, and technical or other forms of assistance, for specific purposes, in support of student instruction and achievement.
	Demonstrate the ability to use a variety of strategies to attract external funds and resources.



## STANDARD TEN: SCHOOL SITE SAFETY AND MAINTENANCE

Levels of Performance Ratings			
<b>Basic (B):</b> The candidate demonstrates an understanding, but is not yet able to apply the learning outcome in the field.	<b>Developing (D):</b> The candidate demonstrates increasing understanding and begins to apply the learning outcome in the field with assistance.	<b>Proficient (P):</b> The candidate demonstrates a solid understanding and is able to apply the learning outcome in the field without assistance.	<b>Advanced (A):</b> The candidate demonstrates exemplary performance and skillful application of the learning outcome in the field.

**MENTOR: please indicate B, D, P, or A in the "Rating" column for each of the benchmarks below.**

**Standard Ten: School Site Safety and Maintenance:** The principal shall be knowledgeable about how to assure a safe learning environment in a secure, well-maintained facility.

**The JIU candidate shall be knowledgeable about how to assure a safe learning environment in a secure, well-maintained facility.**

RATING	The JIU candidate shall be able to:
	Acknowledge the school's legal responsibilities to students on their way to and from school and with regard to transportation.
	Be vigilant about school security and establish measures to evaluate and assure student and staff safety and anticipate potentially dangerous situations.
	Implement safety procedures and precautions within the school and on school property.
	Maintain a close working relationship with local law enforcement.
	Take a proactive approach to emergency situations and be prepared to provide stress and crisis management and conflict resolution, before, during, and after such situations, as required.
	Understand the contribution of an attractive, inviting, and engaging school environment to an effective instructional program and implement supporting policies and actions.
	Operate within district policies regarding general building maintenance, repairs, and improvements.



## STANDARD ELEVEN: PARENT AND COMMUNITY INVOLVEMENT

Levels of Performance Ratings			
<b>Basic (B):</b> The candidate demonstrates an understanding, but is not yet able to apply the learning outcome in the field.	<b>Developing (D):</b> The candidate demonstrates increasing understanding and begins to apply the learning outcome in the field with assistance.	<b>Proficient (P):</b> The candidate demonstrates a solid understanding and is able to apply the learning outcome in the field without assistance.	<b>Advanced (A):</b> The candidate demonstrates exemplary performance and skillful application of the learning outcome in the field.
<b>MENTOR: please indicate B, D, P, or A in the "Rating" column for each of the benchmarks below.</b>			
<b>Standard Eleven: Parent and Community Involvement:</b> The principal shall be knowledgeable about effective communication, decision-making, and interpersonal problem-solving and conflict-resolution strategies.			
<b>The JIU candidate shall be knowledgeable about effective communication, decision-making, and interpersonal problem-solving and conflict-resolution strategies.</b>			
RATING	The JIU candidate shall be able to:		
	Speak, write, and communicate successfully in a variety of settings.		
	Communicate about school policies, data regarding student achievement expectations, and other pertinent information to parents and other interested members of the school community and general public.		
	Develop, maintain and encourage partnerships with, and involvement and volunteer opportunities for, parents and the local school community, including but not limited to: <ul style="list-style-type: none"> <li>• The support of student achievement</li> <li>• Accountability</li> <li>• Family literacy</li> <li>• School-site decision making</li> <li>• Contextual and Service Learning</li> </ul>		



<b>Levels of Performance Ratings</b>			
Please rate the education leader candidate using the following indicators:			
<b>Basic (B):</b> The candidate demonstrates an understanding, but is not yet able to apply the learning outcome in the field.	<b>Developing (D):</b> The candidate demonstrates increasing understanding and begins to apply the learning outcome in the field with assistance.	<b>Proficient (P):</b> The candidate demonstrates a solid understanding and is able to apply the learning outcome in the field without assistance.	<b>Advanced (A):</b> The candidate demonstrates exemplary performance and skillful application of the learning outcome in the field.

<b>Education Leader Experience With Diverse Students</b>	
MENTOR Administrator: please indicate B, D, P, or A in the "Rating" column for each of the benchmarks below.	
Rating	
	The JIU candidate connected services to students' experiences and cultures.
	The JIU candidate fostered a climate that values diversity by demonstrating respect and sensitivity to cultural, gender, socioeconomic, language and/or learning differences among students.
	The JIU candidate demonstrated behaviors consistent with the ideas of fairness and the belief that all students can learn.
<b>Optional Comments Regarding Candidate Proficiency of This Standard</b>	

<b>Education Leader Experience With Diverse Students</b>	
MENTOR Administrator: please indicate Yes or No in the "Rating" column for each of the benchmarks below.	
Rating	
	The JIU candidate had the opportunity to work in a school with students from two or more ethnic/racial groups.
	The JIU candidate had the opportunity to work in a school with students from two or more socioeconomic groups.
	The JIU candidate had the opportunity to work in a school with English Language Learners.
	The JIU candidate had the opportunity to work in a school with students with disabilities (e.g., learning, physical, emotional, etc.).
	The JIU candidate had the opportunity to work with students of both genders.
<b>Optional Comments Regarding Candidate Experience</b>	

<b>JIU Mentor Support and Collaboration</b>	
MENTOR Administrator: please indicate Strongly Agree, Agree, Disagree or Strongly Disagree in the "Rating" column for each of the benchmarks below.	
Rating	
	My roles and responsibilities, as a mentor, were clear to me.
	The School of Education adequately prepared me for my role as mentor.
	I felt that I had the support I needed to mentor effectively.
	The course professor and I collaborated to assess the JIU candidate.
<b>Suggestions for Program Improvement</b>	

## Overall Candidate Field Experience Rating

The candidate demonstrated the proficiencies necessary to effectively lead a K-12 school environment.

Please Circle:      YES      NO      (If "NO," please provide justification when completing online form)

**\*Formal submission of this report is conducted online. Thank you for your time.**

Jones International University is committed to integrating quality field-based experiences into its principal/administrator preparation programs. Your role as *mentor administrator* is an essential part of this process and JIU greatly values the expertise and commitment you bring to this role. On behalf of the entire School of Education faculty, we thank you very much for your time and dedication to supporting the development of effective education leaders.



Version date: October 11, 2010