

**Department of Educational Leadership**

EdLd 698 or EdLd 635

Semester: Fall X Spring \_\_\_\_\_ Summer \_\_\_\_\_ Year: 2019

**Summative Evaluation for Director of Special Education Interns**

Intern Valerie Shirley Date 11/23/19

Internship Site St. Paul Public Schools Supervisor Marcy Douc

**Performance Scale:**

<b>Unsatisfactory</b>	<b>Developing</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
Deficient in performance and understanding of knowledge and skills underlying the components of the Director of Special Education licensure.	Demonstrates understanding of knowledge and skills underlying the components of the Director of Special Education licensure and generally implements them well.	Demonstrates specific understanding of knowledge and skills and implements components of the Director of Special Education licensure at a consistently high level; shows attributes of accomplished practice.	Demonstrates exceptional understanding of knowledge and skills and implements components of the Director of Special Education licensure at a consistently high level; shows attributes of accomplished practice at a qualitatively high level.

<b>I. Core and Director of Special Education Competencies</b> <b>For all Minnesota Administrative licenses</b>  Please evaluate the Intern's knowledge and skills in the following areas listed below. Only score the main competency, not the sub competencies.	Unsatisfactory	Developing	Meets Expectations	Exceeds Expectations	No Opportunity to Observe
	<b>A. Leadership</b> <i>The sub competencies listed below describe the main competency of leadership. Only score the main competency.</i> <ol style="list-style-type: none"> <li>Demonstrate leadership by collaboratively assessing and improving a professional culture of engagement, ethical and equitable practice, collective efficacy and systems perspective</li> <li>Demonstrate leadership by the development of an educational mission for the school/district, which provides purpose and direction for individuals and groups</li> <li>Demonstrate shared leadership and decision-making strategies; Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, behavioral, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school</li> <li>Understand how education is impacted by historical, local, state, national, international events and issues</li> <li>Through a visioning process, formulate strategic plans and goals with staff and community to promote the academic success and well-being of each student.</li> <li>Set priorities in the context of stakeholder needs</li> <li>Serve as a spokesperson for the welfare of all learners to ensure high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.</li> <li>Understand the dynamics of change and demonstrate the ability to implement change and educational reform</li> </ol>		X		
<b>B. Organizational Management</b> <ol style="list-style-type: none"> <li>Demonstrate an understanding of organizational systems including structural and cultural dynamics</li> <li>Define and use processes for gathering, analyzing, managing and using data to plan and make decisions for program evaluation</li> <li>Plan and schedule personal and organizational work, establish procedures to regulate activities and projects, and delegate and empower others at appropriate levels</li> <li>Demonstrate the ability to analyze need and allocate personnel and material resources</li> </ol>		X			

Please evaluate the Intern's knowledge and skills in the following areas:	Unsatisfactory	Developing	Meets Expectations	Exceeds Expectations	No Opportunity to Observe
5. Develop and manage budgets and maintain accurate fiscal records 6. Demonstrate an understanding of facilities development, planning and management 7. Understand and use technology as a management tool for self and the organization					
<b>C. <u>Equity and Culturally Responsive Leadership</u></b> 1. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context. 2. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning. 3. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success. 4. Ensure policies and practices are in place <u>which prevent problem behavior, encourage positive behavior, and respond to</u> student behavior not aligned with expectations in a positive, fair, and unbiased manner. 5. Recognize, identify and address individual and institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, poverty culture and language, gender, gender identity, sexual orientation, and disability or special status. 6. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society. 7. Address matters of equity and cultural responsiveness in all aspects of leadership. 8. Ensure policies and practices are in place which address student and staff mental and physical health and trauma			X		
<b>D. <u>Policy and Law</u></b> 1. Understand and implement policy to meet local, state and federal requirements and constitutional provisions, standards and regulatory applications so as to promote student success. 2. Recognize and apply standards of care involving civil and criminal liability for negligence, harassment and intentional torts 3. Demonstrate an understanding of state, federal and case law and rule governing general education, special education and community education		X			
<b>E. <u>Political Influence and Governance</u></b> 1. Exhibit an understanding of school districts as a political system, including governance models 2. Demonstrate an understanding of involving stakeholders in the development of educational policy 3. Understand the role and coordination of social agencies and human services to develop productive relationships and engage resources for the school community. 4. Demonstrate an understanding of processes to align constituencies in support of school and district priorities		X			
<b>F. <u>Communication</u></b> 1. Understand the need to develop shared understanding of and commitment to mission, vision, and core values within the school and the community. 2. Demonstrate individual and team facilitation skills 3. Recognize and apply an understanding of individual and group behavior in all situations 4. Demonstrate an understanding of conflict resolution and problem-solving strategies relative to communication. 5. Make presentations that are clear and easy to understand 6. Respond, review, and summarize information for groups 7. Communicate appropriately (speaking, listening and writing) for different audiences—students, teachers, parents, community and other stakeholders 8. Understand and utilize appropriate and relevant communication technologies 9. Utilize genuine listening skills that lead to effective adaptability			X		
<b>G. <u>Community Relations</u></b> 1. Articulate organizational purpose and advocate publicly for the needs and priorities of students, families, and the community. 2. Demonstrate the ability to engage the extended community. 3. Effectively generate and respond to various forms of communication through the use of media 4. Promote a positive image of schools and the school district 5. Monitor and address perceptions about school-community issues 6. Demonstrate the ability to identify and articulate critical community issues which may impact local education			X		
<b>H. <u>Curriculum Planning and Development for the Success of all Learners</u></b> 1. Implement coherent systems of culturally responsive curriculum, instruction, and assessment that promote the mission, vision, and core values of the district to embody high expectations for student learning and align with academic standards.			X		

Please evaluate the Intern's knowledge and skills in the following areas:	Unsatisfactory	Developing	Meets Expectations	Exceeds Expectations	No Opportunity to Observe
<ol style="list-style-type: none"> <li>2. Develop, assess and support teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities and emerging trends for learning and growth, guided by understanding professional and adult learning and development</li> <li>3. Apply research and best practices on integrating curriculum, technology, and relevant resources to help all learners achieve at high levels.</li> <li>4. Understand and assess the implementation of alternative instructional designs, curriculum, positive approaches to behavior management, and assessment accommodations and modifications as appropriate in all programs.</li> <li>5. Demonstrate the ability to use data from valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement to monitor student progress</li> <li>6. Lead and assess instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.</li> <li>7. Promote instructional practice that is consistent with knowledge of child learning and development, is intellectually challenging, is authentic to student experiences, recognizes student strengths, and is differentiated and personalized.</li> </ol>					
<p><b>I. Human Resource Management</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of effective personnel recruitment, selection and retention</li> <li>2. Demonstrate an understanding of staff development and systems of support to improve the performance of all staff members</li> <li>3. Demonstrate the ability to select and apply appropriate models for supervision and evaluation</li> <li>4. Describe and demonstrate the ability to apply the legal requirements for personnel selection, development, retention, and dismissal</li> <li>5. Demonstrate understanding of management responsibilities to act in accordance with federal and state constitutional provisions, statutory and case law, regulatory applications toward education, local rules, procedures and directives governing human resource management</li> <li>6. Demonstrate understanding of labor relations and collective bargaining</li> <li>7. Demonstrate understanding of the administration of employee contracts, benefits and financial accounts</li> </ol>		X			
<p><b>J. Values and Ethics of Leadership</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of the role of education in a democratic society</li> <li>2. Demonstrate understanding of and model democratic value systems, ethics and moral leadership;</li> <li>3. Demonstrate the ability to balance complex community demands in the best interest of learners</li> <li>4. Help learners grow and develop as caring, informed citizens</li> <li>5. Demonstrate understanding and application of the Minnesota Board of School Administrators Code of Ethics for Administrators</li> </ol>			X		
<p><b>K. Judgment and Problem Analysis</b></p> <ol style="list-style-type: none"> <li>1. Identify the elements of a problem situation by analyzing relevant information, framing issues, identifying possible causes and reframing possible solutions</li> <li>2. Demonstrate adaptability and conceptual flexibility</li> <li>3. Reach logical conclusions by making quality, timely decisions based on available information</li> <li>4. Identify and give priority to significant issues</li> <li>5. Demonstrate understanding of and utilize appropriate technologies in problem analysis</li> <li>6. Demonstrate understanding of different leadership and decision-making strategies, including but not limited to collaborative models, and appropriately model their implementation</li> </ol>		X			
<p><b>L. Safety and Security</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate the ability to develop and implement policies and procedures for safe and secure educational environments</li> <li>2. Demonstrate the means to address emergency and crisis situations</li> </ol>			X		
<p><b>II. Director of Special Education Competencies</b></p> <p>Please evaluate the Intern's knowledge and skills in the following areas:</p>	Unsatisfactory	Satisfactory	Proficient	Exemplary	No Opportunity to Observe
<p><b>A. Policy and Law</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate an ability to apply state and federal laws, rules, and procedures governing special education finance, budgeting and accounting</li> </ol>		X			

Please evaluate the Intern's knowledge and skills in the following areas:	Unsatisfactory	Developing	Meets Expectations	Exceeds Expectations	No Opportunity to Observe
2. Demonstrate an ability to apply state and federal regulations governing the provision of special education services.					
<b>B. Organizational Management</b>					
1. Demonstrate knowledge of statutory regulations relative to School Districts affecting board meetings, policies, communications, procedures, and practices that affect special education governance		X			
2. Demonstrate an understanding of special education administrative structures used in Minnesota districts					
<b>C. Resource/Fiscal Management</b>					
1. Demonstrate an ability to apply state and federal laws, rules, and procedures governing special education finance, budgeting and accounting to school district funding structures		X			
2. Demonstrate an understanding of special education program development including needs assessment, design, implementation and evaluation					
3. Demonstrate an understanding of the resources available, along with the agencies and organizations that serve students with a disability and their families					
<b>Comments:</b>					

--PLEASE PRINT--

SCHOOL/DISTRICT Address, City, State, Zip Phone Number	LICENSURE FIELD(S)	GRADE LEVEL(S) (check all that apply)		DATE RANGES
	<input type="checkbox"/> K-12 Principal (all 3 levels are required) <input type="checkbox"/> Superintendent <input type="checkbox"/> Director of Community Education <input type="checkbox"/> Director of Special Education*	K-12: <input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> Secondary	*Special Ed: <input type="checkbox"/> Primary site <input type="checkbox"/> 40 hr/other unit	

Verification of completed hours:

Valerie Shirley has completed 150 hours of internship.  
Myraud Site Supervisor Signature 11/23/19 Date