

**Practicum-Internship Field Experience Evaluation Form for Educational Administrator Licensure (PPA)**

(Principal: PreK-6, 5-8, and 9-12; Administrator of Special Education, all levels; and Supervisor/Director, all levels. Three hundred (300) logged hours required)

This report is completed by the supervisor and cooperating practitioner to serve as a discussion focus for initial, mid-term and final conferences among the educational administration candidate, cooperating practitioner and college supervisor.

**Licensure Candidate:** \_\_\_\_\_ **FSC ID#:** \_\_\_\_\_

**Field of Licensure:** \_\_\_\_\_ **Level:** \_\_\_\_\_

**Mediator (only if needed):** \_\_\_\_\_

<b>CODE</b>	<b>4pts.</b>	<b>Distinguished:</b> Exceeds expectation for standard; consistently superior performance; needs little, if any, support/guidance.
	<b>3pts.</b>	<b>Target/Exemplary:</b> Meets expectations for standard: is confident and consistently meets the standard.
	<b>2pts.</b>	<b>Acceptable:</b> Meets minimal expectation for standard; needs occasional support to perform at acceptable level.
	<b>1pt.</b>	Does not meet the Standard Needs Further Development. Does not consistently meet minimal expectations for standard.

*Subject Matter Knowledge Requirements for Administrators (7.10):* Candidate demonstrates knowledge of their subject area. Please be referred to the attachment of the state regulations for the field of licensure. The Massachusetts Test for Educator Licensure (MTEL) is another assessment of the subject matter knowledge.

	Evidence Code	Points
<b><u>Professional Standards for School Administration (7.10):</u></b>		
<b>(a) Leadership</b>		
1. Articulates the purposes of education and the place of public schools in the United States of America.		1 2 3 4
2. Can articulate the schools vision and mission. (ELCC –1:2)		1 2 3 4
3. Reviews, evaluates, and revises instructional programs on the basis of sound information, data analysis, and can apply principles of effective instruction. (ELCC –2:2)		1 2 3 4
4. Facilitates activities that promote a positive school culture. (ELCC –2.1)		1 2 3 4
5. Promotes activities that honor academic excellence.		1 2 3 4
6. Interacts with teachers in preparing and implementing professional development plans that are related to improved administrator candidate learning. (ELCC –2.4)		1 2 3 4
7. Helps staff align their curriculum with the state’s curriculum Frameworks.		1 2 3 4
8. Understands principles of mentoring and provides new teachers with best practices to improve student learning (ELCC – 2.3)		1 2 3 4
9. Encourages experimentation and rigorous evaluation of new pedagogical approaches.		1 2 3 4
10. Plans effectively for the implementation of policy decisions, taking into account unanticipated consequences and costs. (ELCC –3:3)		1 2 3 4
<b>Overall Rating for Standard (a)</b>		1 2 3 4
<b>(b) Administration</b>		
1. Demonstrates effective oral and written communication skills.		1 2 3 4
2. Uses effective methods of personnel selection, supervision, and evaluation. (ELCC –3.2)		1 2 3 4
3. Demonstrates a respect for the rights of others with regard to confidentiality, dignity, and engages in honest interactions. (ELCC 5.1)		1 2 3 4
4. Practices relevant fiscal management policies and procedures. (ELCC –3.1)		1 2 3 4
5. Demonstrates the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in the interactions with others. (ELCC – 5.2)		1 2 3 4
6. Makes and explains decisions based on ethical and legal principles (ELCC – 5.3)		1 2 3 4
7. Uses problem solving skills and operational planning in use of resource allocation can apply and assess technologies for school management, business procedures, and scheduling. (ELCC –3.3)		1 2 3 4
<b>Overall Rating for Standard (b)</b>		<b>1 2 3 4</b>

<b><u>Professional Standards for School Administration (7.10):</u></b>		
<b>(c) Equity</b>		1 2 3 4
1. Assures presence and quality of educational programs that address the needs, interests, and abilities of all administrator candidates. <i>ELCC –S2:1</i>		1 2 3 4
2. Provides programs or activities that help all administrator candidates acquire a positive civic identity and See themselves as integral members of our civic communities. <i>ELCC –S2:1</i>		1 2 3 4
3. Fosters understanding that effort is a key factor in achievement. <i>ELCC – S2:3</i>		1 2 3 4
4. Helps all administrator candidates see themselves as unique individuals responsible for their own actions. <i>ELCC –S2:3</i>		1 2 3 4
5. Assures high academic expectations for all administrator candidates. <i>ELCC –S2:2-3</i>		1 2 3 4
6. Holds teachers, administrator candidates, and self to high standards of performance and behavior. <i>ELCC –S2:4</i>		1 2 3 4
<b>Overall Rating for Standard (c)</b>		<b>1 2 3 4</b>
<b>(d) Community Relationships</b>		
1. Involves families and other community members in developing the vision, goals, improvement plans, and programs for the school/district. <i>ELCC –S4:1</i>		1 2 3 4
2. Promotes partnerships among staff, families, the business community, and other community groups and uses community resources to enhance instruction. <i>ELCC –S4:1-3</i>		1 2 3 4
<b>Overall Rating for Standard (d)</b>		<b>1 2 3 4</b>
<b>(e) Professional Responsibilities</b>		
1. Meets his or her legal and moral responsibilities. <i>ELCC –S5:1-3</i>		1 2 3 4
2. Maintains interest in current developments in the professional discipline. <i>ELCC –S6:1</i>		1 2 3 4
3. Knows educational principles and research that promote sound practice. <i>ELCC –S2:3</i>		1 2 3 4
4. Studies educational research of relevance to professional responsibilities. <i>ELCC –S6:1</i>		1 2 3 4
5. Is familiar with the range of instructional programs and policies that can promote academic learning for all administrator candidates. <i>ELCC –S6:2-3</i>		1 2 3 4
6. Is familiar with the range of administrator candidate support services. <i>ELCC –S4:3</i>		1 2 3 4
7. Is familiar with the range of professional training programs and providers for prospective teachers. <i>ELCC –S2:4</i>		1 2 3 4
8. Knows multiple strategies to assess administrator candidate performance. <i>ELCC –S2:2</i>		1 2 3 4
9. Understands approaches to organizational change, school-based management, and school restructuring. <i>ELCC –S1:1-5</i>		1 2 3 4
10. Understands federal, state, and municipal laws and regulations affecting schools, staff and administrator candidates, including laws on disability, civil rights and responsibilities, issues of liability, and the requirements of due process. <i>ELCC-S6:1</i>		1 2 3 4
11. Demonstrates understanding of current issues in American education. <i>ELCC-S6:1</i>		1 2 3 4
<b>Overall Rating for Standard (e)</b>		<b>1 2 3 4</b>

**Meeting Dates:** 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_

**Evidence Code:** Pp. \_\_\_\_\_ = Portfolio Jp. \_\_\_\_\_ = Practicum Journal/Log  
R/A # \_\_\_\_\_ = Report or Assignment Number for Standard

Candidate's Signature: \_\_\_\_\_ College Supervisor's Signature: \_\_\_\_\_  
Administrative Cooperating Practitioner's Signature: \_\_\_\_\_

❖ Please MAIL the copy of final form to Dr. Michele Zide at EDLM Program, RmB230a, MacKay Campus, Fitchburg State College, Fitchburg, MA, 01420