

4a Internship Evaluation Form Version 1.0

MANHATTAN COLLEGE RIVERDALE, N.Y. 10471

INTERN NAME: _____ **Date of 3 Way Conference** _____

Day Ph: (_____) **Eve Ph** (_____)

Proposed semesters of Internship: _____

INSTRUCTIONS FOR PREPARING THE INTERN EVALUATION

Before the third visit:

1. Make copies of this document for yourself and your sponsor
2. Discuss this document with your sponsor to decide how the internship activities will be evaluated
3. Provide the required information in the spaces provided
4. Make the appointment with the College Supervisor for third visit

At the third visit, you will

- ✓ Present this document (with your sponsor) to the College Supervisor.
- ✓ Submit the signed completed document to the College Supervisor

Be sure you have copies for yourself; this document will not be returned to you.

Completing the Program Proposal Form

The applicant should insert the **actual** time spent and designate the specific college semester(s) for each of the experiences during the program. Attach a separate sheet for any activities completed not in this list and done elsewhere as discussed at the first three-way conference.

Instructions to the Evaluator

Indicate your perception of the level of the intern's achievement of the internship objectives as reflected in the demonstration of knowledge and/or performance competencies while participating in the experiences itemized in the program.

Type of involvement is recorded by circling one of the numbers (1 or 2) to indicate the level of Knowledge; and another number (3,4, or 5) to indicate the level of Responsibility related to each proposal point.

Knowledge

1. An acquisition of substantial knowledge
2. An acquisition of general knowledge

Responsibility

3. An assumption of a considerable independent, administrative or supervisory responsibility
4. An assumption of limited independent, administrative or supervisory responsibility

5. Primarily an observation experiences, without active participation

Competence levels of achievement by the intern are to be recorded by circling the appropriate number for each experience. The numbers (1 to 4) are defined as follows:

4. Proficient 3. Sufficient 2. Deficient 1. Incomplete

IMPORTANT: Refer to the Instructions on page 1 before completing this form.

PART I - EXPERIENCES PROPOSED FOR A SCHOOL BASED INTERNSHIP

Upon completion of the proposed internship, the intern shall be able to demonstrate an appropriate level of knowledge, and /or performance-competencies from his participation in a variety of administrative and/or supervisory experiences, as indicated herein. (The level of these competencies shall be that which is judged appropriate for the type and duration of the intern's involvement with the experiences.)

Program Experiences	Know- ledge	Respons- ibility	Hours Completed (submitted by the intern)	Competence Level			
01. Curriculum development and evaluation on the school or district level	A B	C D E		1	2	3	4
02. Supervision of classroom instruction	A B	C D E		1	2	3	4
03. Supervision of special programs, relating to pupils with learning disabilities	A B	C D E		1	2	3	4
04. Scheduling of teachers' classroom assignments	A B	C D E		1	2	3	4
05. Scheduling of teachers' non-teaching duties	A B	C D E		1	2	3	4
06. Supervision of teachers' non-teaching assignments:	A B	C D E		1	2	3	4
06a. Cafeteria	A B	C D E		1	2	3	4
06b. Outside play areas	A B	C D E		1	2	3	4
06c. Corridor and other security duties	A B	C D E		1	2	3	4
06d. Study halls and student lounge areas	A B	C D E		1	2	3	4
07. Participation in the process of selecting among candidates for staff positions	A B	C D E		1	2	3	4
08. Participation in the development and implementation of an in-service training program for professional & supportive staff	A B	C D E		1	2	3	4
09. Orientation of new staff members	A B	C D E		1	2	3	4
10. Preparation and presentation of a report at a faculty meeting on a pertinent topic and leading a discussion on it	A B	C D E		1	2	3	4

11. Presentation of reports or leading discussions at departmental or cluster-group meetings	A B	C D E		1	2	3	4
12. Familiarization with the details of employee contracts of teachers, administrators and non-professional employees, and of all of the current year's grievances and their dispositions.	A B	C D E		1	2	3	4
13. Scheduling of student programs	A B	C D E		1	2	3	4
14. Supervision of student attendance and other records	A B	C D E		1	2	3	4
15. Handling of student discipline cases, including follow-up with parents and involved teachers	A B	C D E		1	2	3	4
16. Administration of state-wide or district-wide testing programs	A B	C D E		1	2	3	4
17. Coordination of the school's overall extra curricular program and other student after school activities	A B	C D E		1	2	3	4
18. Student transportation program supervision (school-to-home and special trips)	A B	C D E		1	2	3	4
19. Planning and supervising student assembly programs	A B	C D E		1	2	3	4
20. Preparation of budget data and controlling budgetary expenditures	A B	C D E		1	2	3	4
21. Processing of requisitions for materials and services	A B	C D E		1	2	3	4
22. Checking in, storing, inventorying and distributing of books and supplies	A B	C D E		1	2	3	4
23. Planning and supervising beginning-of-year, opening of school routines	A B	C D E		1	2	3	4
24. Planning and supervising end-of-year, closing of school routines, including graduation exercises	A B	C D E		1	2	3	4
25. Participation in building inspections for safety, security cleanliness and maintenance	A B	C D E		1	2	3	4
26. Scheduling and follow-up of after-school use of facilities	A B	C D E		1	2	3	4
27. Processing of staff attendance and payroll data	A B	C D E		1	2	3	4
28. Supervision of office clerical routines and procedures (duplicating, mail, telephone, filing system, etc	A B	C D E		1	2	3	4

29. Participating in principal's or superintendent's cabinet and other planning meetings	A B	C D E		1	2	3	4
30. Preparation of reports for the State or the district's central office	A B	C D E		1	2	3	4
31. Preparation of an analysis of the proceedings of district board meetings in terms of their implications to the administrator of a school in the district	A B	C D E		1	2	3	4
32. Presentation of a report and/or leading a discussion at a Parents' Assoc. or other meeting of community people	A B	C D E		1	2	3	4
33. Preparation of material on a pertinent topic to be sent to parents or community groups	A B	C D E		1	2	3	4

Total Logged Hours _____

FORM FOR THE [mentor] EVALUATION OF THE INTERN'S ACHIEVEMENTS (CONT'D.)

**Competence Level
Of Achievement
(Circle one)**

EVALUATION SUMMARY

34. Overall assessment of knowledge acquired by the intern of administrative and supervisory procedures, to the extent specified in the intern's approved program

4 3 2 1

35. Overall assessment of demonstrated performance by the intern of administrative and supervisory tasks, to the extent specified in his approved program

4 3 2 1

Narrative Explanation of Evaluation Summary

Intern's signature _____ Date

Principal's signature _____ Date

Other Administrator's signature _____ Date

(title)

Appendix 7.4b

Internship Evaluation Form Version 1.1

MANHATTAN COLLEGE RIVERDALE, N.Y. 10471

INTERN NAME: _____ **Date of 3 Way Conference** _____

Day Ph: (_____) **Eve Ph** (_____)

Proposed semesters of Internship: _____

INSTRUCTIONS FOR PREPARING THE INTERN EVALUATION

Before the third visit:

5. Make copies of this document for yourself and your sponsor
6. Discuss this document with your sponsor to decide how the internship activities will be evaluated
7. Provide the required information in the spaces provided
8. Make the appointment with the College Supervisor for third visit

At the third visit, you will

- ✓ Present this document (with your sponsor) to the College Supervisor.
- ✓ Submit the signed completed document to the College Supervisor

Be sure you have copies for yourself; this document will not be returned to you.

Completing the Program Proposal Form

The applicant should insert the **actual** time spent and designate the specific college semester(s) for each of the experiences during the program. Attach a separate sheet for any activities completed not in this list and done elsewhere as discussed at the first three-way conference.

Instructions to the Evaluator

Indicate your perception of the level of the intern's achievement of the internship objectives as reflected in the demonstration of knowledge and/or performance competencies while participating in the experiences itemized in the program.

Type of involvement is recorded by circling one of the numbers (1 or 2) to indicate the level of Knowledge; and another number (3,4, or 5) to indicate the level of Responsibility related to each proposal point.

Competence levels of achievement by the intern are to be recorded by circling the appropriate number for each experience. The numbers (1 to 4) are defined as follows:

4. Excellent
3. Above average
2. Adequate
1. Unsatisfactory

**MANHATTAN COLLEGE
RIVERDALE, N.Y. 10471**

INTERN EVALUATION FORM

IMPORTANT: Refer to the Instructions on page 1 before completing this form.

PART I - EXPERIENCES PROPOSED FOR A SCHOOL BASED INTERNSHIP

Upon completion of the proposed internship, the intern shall be able to demonstrate an appropriate level of knowledge, and /or performance-competencies from his participation in a variety of administrative and/or supervisory experiences, as indicated herein. (The level of these competencies shall be that which is judged appropriate for the type and duration of the intern's involvement with the experiences.)

Program Experiences	Know- ledge	Respons- ibility	Hours Completed (submitted by the intern)	Competence Level			
01. Curriculum development and evaluation on the school or district level	1 2	3 4 5		4	3	2	1
02. Supervision of classroom instruction	1 2	3 4 5		4	3	2	1
03. Supervision of special programs, relating to pupils with learning disabilities	1 2	3 4 5		4	3	2	1
04. Scheduling of teachers' classroom assignments	1 2	3 4 5		4	3	2	1
05. Scheduling of teachers' non-teaching duties	1 2	3 4 5		4	3	2	1
06. Supervision of teachers' non-teaching assignments:	1 2	3 4 5		4	3	2	1
06a. Cafeteria	1 2	3 4 5		4	3	2	1
06b. Outside play areas	1 2	3 4 5		4	3	2	1
06c. Corridor and other security duties	1 2	3 4 5		4	3	2	1
06d. Study halls and student lounge areas	1 2	3 4 5		4	3	2	1
07. Participation in the process of selecting among candidates for staff positions	1 2	3 4 5		4	3	2	1
08. Participation in the development and implementation of an in-service training program for professional & supportive staff	1 2	3 4 5		4	3	2	1
09. Orientation of new staff members	1 2	3 4 5		4	3	2	1
10. Preparation and presentation of a report at a faculty meeting on a pertinent topic and leading a discussion on it	1 2	3 4 5		4	3	2	1
11. Presentation of reports or leading discussions at departmental or cluster-group meetings	1 2	3 4 5		4	3	2	1

12. Familiarization with the details of employee contracts of teachers, administrators and non-professional employees, and of all of the current year's grievances and their dispositions.	1 2	3 4 5		4	3	2	1
13. Scheduling of student programs	1 2	3 4 5		4	3	2	1
14. Supervision of student attendance and other records	1 2	3 4 5		4	3	2	1
15. Handling of student discipline cases, including follow-up with parents and involved teachers	1 2	3 4 5		4	3	2	1
16. Administration of state-wide or district-wide testing programs	1 2	3 4 5		4	3	2	1
17. Coordination of the school's overall extra curricular program and other student after school activities	1 2	3 4 5		4	3	2	1
18. Student transportation program supervision (school-to-home and special trips)	1 2	3 4 5		4	3	2	1
19. Planning and supervising student assembly programs	1 2	3 4 5		4	3	2	1
20. Preparation of budget data and controlling budgetary expenditures	1 2	3 4 5		4	3	2	1
21. Processing of requisitions for materials and services	1 2	3 4 5		4	3	2	1
22. Checking in, storing, inventorying and distributing of books and supplies	1 2	3 4 5		4	3	2	1
23. Planning and supervising beginning-of-year, opening of school routines	1 2	3 4 5		4	3	2	1
24. Planning and supervising end-of-year, closing of school routines, including graduation exercises	1 2	3 4 5		4	3	2	1
25. Participation in building inspections for safety, security cleanliness and maintenance	1 2	3 4 5		4	3	2	1
26. Scheduling and follow-up of after-school use of facilities	1 2	3 4 5		4	3	2	1
27. Processing of staff attendance and payroll data	1 2	3 4 5		4	3	2	1
28. Supervision of office clerical routines and procedures (duplicating, mail, telephone, filing system, etc	1 2	3 4 5		4	3	2	1
29. Participating in principal's or superintendent's cabinet and other planning meetings	1 2	3 4 5		4	3	2	1

30. Preparation of reports for the State or the district's central office	1 2	3 4 5		4	3	2	1
31. Preparation of an analysis of the proceedings of district board meetings in terms of their implications to the administrator of a school in the district	1 2	3 4 5		4	3	2	1
32. Presentation of a report and/or leading a discussion at a Parents' Assoc. or other meeting of community people	1 2	3 4 5		4	3	2	1
33. Preparation of material on a pertinent topic to be sent to parents or community groups	1 2	3 4 5		4	3	2	1

FORM FOR THE [mentor] EVALUATION OF THE INTERN'S ACHIEVEMENTS (CONT'D.)

**Competence Level
Of Achievement
(Circle one)**

EVALUATION SUMMARY

35. Overall assessment of demonstrated performance by the intern of administrative and supervisory tasks, to the extent specified in his approved program

4 3 2 1

Narrative Explanation of:

36. Overall assessment of knowledge acquired by the intern of administrative and supervisory procedures, to the extent specified in the intern's approved program

4 3 2 1

Intern's signature_____Date

Principal's signature_____Date

Other Administrator's signature _____ Date _____
(title)

Appendix 7.4c

Internship Evaluation Form Version 2.0

MANHATTAN COLLEGE RIVERDALE, N.Y. 10471

INTERN EVALUATION FORM

INTERN NAME: _____ Date of Conference with College Supervisor _____

INTERN Cell Phone _____

Internship Site _____ Address _____

Name of Site Mentor _____ Position _____

Mentor Office Ph: (_____) _____ Mentor Cell Ph (_____) _____

Dates of Internship: _____

Dates of Internship Visits: 1) _____ 2) _____ 3) _____

Be sure you have copies for yourself; this document will not be returned to you.

Instructions to the Evaluator for Completing the Intern Evaluation Form

Upon completion of the proposed internship, the intern shall be able to **demonstrate** an appropriate level of **knowledge and performance-competencies** from participation in a variety of administrative and/or supervisory activities. Please indicate your perception of the level of the intern's achievement of the internship activities as reflected in the demonstration of knowledge and/or performance competencies while participating in the experiences itemized in the program.

4 The intern possessed or acquired **substantial knowledge**; performed competently **with considerable independent** administrative or supervisory **responsibility** needing little or no external supervision.

3 The intern possessed or acquired **substantial knowledge**; performed **with some independent**, administrative or supervisory **responsibility** or **needed limited external direction**

2 The intern possessed **some** or acquired some or **general knowledge**; performed **with limited independent**, administrative or supervisory responsibility or **required direction**

1 The intern possessed or acquired **little or no knowledge**; performed as an observer **without active participation** in this activity or **required substantial direction** or **had no opportunity** to participate

Professional knowledge encompasses:

1. organizational theory and development;
2. human resource management;
3. school finance and law;
4. instructional supervision;
5. educational policy and politics;
6. data analysis and interpretation.

And may be seen in practice through:

02. Supervision of classroom instruction	4	3	2	1
14. Supervision of student attendance and other records	4	3	2	1
16. Administration of state-wide or district-wide testing programs	4	3	2	1
20. Preparation of budget data and controlling budgetary expenditures	4	3	2	1
25. Participation in building inspections for safety, security cleanliness and maintenance	4	3	2	1
27. Processing of staff attendance and payroll data	4	3	2	1
28. Supervision of office clerical routines and procedures (duplicating, mail, telephone, filing system, etc	4	3	2	1
30. Preparation of reports for the State or the district's central office	4	3	2	1

Artifacts that provide evidence of these practices include:

Further comments about the intern's demonstrated performance of administrative and supervisory tasks

knowledge possessed, or acquired or used by the intern about administrative and supervisory procedures

Strategic Decision Makers

1. make decisions fairly and collaboratively
2. are informed by the relevant research and evidence
3. formulate strategy to achieve the school's goals
4. articulate and communicate an educational vision consistent with the school's mission

01. Curriculum development and evaluation on the school or district level	4	3	2	1
02. Supervision of classroom instruction	4	3	2	1
04. Scheduling of teachers' classroom assignments	4	3	2	1
05. Scheduling of teachers' non-teaching duties	4	3	2	1
06. Supervision of teachers' non-teaching assignments:	4	3	2	1
07. Participation in the process of selecting among candidates for staff positions				
09. Orientation of new staff members	4	3	2	1
17. Coordination of the school's overall extra curricular program and other student after school activities	4	3	2	1
19. Planning and supervising student assembly programs	4	3	2	1
23. Planning and supervising beginning-of-year, opening of school routines	4	3	2	1
24. Planning and supervising end-of-year, closing of school routines, including graduation exercises	4	3	2	1
29. Participating in principal's or superintendent's cabinet and other planning meetings	4	3	2	1

Further comments about the intern's demonstrated decision-making capability for administrative and supervisory tasks

knowledge of possessed, or acquired or used about how to make decisions for administrative and supervisory procedures

Caring leadership skills: Caring leaders address the staff's and students' professional and educational needs competently and in a caring manner

Treats colleagues, parents, and students fairly	4	3	2	1
Believes all students can learn and collaborates to improve their performance	4	3	2	1
Is responsive to professional and educational needs	4	3	2	1
Maintains respectful relationships with colleagues, parents, and students	4	3	2	1
Holds self accountable for results of efforts to improve learning.	4	3	2	1
11. Presentation of reports or leading discussions at departmental or cluster-group meetings	4	3	2	1
13. Scheduling of student programs	4	3	2	1
15. Handling of student discipline cases, including follow-up with parents and involved teachers	4	3	2	1
18. Student transportation program supervision (school-to-home and special trips)	4	3	2	1
21. Processing of requisitions for materials and services	4	3	2	1
25. Participation in building inspections for safety, security cleanliness and maintenance	4	3	2	1
26. Scheduling and follow-up of after-school use of facilities	4	3	2	1

Further comments about the intern's demonstrated performance relevant to a caring disposition in the conduct of administrative and supervisory tasks

knowledge of caring traits possessed, or acquired or used by the intern for administrative and supervisory procedures

Learning how to learn: Interns learn how to learn

- important information on their own
- they can transfer what they have learned to new contexts
- they have acquired the dispositions and skills for lifelong learning

10. Preparation and presentation of a report at a faculty meeting on a pertinent topic and leading a discussion on it	4	3	2	1
12. Familiarization with the details of employee contracts of teachers, administrators and non-professional employees, and of all of the current year's grievances and their dispositions.	4	3	2	1
29. Participating in principal's or superintendent's cabinet and other planning meetings	4	3	2	1
31. Preparation of an analysis of the proceedings of district board meetings in terms of their implications to the administrator of a school in the district	4	3	2	1

Further comments about the intern's demonstrated ability by the intern to learn on his/her own and transfer that knowledge to administrative and supervisory tasks

knowing how to learn, finding information, that s/he used for administrative and supervisory responsibilities

Multicultural perspectives and understanding: candidates for the degree or certificate program understand the implications of confirmed scholarship on

- gender, race, individual differences, social class, and ethnic and cultural perspectives
- for educational practice.

03. Supervision of special programs, relating to pupils with learning disabilities				
08. Participation in the development and implementation of an in-service training program for professional & supportive staff	4	3	2	1
09. Orientation of new staff members	4	3	2	1
11. Presentation of reports or leading discussions at departmental or cluster-group meetings	4	3	2	1
13. Scheduling of student programs	4	3	2	1
15. Handling of student discipline cases, including follow-up with parents and involved teachers	4	3	2	1
32. Presentation of a report and/or leading a discussion at a Parents' Assoc. or other meeting of community people	4	3	2	1
33. Preparation of material on a pertinent topic to be sent to parents or community groups	4	3	2	1

Further comments about the intern's performance of administrative and supervisory tasks, based on a multicultural perspective

knowledge of multicultural issues possessed, or acquired or used by the intern of for administrative and supervisory procedures affected by multicultural issues

Technology Interns with technology skill

- understand the technological dimensions of administrative activities
- use computer programs appropriately in implementing school-wide assessments

14. Supervision of student attendance and other records	4	3	2	1
20. Preparation of budget data and controlling budgetary expenditures	4	3	2	1
22. Checking in, storing, inventorying and distributing of books and supplies	4	3	2	1
27. Processing of staff attendance and payroll data	4	3	2	1
28. Supervision of office clerical routines and procedures (duplicating, mail, telephone, filing system, etc	4	3	2	1
30. Preparation of reports for the State or the district's central office	4	3	2	1
31. Preparation of an analysis of the proceedings of district board meetings in terms of their implications to the administrator of a school in the district	4	3	2	1
32. Presentation of a report and/or leading a discussion at a Parents' Assoc. or other meeting of community people	4	3	2	1
• 33. Preparation of material on a pertinent topic to be sent to parents or community groups				

Further comments about the intern's performance by the intern of administrative and supervisory tasks, using technology

technology/computer knowledge possessed, or acquired or used by the intern to complete administrative and supervisory procedures

Intern's name _____ **Date** _____

Site mentor name (please print) _____

Site mentor signature _____ **Date** _____

Principal's Name (please print) _____

Principal's signature _____ **Date** _____

Other Administrator name (please print) _____

Other Administrator's signature _____ **Date** _____

Title _____

Sources for statements describing areas of professional knowledge, decision-making skill, caring, multiculturalism, technology, learning to learn:

New York State Education Department (2001). Leadership content standards

Teacher Accreditation Council (2010). <http://www.teac.org>

Culture Connections, Inc. (2010). <http://www.cultureconnections.org>

MANHATTAN COLLEGE RIVERDALE, N.Y. 10471

1. Intern Name
2. Location of internship
3. Mentor name
4. Mentor contact information (in case we need to reach you)
5. College Supervisor Name

Your assistance is greatly appreciated. Thank you for this service to the profession and to the intern you mentored. Please respond to these questions to the best of your perceptions. There are no right or wrong answers. Your responses help us improve the program and encourage potential administrators. You are asked to comment on the effectiveness of the intern using this survey as a guide: Upon completion of the proposed internship, the intern shall be able to demonstrate an appropriate level of knowledge and performance-competency from participation in a variety of administrative and/or supervisory activities. Please indicate your perception of the level of the intern's achievement in these internship activities

4 Highly Effective rating means the intern possessed or acquired substantial knowledge; performed competently with considerable independent administrative or supervisory responsibility needing little or no external supervision.

3 Effective rating means the intern possessed or acquired substantial knowledge; performed most often with independent, administrative or supervisory responsibility and needed little external direction

2 Developing rating means the intern possessed or acquired some or general knowledge; performed with limited independent responsibility or needed direction to understand and complete the activities.

1 Needs Improvement rating means the intern had little knowledge of the activity or gained little or no knowledge or participated as an observer without responsibility for this activity or required substantial direction or had no opportunity to participate.

N/A Means that the intern provided no evidence of the activity or there was no opportunity for the intern to participate in or be an observer in the activity.

6. Strategic Decision Making:

The intern

- | | | | | | |
|---|---|---|---|---|----|
| • makes decisions fairly and collaboratively | 4 | 3 | 2 | 1 | NA |
| • makes decisions using relevant information, research, and evidence | 4 | 3 | 2 | 1 | NA |
| • formulates strategy to achieve the school's goals | 4 | 3 | 2 | 1 | NA |
| • articulates and communicates an educational vision consistent with the school's mission | 4 | 3 | 2 | 1 | NA |
| • possesses or acquires knowledge pertinent to decision-making | 4 | 3 | 2 | 1 | NA |
| • collaborates with colleagues to improve student achievement | 4 | 3 | 2 | 1 | NA |
| • participates in selecting from among candidates for staff positions | 4 | 3 | 2 | 1 | NA |
| • orients new staff members | | | | | |

7. Caring Leadership

The intern

- | | | | | | |
|--|---|---|---|---|----|
| • addresses the staff's and student's professional and educational needs | 4 | 3 | 2 | 1 | NA |
| | 4 | 3 | 2 | 1 | NA |

- | | | | | | |
|--|---|---|---|---|----|
| • is competent in addressing those needs | 4 | 3 | 2 | 1 | NA |
| • addresses needs in a caring manner | 4 | 3 | 2 | 1 | NA |
| • possesses or acquires knowledge needed to address staff and/or student needs | 4 | 3 | 2 | 1 | NA |

*this form was adapted from the electronic version to be similar to the other hard copies

8. Learning to Learn

The intern is able to

- | | | | | | |
|---|---|---|---|---|----|
| • gain important information independently | 4 | 3 | 2 | 1 | NA |
| • transfer learning to new contexts and situations | 4 | 3 | 2 | 1 | NA |
| • show a disposition to continual learning | 4 | 3 | 2 | 1 | NA |
| • apply knowledge about organizational development | 4 | 3 | 2 | 1 | NA |
| • apply knowledge about human resource management | 4 | 3 | 2 | 1 | NA |
| • comply with education law | 4 | 3 | 2 | 1 | NA |
| • actively seeks personal and professional growth opportunities that enhances his/her instructional knowledge and leadership capacity | 4 | 3 | 2 | 1 | NA |
| • apply knowledge to instructional supervision | 4 | 3 | 2 | 1 | NA |

9. Multicultural Perspective

The intern

- | | | | | | |
|---|---|---|---|---|----|
| • understands the implications of gender for educational practice | 4 | 3 | 2 | 1 | NA |
| • understands the implications of race for educational practice | 4 | 3 | 2 | 1 | NA |
| • takes individual differences into account in dealings with students and staff | 4 | 3 | 2 | 1 | NA |
| • understands the implications of social class in dealing with parental issues | 4 | 3 | 2 | 1 | NA |
| • takes individual differences into account in facilitating student learning | 4 | 3 | 2 | 1 | NA |
| • is informed by ethnic and cultural perspectives | 4 | 3 | 2 | 1 | NA |
| • possessed or acquired substantial knowledge of diverse needs | 4 | 3 | 2 | 1 | NA |

10. Technology

The intern uses technology

- | | | | | | |
|---|---|---|---|---|----|
| • in a way that exhibits understanding of the technological dimensions of administrative activities | 4 | 3 | 2 | 1 | NA |
| • appropriately for administrative activities | 4 | 3 | 2 | 1 | NA |
| • skillfully to analyse assessment data | 4 | 3 | 2 | 1 | NA |
| • to prepare budget data | 4 | 3 | 2 | 1 | NA |
| • to process attendance and payroll data | 4 | 3 | 2 | 1 | NA |
| • to prepare reports for the State or the district's central office | 4 | 3 | 2 | 1 | NA |
| • to produce or present reports or lead discussions | 4 | 3 | 2 | 1 | NA |
| • to prepare or present material on a topic pertinent to the audience | 4 | 3 | 2 | 1 | NA |

11. Internship Project

The intern

• developed a purpose for the project in consultation with colleagues and/or administrator	4	3	2	1	NA
• was able to support the need for the project with a variety of data sources	4	3	2	1	NA
• provided strategies with the potential for improvement	4	3	2	1	NA
• suggested methods to assess project effectiveness	4	3	2	1	NA
• clarified desired outcomes	4	3	2	1	NA
• clearly presented the project	4	3	2	1	NA

12. What is your overall perception of the knowledge that the intern possessed for the activities of the internship?

13. What is your overall perception of the knowledge that the internship gained while participating in the internship?

14. What is your overall perception of the competence of the intern in performing the activities of the internship?

15. Would you recommend this intern for an administrative position?

16. If an administrative position became available, would you hire this intern?