

**FLORIDA INTERNATIONAL UNIVERSITY  
COLLEGE OF EDUCATION  
EDUCATIONAL LEADERSHIP PROGRAM**

**SITE SUPERVISOR'S EVALUATION OF STUDENT PERFORMANCE  
FINAL EVALUATION  
EDA 6943**

Name of School \_\_\_\_\_

Address of School \_\_\_\_\_ Phone \_\_\_\_\_

Site Supervisor's Name: \_\_\_\_\_

Student's Name \_\_\_\_\_

Days Worked Per Week \_\_\_\_\_

Total Hours Completed \_\_\_\_\_

Date of Evaluation \_\_\_\_\_

Directions: Please rate the Educational Leadership student according to the following scale being as fair and objective as possible. Educational Leadership field experience students are to engage in various learning activities in your school related to the Educational Leadership standards, competencies and skills. Some of the following items may not apply to your Educational Leadership student. Respond only to those with do apply. The evaluation is meant to be shown to the student and used for professional development.

**RATING SCALE**

:TARGET = 3

ACCEPTABLE = 2

UNACCEPTABLE = 1

NOT OBSERVED = 0

<b>Instructional Leadership</b>	<b>Rating (3, 2, 1, or 0)</b>
<b>1. Knowledge of instructional leadership standard as related to curriculum development and continuous school improvement process (STEWARD OF THE DISCIPLINE)</b>	
Is able to assess the curriculum and school-wide professional development needs of an instructional program <b>(REFLECTIVE INQUIRER)</b>	
Is able to identify appropriate objectives and strategies for developing, implementing, assessing, and revising a school improvement plan <b>(REFLECTIVE INQUIRER)</b>	
Given a school data set, is able to determine an appropriate instructional improvement strategy <b>(REFLECTIVE INQUIRER)</b>	
Is able to identify functions and implications of various curriculum designs. <b>(REFLECTIVE INQUIRER)</b>	
Given grade level data on reading, can identify strategies to align curriculum, instruction, and assessment <b>(REFLECTIVE INQUIRER)</b>	

<b>2. Knowledge of instructional leadership standard as related to research-based best practices (STEWARD OF THE DISCIPLINE)</b>	
Given school-based student assessment data on reading performance, identify research-based reading instruction to improve student achievement. <b>(REFLECTIVE INQUIRER)</b>	
Given school-based student assessment data on reading performance, can identify instructional strategies to facilitate students' phonemic awareness, phonics, fluency, vocabulary, and reading comprehension throughout the content areas. <b>(REFLECTIVE INQUIRER)</b>	
Given a scenario, which may include data, can identify programs or initiatives that are research-based to integrate reading, writing, and mathematics across all subject areas to increase student achievement. <b>(REFLECTIVE INQUIRER)</b>	
Given a description of recurring problems in student performance in a content area, can select strategies for engaging teachers in ongoing study of current best practices <b>(REFLECTIVE INQUIRER)</b>	
Can identify and apply scientifically based research applications to effective teaching and learning methods <b>(REFLECTIVE INQUIRER)</b>	
Can identify and used practices in teacher planning, instructional organization, and classroom management that enhance student learning and achievement <b>(REFLECTIVE INQUIRER)</b>	
Can identify and apply instructional delivery methods that enhance student learning and achievement <b>(REFLECTIVE INQUIRER)</b>	
<b>3. Knowledge of instructional leadership standard as related to school culture. (STEWARD OF THE DISCIPLINE)</b>	
Given data from a school climate survey, and identify and apply appropriate strategies for improving student learning. <b>(REFLECTIVE INQUIRER)</b>	
Given data from a school climate survey, can identify and apply factors contributing to morale and performance <b>(REFLECTIVE INQUIRER)</b>	
<b>4. Knowledge of instructional leadership standard as related to instructional design, teaching and learning (STEWARD OF THE DISCIPLINE)</b>	
Given taxonomy of learning, can identify and apply instructional objectives to facilitate varying levels of learning <b>(REFLECTIVE INQUIRER)</b>	
Can identify and apply age-appropriate learning strategies based on principles of human growth and development. <b>(REFLECTIVE INQUIRER)</b>	
Can identify and apply practices for evaluating the appropriateness of instructional strategies <b>(REFLECTIVE INQUIRER)</b>	
Can identify and apply practices for evaluating the appropriateness of instructional materials. <b>(REFLECTIVE INQUIRER)</b>	
<b>5. Knowledge of instructional leadership standard as related to instructional program for students with special needs (STEWARD OF THE DISCIPLINE)</b>	
Given student special needs characteristics in a specific classroom and walk-through observation notes, identify an appropriate instructional adaptation/modification to provide for students with special needs in that classroom. <b>(REFLECTIVE INQUIRER)</b>	
Given an IEP, can determine whether or not provisions made are adequate to meet student needs. <b>(REFLECTIVE INQUIRER)</b>	
<b>6. Knowledge of instructional leadership standard as related to federal and state law in education and schooling (STEWARD OF THE DISCIPLINE)</b>	
Given a scenario, can identify and apply the state requirements for students to participate in interscholastic or extracurricular student activities <b>(REFLECTIVE INQUIRER)</b>	
Given a scenario, can identify employee and student rights and responsibilities under federal statutes <b>(STEWARD OF THE DISCIPLINE)</b>	

<b>Managing the Learning Environment</b>	
<b>7. Knowledge of managing the learning environment standard as related to tort and contract liability in the operation of Florida public schools (STEWARD OF THE DISCIPLINE)</b>	
Given a scenario, identify legal standards of negligent tort liability applicable to school employees and districts. <b>(STEWARD OF THE DISCIPLINE AND MINDFUL EDUCATOR)</b>	
Given a scenario, identify legal standards of intentional tort liability applicable to school employees and districts <b>(STEWARD OF THE DISCIPLINE)</b>	
Given a scenario, identify legal standards that are applicable to site administrators in negotiating contracts for goods and services . <b>(STEWARD OF THE DISCIPLINE AND MINDFUL EDUCATOR)</b>	
<b>8. Knowledge of managing the learning environment standard as related to funding of Florida Schools</b>	
Given an FTE report, identify, interpret, and apply each formula factor used in computing the Florida Education Finance Program allocation . <b>(STEWARD OF THE DISCIPLINE AND REFLECTIVE INQUIRER)</b>	
Given a school budget, identify and be able to use funding categories available to a school beyond the Florida Education Finance Program allocation. <b>(REFLECTIVE INQUIRER)</b>	
Given a school budget, identify or apply the processes of planning, developing, implementing, and evaluating a budget. . <b>(STEWARD OF THE DISCIPLINE AND REFLECTIVE INQUIRER)</b>	
<b>9. Knowledge of managing the learning environment standard as related to financial accounting and auditing . (STEWARD OF THE DISCIPLINE)</b>	
Given an FTE audit report (i.e., State, district, or school), identify categories that are out of compliance with Florida Statutes (e.g., Attendance records, teacher certification, vocational time cards, ESE and ESOL student records). . <b>(STEWARD OF THE DISCIPLINE)</b>	
Given a school internal funds audit report, identify violations of the State Board of Education policies and procedures for the administration and accounting of internal funds (e.g., fund raisers, purchases, monthly financial reports, bonding of the treasurer). . <b>(STEWARD OF THE DISCIPLINE AND MINDFUL EDUCATOR)</b>	
<b>10. Knowledge of managing the learning environment standard as related to facilities management. (STEWARD OF THE DISCIPLINE)</b>	
Given a State request for a school room utilization update, identify the requirements of the Florida Inventory of School Houses as specified in Florida Statutes (e.g., space requirements for ESE, vocational courses, class size reduction). . <b>(STEWARD OF THE DISCIPLINE)</b>	
Given a school building's security plan, determine compliance with Florida Statutes and State Board of Education rules. <b>(STEWARD OF THE DISCIPLINE)</b>	
<b>11. Knowledge of managing the learning environment standard as related to student services. . (STEWARD OF THE DISCIPLINE)</b>	
Given a school guidance report, determine compliance with Florida Statutes. <b>(REFLECTIVE INQUIRER)</b>	
Given a faculty handbook, identify and be disposed to understanding the duties of school administrators governing student discipline and school safety per Florida Statutes (e.g., zero tolerance, discipline of exceptional students, emergency management plan, Student Code of Conduct). . <b>(STEWARD OF THE DISCIPLINE AND MINDFUL EDUCATOR)</b>	
Given a parent request to administer medication, identify the guidelines in Florida Statutes regulating the administration of prescribed medications to students by public school employees. . <b>(STEWARD OF THE DISCIPLINE)</b>	

<b>12. Knowledge of managing the learning environment standard as related to student and parental rights . (STEWARD OF THE DISCIPLINE)</b>	
Given the student/parent handbook, determine compliance with Florida Statutes governing parents' and/or student's rights and privacy to access student educational records (e.g., deny, release, challenge content). <b>(REFLECTIVE INQUIRER)</b>	
Given a scenario, identify standards and procedures applicable to United States Citizenship and Immigration Services and students attending public schools. <b>(REFLECTIVE INQUIRER)</b>	
<b>13. Knowledge of managing the learning environment standard as related to federal law for education and schooling (STEWARD OF THE DISCIPLINE)</b>	
Given a scenario, identify exceptional education entitlements, equal access for students and staff with disabilities, and related rights under federal statutes. <b>(REFLECTIVE INQUIRER)</b>	
<b>Learning, Accountability, and Assessment</b>	
<b>14. Knowledge of learning, accountability and assessment standard as related to state law for education and schooling. (STEWARD OF THE DISCIPLINE)</b>	
Given a scenario, identify legal standards and procedures applicable to school accountability legislation. <b>(REFLECTIVE INQUIRER)</b>	
Given a scenario, identify the standards and procedures applicable to the Meta Consent Decree. <b>(REFLECTIVE INQUIRER)</b>	
<b>15. Knowledge of learning, accountability and assessment standard as related to measurement of effective student performance. (STEWARD OF THE DISCIPLINE)</b>	
Given data (e.g., national, state, district, school, classroom, individual student), analyze student achievement. <b>(REFLECTIVE INQUIRER)</b>	
Given a scenario, determine aspects of adequate progress of the lowest 25% in reading and mathematics at the school level. <b>(REFLECTIVE INQUIRER)</b>	
Given school data sets with differing grade (accountability) designations (i.e., A, B, C, 3F schools) compare and contrast multiple measures of data (e.g., demographic data, parent/student/teacher surveys, graduation rate, AP enrollment, extracurricular programs) to analyze school needs. <b>(REFLECTIVE INQUIRER)</b>	
Given school data, analyze or develop a plan to address statewide requirements for student assessment (e.g. FCAT science, reading, math, writing). <b>(REFLECTIVE INQUIRER)</b>	
Given school data, analyze or develop a plan to address national requirements for student assessment (e.g. NCLB science, reading, math, writing). <b>(REFLECTIVE INQUIRER)</b>	
<b>16. Knowledge of learning, accountability and assessment standard as related to assessment instruments and their applications. (STEWARD OF THE DISCIPLINE)</b>	
Given a scenario, identify the appropriate type of formal assessment instrument (e.g., norm referenced, criterion referenced) to determine student strengths and needs. <b>(REFLECTIVE INQUIRER)</b>	
Given a scenario, identify the appropriate informal assessment instrument (e.g., observations, checklists, inventories, interviews) to determine student strengths and needs. <b>(REFLECTIVE INQUIRER)</b>	
<b>17. Knowledge of learning, accountability and assessment standard as related to diagnostic tools to assess, identify, and apply instructional improvement. (STEWARD OF THE DISCIPLINE)</b>	
Given a data set of reading test results for ESE or ESOL students, identify diagnostic tools appropriate for assessing student learning needs. <b>(REFLECTIVE INQUIRER)</b>	
Given a data set of reading test results for ESE or ESOL students, identify appropriate instructional strategies to improve student performance in reading. <b>(REFLECTIVE INQUIRER)</b>	

<b>Technology</b>	
<b>1. Knowledge of technology standard in the use of technology for teaching and learning (STEWART OF THE DISCIPLINE)</b>	
Given a technology plan, identify hardware, software, and related technologies appropriate to design and delivery of instruction <b>(REFLECTIVE INQUIRER)</b>	
Given a technology plan to integrate technology to improve student performance in a subject area identify appropriate technology applications to address student performance needs <b>(REFLECTIVE INQUIRER)</b>	
<b>2. Knowledge of technology standard related to school operations (STEWART OF THE DISCIPLINE)</b>	
Given a school technology plan, assess compliance with State technology goals (e.g., digital learning environment, instructional leadership, Florida's digital educators, access to technology, infrastructure, support). <b>(REFLECTIVE INQUIRER)</b>	
Given a scenario, select computer hardware and software appropriate to school operations <b>(REFLECTIVE INQUIRER)</b>	
Given a scenario, identify components of a technology infrastructure related to school and student safety <b>(REFLECTIVE INQUIRER)</b>	
Given a scenario, select Web-based communication applications <b>(REFLECTIVE INQUIRER)</b>	
Given a scenario, select presentation software applications <b>(REFLECTIVE INQUIRER)</b>	
<b>Human Resource Development</b>	
<b>3. Knowledge of human resource development standard as related to recruitment, selection, induction, and retention of staff (STEWART OF THE DISCIPLINE)</b>	
Given policies for teacher recruitment, selection, induction, professional development, and retention, determine compliance with Florida Statutes and No Child Left Behind legislation <b>(REFLECTIVE INQUIRER)</b>	
Given an out-of-field teacher report, identify various methods for acquiring Florida Teacher Certification (e.g., highly qualified teachers, critical shortage, special needs). <b>(REFLECTIVE INQUIRER)</b>	
Given a sample of an interview, identify violations of federal and State laws that protect an applicant from job discrimination (e.g., AIDS, civil rights, American with Disability Act). <b>(REFLECTIVE INQUIRER)</b>	
<b>4. Knowledge of human resource development standard as related to performance assessment procedures (STEWART OF THE DISCIPLINE)</b>	
Given an instructional assessment instrument, determine compliance with Florida Statutes and State Board regulations for employee evaluation (i.e., management of students, maintenance of discipline, knowledge of subject matter, pay for performance, use of technology, criteria for continuous improvement). <b>(REFLECTIVE INQUIRER)</b>	
Given an unsatisfactory performance evaluation, identify the Florida statutory requirements to facilitate employee growth (i.e., the performance improvement plan, notification of deficiencies, conference for the record). <b>(REFLECTIVE INQUIRER)</b>	
Given an individual professional development plan, determine compliance with Florida Statutes governing the School Community Professional Development Act (i.e., requirement to establish and maintain an Individual Professional Development Plan for each teacher). <b>(REFLECTIVE INQUIRER)</b>	
<b>5. Knowledge of human resource development standard as related to managing personnel records (STEWART OF THE DISCIPLINE)</b>	

Given a sample of content from an employer's personnel file, determine compliance with Florida Statutes governing personnel files <b>(REFLECTIVE INQUIRER)</b>	
Given public information requests, determine compliance with Florida Statutes governing access to personnel files and records (e.g., medical records, complaints related to investigation, payroll deduction records, social security numbers). <b>(REFLECTIVE INQUIRER)</b>	
<b>6. Knowledge of human resource development standard as related to processes and procedures for discipline, dismissal, and nonrenewal of school employees (STEWART OF THE DISCIPLINE)</b>	
Given a recommendation to terminate an employee's contract, identify the school site administrator's responsibilities regarding termination as required in Florida Statutes (e.g., union contract, professional service contract, annual contract, continuing contract). <b>(REFLECTIVE INQUIRER)</b>	
Given case studies with accompanying documentation, identify and apply the Standard of Just Cause for any adverse employment decision as required by Florida Statutes (e.g., dismissal, suspension, demotion, reinstatement). <b>(REFLECTIVE INQUIRER)</b>	
<b>7. Knowledge of human resource development standard as related to collective bargaining agreements (STEWART OF THE DISCIPLINE)</b>	
Given a collective bargaining agreement, identify the role of the administrator in managing the contract per Florida Statutes (e.g., grievances, school policies, enforcement, and punitive actions related to all classifications of school personnel). <b>(REFLECTIVE INQUIRER)</b>	
<b>8. Knowledge of human resource development standard as related to data analysis (STEWART OF THE DISCIPLINE)</b>	
Given school or classroom data, analyze teacher performance over time <b>(REFLECTIVE INQUIRER)</b>	
<b>9. Knowledge of human resource development standard as related to state law for education and schooling (STEWART OF THE DISCIPLINE)</b>	
Given a scenario, identify standards and procedures applicable to State certification, selection, evaluation, discipline, and reappointment of school district employees. <b>(REFLECTIVE INQUIRER)</b>	
<b>Ethical Leadership</b>	
<b>10. Knowledge of ethical leadership standard as related to ethical conduct (Mindful Educator) (STEWART OF THE DISCIPLINE)</b>	
Given the Code of Ethics of the Education Profession in Florida, identify violations of ethical conduct as stated in Florida Statutes (e.g., conviction of a crime involving moral turpitude, gross insubordination, misconduct in office, neglect of obligations to students, public, school personnel). <b>(REFLECTIVE INQUIRER)</b>	
<b>11. Knowledge of ethical leadership standard as related to federal and state law for education and schooling (STEWART OF THE DISCIPLINE)</b>	
Given a scenario, identify judicially recognized rights and responsibilities guaranteed under the Constitution (e.g. 1 <sup>st</sup> , 4 <sup>th</sup> , 14 <sup>th</sup> amendments). <b>(REFLECTIVE INQUIRER)</b>	
Given a scenario, identify the statutory powers and duties of the Florida Board of Education, Commissioner of Education, local school boards, superintendents, and principals. <b>(REFLECTIVE INQUIRER)</b>	
Given a situation, identify standards and procedures of State administrative law, public disclosure, record keeping, and child welfare. <b>(REFLECTIVE INQUIRER)</b>	
<b>Decision Making Strategies</b>	

<b>12. Knowledge of decision making strategies standard as related to federal and/or state law for education and schooling (STEWART OF THE DISCIPLINE)</b>	
Given a scenario, identify standards and procedures applicable to State statutory provisions for accomplished practices, pupil progression, compulsory school attendance, sexual harassment, charter schools, alternative schools, safe schools, curricula, and facilities. <b>(REFLECTIVE INQUIRER)</b>	
<b>13. Knowledge of decision making strategies standard as related to change (STEWART OF THE DISCIPLINE)</b>	
Apply current concepts of leadership (e.g., systems theory, change theory, situational leadership, visionary leadership, transformational leadership, learning organizations). <b>(REFLECTIVE INQUIRER)</b>	
Select examples of organizational conditions or leadership actions that create positive attitudes toward change. <b>(REFLECTIVE INQUIRER)</b>	
<b>14. Knowledge of decision making strategies standard as related to data analysis (STEWART OF THE DISCIPLINE)</b>	
Given school data, perform school grade calculation. <b>(REFLECTIVE INQUIRER)</b>	
Given an Instructional Leadership Plan-of-Action, identify criteria for learning gains of varying subgroups using disaggregated data. <b>(REFLECTIVE INQUIRER)</b>	
<b>Community and Stakeholder Partnerships</b>	
<b>1. Knowledge of community and stakeholder partnerships standard as related to community relations (STEWART OF THE DISCIPLINE)</b>	
Select strategies to promote community cooperation and partnerships <b>(REFLECTIVE INQUIRER)</b>	
<b>2. Knowledge of community and stakeholder partnerships standard as related to assessment instruments and their applications (STEWART OF THE DISCIPLINE)</b>	
Given an audience, interpret standardized test results (e.g., percentiles, stanines, raw scores, scale scores). <b>(REFLECTIVE INQUIRER)</b>	
<b>3. Knowledge of community and stakeholder partnerships standard as related to state law for education and schooling (STEWART OF THE DISCIPLINE)</b>	
Given a situation, identify reporting procedures of the Florida Department of Law Enforcement's Missing Children Program. <b>(REFLECTIVE INQUIRER)</b>	
Given a scenario, interpret school advisory committee (SAC) requirements as identified in State statutes. <b>(REFLECTIVE INQUIRER)</b>	
<b>4. Knowledge of community and stakeholder partnerships standard as related to student services (STEWART OF THE DISCIPLINE)</b>	
Given case studies of students with disabilities, identify the accommodations and services required per Florida Statutes (e.g., diagnostic and learning resource centers, ADA facilities, interagency support services). <b>(REFLECTIVE INQUIRER)</b>	
<b>5. Knowledge of community and stakeholder partnerships standard as related to student and parental rights and responsibilities (STEWART OF THE DISCIPLINE)</b>	
Given the student/parent handbook, identify rights and responsibilities of students, parents, and guardians per Florida Statutes (i.e. notification, due process hearings, student academic progress, school choice preference, health examinations/immunizations, student academic improvement plan, truancy procedures, instructional materials). <b>(REFLECTIVE INQUIRER)</b>	
<b>Diversity</b>	
<b>6. Knowledge of diversity standard as related to federal and state law for education and schooling and organizational communication (STEWART OF THE DISCIPLINE)</b>	

Given a scenario, apply legal interpretations of the purpose and intent of federal statutes related to equal access and the prohibition of all forms of discrimination in public schools. <b>(REFLECTIVE INQUIRER)</b>	
Given a scenario, identify effective, research-based communication strategies <b>(REFLECTIVE INQUIRER)</b>	
<b>Vision</b>	
<b>7. Knowledge of vision standard that works to relate state standards, the needs of the students, the community, and the goals of the school (STEWART OF THE DISCIPLINE)</b>	
Identify effective strategies for communicating relevant information about state standards, student needs, community needs, and the goals of the school to appropriate stakeholders. <b>(REFLECTIVE INQUIRER)</b>	
Identify effective strategies for communicating relevant information about the instructional program to the community, staff, and district personnel. <b>(REFLECTIVE INQUIRER)</b>	
Identify practices and implications of effective communication and interpersonal relationships. <b>(REFLECTIVE INQUIRER)</b>	
<b>8. Knowledge of vision standard as related to data analysis (STEWART OF THE DISCIPLINE)</b>	
Given school data, develop and organize a school action-plan that includes methods and approaches to communicate the need for the plan to teachers, students, and the community. <b>(REFLECTIVE INQUIRER)</b>	
<b>9. Effective Writing and Data Analysis for a School-based Application (STEWART OF THE DISCIPLINE)</b>	
Given a scenario including data, analyze, interpret, and evaluate data for a specific target audience. <b>(REFLECTIVE INQUIRER)</b>	

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Site Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Faculty Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_