**Utah State University**

**Teacher Education & Leadership**

**Administrative/Supervisory Concentration**

**Internship Experience List and Evaluation Report**

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| **Intern Name** |  |
| **USU Supervisor Name** |  |
| **Mentor Principal Names** | |
| **Elementary:** |  |
| **Secondary:** |  |

Instructions for Internship Experiences:

* Some experiences are required (yellow shading); these must be completed. Other experiences are encouraged as possible within the unique situation of each intern.
* All experiences require reflection upon the activities to include (1) the specifics of wheat was done, (2) what was the outcome, (3) what was learned for future use as a potential school administrator/leader, and (4) specific connection to a UEL Standard, Performance Expectation, and/or Indicators.
* Verification of the experience is established when the reflection on the experience is discussed with the mentor and he or she initials and dates.
* Experiences with levels (good, better, best) are additive, that is, “Better” cannot be completed without completing “Good;” “Best” without completing “Better” and “Good.”

Instructions for Evaluation:

* This evaluation is required from all sites and mentors at which internship hours were earned.
* Interns and mentor principals, please rate the experience for each Utah Educational Leadership (UEL) Strand. **You are evaluating the quality of the internship experience not the intern.**
* **This form must be returned to the University Supervisor before a grade can be entered for the internship.**

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| **UEL Strand 1: Visionary Leadership** | | | |
| Effective educational leaders facilitate the development, articulation, implementation, and stewardship of a shared vision that promotes each student’s academic success and well-being.   1. Collaborate with faculty, staff, parents, and the school community to develop and implement a shared vision, mission, and values. 2. Collect, analyze and use data to identify goals, assess organizational effectiveness, and promote organizational learning. 3. Create and implement plans to achieve short- and long-term goals. 4. Develop a shared understanding of and commitment to mission, vision, and values within the school and community to promote continuous and sustainable improvement. 5. Monitor and evaluate progress and revise plans to achieve desired outcomes. | | | |
| Internship Experiences  USU – Instructional Leadership Experiences | Date/ Hours | Mentor Initials and Date |
| 1. Data assessment (school level) (UEL 1.2)    1. Best: make a presentation to a group outside of the school (school board, PTA/PTO, civic club, etc.) about the data, the implications derived from the data, and the school’s plan based upon the data    2. Better: make a presentation to the faculty or subgroup of the faculty about the data and implications for school personnel actions    3. Good: help analyze assessment data from common formative assessments, summative assessments, standardized assessments, and interim or benchmark assessments. |  |  |
| 1. School culture (filled by assignment in TEAL 6080)  a. Complete an analysis of the culture of a school | 15 hours | Date assign was completed: |
| 1. Shadow principals (filled by assignment in TEAL 6080)    1. Shadow a principal (may be the principal of your school) for 9 hours during the regular school day, must be done in blocks of time minimally 3 hours long.    2. Shadow a principal at a school opposite (elementary or secondary) the principal you shadowed for part a, for a minimum of 6 hours during the regular school day. | 15 hours | Date assign was completed: |
| 1. Strategic planning    1. Work directly with a practicing administrator to develop strategic objectives and strategies that relate directly to the mission and vision statements and are measurable.    2. Meet with parents, teachers and other stakeholder groups to identify and clarify current issues influencing enrollment patterns and staffing needs.    3. Examine data on achievement, behavior and other school indicators to identify current issues.   Include a five year staffing plan that recognizes hiring and professional development needs to support the strategic plan. |  |  |
| Other: Please describe. |  |  |
| **Total Hours Strand 1: Visionary Leadership** |  |  |

**UEL Strand 1 Internship Experience Evaluation**

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| **Intern Reflection:** Why you feel prepared to lead within this strand (no more than 3-4 sentences). |

Interns and mentor principals, please rate the experience for this Utah Educational Leadership (UEL) Strand. **You are evaluating the quality of the internship experience not the intern.**

**Experience Evaluation Scale:**  **1-Unacceptable, 2-Weak, 3-Competent, 4-Good, 5-Strong**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Rating** | **Signature** | **Date** |
| **Intern** | **1 2 3 4 5 N/A** |  |  |
| **Elementary Mentor** | **1 2 3 4 5 N/A** |  |  |
| **Secondary Mentor** | **1 2 3 4 5 N/A** |  |  |
| **USU Supervisor** | **1 2 3 4 5 N/A** |  |  |

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| **UEL Strand 2: Teaching and Learning** | | | |
| Effective educational leader’s support teaching and learning by facilitating coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.   1. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and values of the school, support success in post-secondary education, and embody high expectations for all students. 2. Build a professional culture of trust and collaboration, engaging teachers in Standard 2.7: sharing information, analyzing outcomes, Guide and support teachers in collecting and planning improvement. 3. Require all educators to know and use the Utah Core Standards for the courses they teach. 4. Require all educators to know and use the current Utah Effective Educator Standards. 5. Ensure instructional practice is consistent with knowledge of student learning and development and effective pedagogy. 6. Ensure instructional practice is engaging, challenging, and relevant to student needs, experiences, and interests. 7. Guide and support teachers in collecting and appropriately using varied sources of information and data to evaluate student learning, effective teaching, and program quality. 8. Ensure available technologies are used to enhance instruction and create opportunities for student learning. | | | |
| Internship Experiences  USU – Instructional Leadership Experiences | Date/ Hours | Mentor Initials and Date |
| 1. Data assessment (classroom level) (UEL 2.7)    1. With a teacher, examine student learning data from formative, summative, and standardized assessments, and analyze the data for median performance and demographic characteristics of students. |  |  |
| 1. Teacher evaluation (filled by assignment TEAL 6050)    1. Best: conduct two teacher evaluations or accompany the principal as he or she conducts at least two teacher evaluations    2. Good: review the instrument with the administrator; sit with at least twoteachers and review the teacher’s process for self-assessment; sit with the administrator and review the administrator’s process for determining a teacher’s evaluation report and score, and completing the requirements to evaluate teachers |  |  |
| 1. Classified evaluation (filled by assignment TEAL 6050)    1. Best: conduct an evaluation of a classified employee or accompany the principal as he or she conducts the evaluation of a classified employee    2. Good: review the instrument with the administrator; sit with a classified employee and review the employee’s self-assessment; sit with the administrator and review the administrator’s assessment of the employee and how he or she completes the requirement to evaluate the employee |  |  |
| 1. Professional development (filled by assignment TEAL 6050)    1. Plan or participate in the planning*,* organizing, conducting, and evaluating the effectiveness of a professional development activity for the staff |  |  |
| 1. Learning community (PLC) (filled by assignment TEAL 6050)    1. Participate in multiple meetings of more than one school-based learning team in the school |  |  |
| 1. Data management systems   Study and/or evaluate a school-wide or district-wide data management system |  |  |
| 1. Action research project    1. Best: participate in the administrative discussions utilizing the data and report on the decision(s) made because of the action research project information    2. Better: complete the action research project as designed    3. Good: design an action research project to collect data for the specific purpose of informing an administrative decision confronting the school |  |  |
| 1. Curriculum    1. Best: include examination and review of student learning objectives in tested and non-tested subjects    2. Better: with a school-wide learning team, review the core curricula, common formative assessments, and summative assessments aligned with math, literacy, and science for all grade level(s) within the school    3. Good: with a learning team within the school, review the core curricula, common formative assessments, and summative assessments aligned with math, literacy, and science for the grade level(s) with which the learning team is concerned |  |  |
| 1. Mentoring    1. Interview and observe a principal or assistant principal perform the role of mentor in at least two of the following areas:       1. mentoring a beginning teacher       2. mentoring a mid-career or veteran teacher       3. mentoring an instructional team (grade level or department)       4. mentoring a school leadership team such as a community council or faculty/staff leadership committee |  |  |
| Other: Please describe. |  |  |
| **Total Hours Strand 2: Teaching and Learning** |  |  |

**UEL Strand 2 Internship Experience Evaluation**

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| **Intern Reflection:** Why you feel prepared to lead within this strand (no more than 3-4 sentences). |

Interns and mentor principals, please rate the experience for this Utah Educational Leadership (UEL) Strand. **You are evaluating the quality of the internship experience not the intern.**

**Experience Evaluation Scale:**  **1-Unacceptable, 2-Weak, 3-Competent, 4-Good, 5-Strong**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Rating** | **Signature** | **Date** |
| **Intern** | **1 2 3 4 5 N/A** |  |  |
| **Elementary Mentor** | **1 2 3 4 5 N/A** |  |  |
| **Secondary Mentor** | **1 2 3 4 5 N/A** |  |  |
| **USU Supervisor** | **1 2 3 4 5 N/A** |  |  |

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| **UEL Strand 3: Management for Learning** | | | |
| Effective educational leaders manage school operations and resources to promote the success and well-being of faculty, staff, and students.   1. Manage staff resources, including the assignment of teachers and staff to roles and responsibilities in order to optimize their professional capacity to equitably address each student’s learning needs. 2. Seek, acquire, and manage fiscal, physical, and other resources to support the school’s vision, mission, and values. 3. Comply with mandated budget and accounting practices as responsible and ethical stewards of the school’s monetary and non-monetary resources. 4. Promote and protect the welfare and safety of students, faculty, and staff through implementation of federal, state, and LEA policies and effective schoolwide procedures and practices. 5. Promote adult-student, student-peer, and school-community relationships to create the climate and conditions which value and support academic learning and positive social and emotional development. 6. Follow LEA policies, Utah State Code, and Utah State Board of Education rules governing the human resource function, including remediation and/or termination of faculty and staff employment as needed. | | | |
| Internship Experiences  USU – Instructional Leadership Experiences | Date/ Hours | Mentor Initials and Date |
| 1. Student discipline    1. Best: personally handle multiple cases of student discipline referred to the office for more than one type of misconduct    2. Better: observe the principal handle at least one case of student discipline necessitating the involvement of parents in a meeting with the student and one or more teachers    3. Good: observe the principal handle several cases of student discipline for more than one type of misconduct confined to individuals within the school, i.e. parents were not required to attend a meeting with school personnel |  |  |
| 1. Extracurricular activities    1. Best: arrange for transportation of students (bussing) to an activity and chaperone students during the travel to and from, and during the activity    2. Good: Supervise a variety of after school activities: games, dances, concerts, plays, fundraising activities, fieldtrips, etc.; and monitor or trace the process for collecting fees and gate receipts, and the appropriate expenditure of those funds once collected |  |  |
| 1. Hiring    1. Participate in the school’s screening process, including interviews and the notification of successful and unsuccessful applicants |  |  |
| 1. Substitute teachers    1. Best: develop a substitute teacher packet    2. Good: solicit (or thoroughly understand how substitutes are obtained), meet, greet, help, and supervise substitute teachers |  |  |
| 1. School board meeting    1. Best: attend a meeting where an item of specific importance to the school is discussed, and address the school board on that topic    2. Better: attend multiple meetings of the local school board    3. Good: attend one meeting of the local school board |  |  |
| 1. Class scheduling    1. Participate in the building of the master schedule (secondary) or the assignment of students to teachers (elementary)    2. Participate in the handling of student and parent requests for specific teachers |  |  |
| 1. Building usage scheduling    1. Pick a community activity and follow the process to schedule, supervise, and account for the use of the building |  |  |
| 1. Budget management    1. Review the school budget    2. Understand the procurement process: requisition, purchase order, invoice, payment, and accounting    3. Review the requirements for bidding |  |  |
| 1. Building management    1. Participate in building inspections: halls, classrooms, parking lots, gyms, restrooms, cafeterias, media centers, playing fields    2. Participate in administrator meetings with the head custodian    3. Participate in the process for opening and securing the building |  |  |
| 1. Student management    1. Supervise students before and after school, in a variety of places around the school: hallways, other common areas of the school, during lunch, during recess, during assemblies, etc. |  |  |
| 1. Paraprofessionals/aides    1. Best: participate in the selection and supervision of paraprofessionals or aides    2. Good: participate in, or review carefully, the process to determine the number and types of paraprofessionals or aides to be employed in the school |  |  |
| 1. Emergency response    1. Best: conduct one of the emergency drills (fire, earthquake, or intruder) including the evaluation of its success and need for improvement    2. Good: review the annual calendar of emergency response drills and how it was developed and scheduled |  |  |
| 1. School resource officer (SRO)    1. Best: shadow the SRO    2. Good: review the duties of the SRO with the officer |  |  |
| 1. Funding Proposal    1. Best: identify a grant opportunity, create and direct a grant writing team and follow through with the submission of a proposal.  Grants may be available through the district, the local district foundation, local businesses, regional, or national competitions.    2. Better: serve as a team member on a grant writing group that identifies and submits a grant proposal    3. Good: identify a grant sought by the school and review the process undertaken to identify, write, revise, and submit the proposal with the grant writer. |  |  |
| 1. School Safety Plan    1. Best: lead meetings of faculty, staff, and parents to disseminate the school    2. Better: participate in the revision or development of a school safety plan with the building administrator and school community council, and include passing time coordination, bussing and parent pick up flow, student walking or driving routes to and from school, crossing guard placement, coordination with local police, and student-to-student interaction    3. Good: conduct an evaluation of the school safety plan and review your evaluation with to the building administrator. |  |  |
| Other: Please describe. |  |  |
| **Total Hours Strand 3: Management for Learning** |  |  |

**UEL Strand3 Internship Experience Evaluation**

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| **Intern Reflection:** Why you feel prepared to lead within this strand (no more than 3-4 sentences). |

Interns and mentor principals, please rate the experience for this Utah Educational Leadership (UEL) Strand. **You are evaluating the quality of the internship experience not the intern.**

**Experience Evaluation Scale:**  **1-Unacceptable, 2-Weak, 3-Competent, 4-Good, 5-Strong**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Rating** | **Signature** | **Date** |
| **Intern** | **1 2 3 4 5 N/A** |  |  |
| **Elementary Mentor** | **1 2 3 4 5 N/A** |  |  |
| **Secondary Mentor** | **1 2 3 4 5 N/A** |  |  |
| **USU Supervisor** | **1 2 3 4 5 N/A** |  |  |

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| **UEL Strand 4: Community Engagement** | | | |
| Effective educational leaders engage families and the community in order to create an inclusive, caring, safe, and supportive school environment to promote each student’s academic success and well-being.   1. Demonstrate an approachable, accessible, and welcoming disposition to families and members of the community. 2. Create and sustain positive, collaborative, and productive relationships with families and the community. 3. Understand, value, and employ the community’s resources to promote student learning and school improvement. 4. Work to collaborate with families around items such as cultural perspectives and practices, transportation, work schedules, and language to ensure that all families can be fully engaged in the school community. | | | |
| Internship Experiences  USU – Instructional Leadership Experiences | Date/ Hours | Mentor Initials and Date |
| 1. SCC meeting    1. Best: participate in the SCC meeting where the School LAND Trust money and the School Improvement Plan are addressed    2. Better: attend the SCC meetings where the School LAND Trust and School Improvement Plans are reviewed, approved, amended, and/or developed    3. Good: attend an SCC meeting and review the principal’s involvement with developing the SCC agenda, soliciting members or candidates to run for election to the SCC, distribution of announcements for SCC meetings and minutes of meetings held, and scheduling SCC meetings |  |  |
| 1. Communication with community    1. Best: represent the school and make one or more presentation(s) to a community group outside of the school, e.g. civic club, business partner, church group, etc.    2. Good: help prepare newsletters or other documents to be sent from the school |  |  |
| 1. Community awareness    1. Best: participate in the work of amending or revising the child access routing plan    2. Better: review the child access routing plan (elementary, middle, and junior high schools), noting designated routes students should travel to the school    3. Good: tour the school attendance area and note the demographics of neighborhoods, businesses that might partner with the school, and any unique challenges or benefits to the school because of the neighborhood and location of the school |  |  |
| 1. Parent and community meetings    1. Attend various parent meetings: PTA/PTO, Booster Club, Back-to-School, open house, orientation |  |  |
| Other: Please describe. |  |  |
| **Total Hours Strand 4: Community Engagement** |  |  |

**UEL Strand 4 Internship Experience Evaluation**

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| **Intern Reflection:** Why you feel prepared to lead within this strand (no more than 3-4 sentences). |

Interns and mentor principals, please rate the experience for this Utah Educational Leadership (UEL) Strand. **You are evaluating the quality of the internship experience not the intern.**

**Experience Evaluation Scale:**  **1-Unacceptable, 2-Weak, 3-Competent, 4-Good, 5-Strong**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Rating** | **Signature** | **Date** |
| **Intern** | **1 2 3 4 5 N/A** |  |  |
| **Elementary Mentor** | **1 2 3 4 5 N/A** |  |  |
| **Secondary Mentor** | **1 2 3 4 5 N/A** |  |  |
| **USU Supervisor** | **1 2 3 4 5 N/A** |  |  |

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| **UEL Strand 5: Ethical Leadership** | | | |
| Effective educational leaders act ethically and professionally to promote each student’s academic success and well-being.   1. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources and all aspects of school leadership. 2. Model and promote professional attributes of integrity, fairness, transparency, and trust. 3. Comply and act in accordance with the Utah Educator Professional Standards described in Board Rule R277-515. 4. Place students at the center of education and accept responsibility in partnership with parents, faculty, and students for each student’s academic success and well-being. | | | |
| Internship Experiences  USU – Instructional Leadership Experiences | Date/ Hours | Mentor Initials and Date |
| 1. Student/Staff Boundaries    1. Best: provide professional development to staff on the ethics of internet and communications (texts, emails, faculty conversations, etc.)    2. Better: provide training to students on the ethics of internet and communication.    3. Good: complete an audit of internet use and safety measure. |  |  |
| 1. Protocols    1. Best: Lead a team/committee in creating meeting protocols requiring high standards of behavior and participation from everyone.    2. Good: Review and revise current team/committee protocols. |  |  |
| Other: Please describe. |  |  |
| **Total Hours Strand 5: Ethical Leadership** |  |  |

**UEL Strand 5 Internship Experience Evaluation**

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| **Intern Reflection:** Why you feel prepared to lead within this strand (no more than 3-4 sentences). |

Interns and mentor principals, please rate the experience for this Utah Educational Leadership (UEL) Strand. **You are evaluating the quality of the internship experience not the intern.**

**Experience Evaluation Scale:**  **1-Unacceptable, 2-Weak, 3-Competent, 4-Good, 5-Strong**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Rating** | **Signature** | **Date** |
| **Intern** | **1 2 3 4 5 N/A** |  |  |
| **Elementary Mentor** | **1 2 3 4 5 N/A** |  |  |
| **Secondary Mentor** | **1 2 3 4 5 N/A** |  |  |
| **USU Supervisor** | **1 2 3 4 5 N/A** |  |  |

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| **UEL Strand 6: School Improvement** | | | |
| Effective educational leaders act as agents of continuous improvement and foster a professional community of teachers and staff to promote each student’s academic success and well-being.   1. Develop licensed faculty’s and staff members’ professional knowledge, skills, and practice through a variety of opportunities for learning and growth, guided by understanding of professional and adult learning and development. 2. Deliver actionable feedback about instruction and other professional practice through comprehensive systems of evaluation and supervisory practices that support development of licensed faculty’s knowledge, skills, and practice as described in the Utah Effective Educator Standards. 3. Engage faculty and staff in systematic processes of sustainable and continuous school and classroom improvement. 4. Lead licensed faculty and staff (as appropriate) in evaluating competing initiatives in order to determine a course of action to support and achieve identified organizational goals. 5. Create and sustain an environment friendly to inquiry, experimentation, and innovation aligned with continuous improvement goals. 6. Develop and promote leadership capacity among teachers and staff. | | | |
| Internship Experiences  USU – Instructional Leadership Experiences | Date/Hours | Mentor Initials and Date |
| 1. School improvement plan (SIP)    1. Best: participate in the annual development and evaluation of the SIP    2. Better: compare the SIP with the LAND Trust plans, and the similarities and differences in focus, requirements, and involvement.    3. Good: review the process undertaken to develop the SIP and its annual evaluation |  |  |
| 1. School LAND Trust plan    1. Best: participate in the annual development and evaluation of the LAND Trust plan    2. Better: compare the LAND Trust Plan with the School Improvement Plan (SIP)    3. Good: review the process undertaken to develop the LAND Trust plan and its annual evaluation |  |  |
| 1. Classroom observation for a minimum of 3 separate teachers (filled by assignment TEAL 6050)    1. Better: accompany the principal duringclassroom observations and walk-throughs    2. Good: review the process used by the principal to conduct a classroom observation or walk through for each of 3 teachers, including scheduling, recording observations, communicating with the teacher, and using any technological assistance during the walk through |  |  |
| Other: Please describe. |  |  |
| **Total Hours Strand 6: School Improvement** |  |  |

**UEL Strand 6 Internship Experience Evaluation**

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| **Intern Reflection:** Why you feel prepared to lead within this strand (no more than 3-4 sentences). |

Interns and mentor principals, please rate the experience for this Utah Educational Leadership (UEL) Strand. **You are evaluating the quality of the internship experience not the intern.**

**Experience Evaluation Scale:**  **1-Unacceptable, 2-Weak, 3-Competent, 4-Good, 5-Strong**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Rating** | **Signature** | **Date** |
| **Intern** | **1 2 3 4 5 N/A** |  |  |
| **Elementary Mentor** | **1 2 3 4 5 N/A** |  |  |
| **Secondary Mentor** | **1 2 3 4 5 N/A** |  |  |
| **USU Supervisor** | **1 2 3 4 5 N/A** |  |  |

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| **UEL Strand 7: Equity and Cultural Responsiveness** | | | |
| Effective educational leaders honor the heritage and background of each student, use culturally responsive practices, and strive for cultural competency and equity of educational opportunity to promote each student’s academic success and well-being.   1. Create and sustain a school environment in which each student is known, accepted, valued, trusted, and respected. 2. Ensure each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success. 3. Lead faculty and staff to equitably distribute and target resources at the right moment and in the right places to achieve student success. 4. Implement school procedures to address student behavior in a positive, equitable, and unbiased manner. 5. Address matters of equity and cultural responsiveness in all aspects of leadership. 6. Promote the preparation of students to live productively in, and positively contribute to society including participation in representative governments and other civic processes. | | | |
| Internship Experiences  USU – Instructional Leadership Experiences | Hours / Date | Mentor Initials and Date |
| 1. IEP meeting    1. Best: participate in an IEP as the LEA representative    2. Better: attend multiple IEP meetings and observe the administrator’s role and responsibility as LEA representative |  |  |
| 1. 504 meeting    1. Better: participate in a 504 plan meeting as the LEA to determine accessibility needs for a student    2. Good: attenda 504 plan meeting and observe the administrator’s role and responsibility as LEA representative |  |  |
| 1. Access to learning    1. Best: meet with parents and teachers to address issues related to student attendance    2. Better: follow up with students having excessive absences or tardiness    3. Good: review carefully with the school administrator and any appropriate support personnel (attendance secretary, counselor, school resource officer, etc.) the process and procedures for identifying truants, communicating with the student and his or her parents, involvement of non-school personnel and agencies, documenting efforts, and consequences incurred |  |  |
| 1. Student meetings    1. Attend various student meetings: clubs, student council, teams |  |  |
| Other: Please describe. |  |  |
| **Total Hours Strand 7: Equity and Cultural Responsiveness** |  |  |

**UEL Strand 7 Internship Experience Evaluation**

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| **Intern Reflection:** Why you feel prepared to lead within this strand (no more than 3-4 sentences). |

**Experience Evaluation Scale:**  **1-Unacceptable, 2-Weak, 3-Competent, 4-Good, 5-Strong**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Rating** | **Signature** | **Date** |
| **Intern** | **1 2 3 4 5 N/A** |  |  |
| **Elementary Mentor** | **1 2 3 4 5 N/A** |  |  |
| **Secondary Mentor** | **1 2 3 4 5 N/A** |  |  |
| **USU Supervisor** | **1 2 3 4 5 N/A** |  |  |

**Final Comments:**

Elementary Mentor Principals’ Comments:

University Supervisor Comments:

Secondary Mentor Principals’ Comments:

University Supervisor’s Comments:

**University Supervisor’s Assigned Internship Grade: Pass Fail Incomplete**

**Final University Supervisor Signature/Date**