

Doctor of Education

School District Administration

Program Handbook

2022-2023

August 18, 2022

University of Southern Indiana

Teacher Education Department

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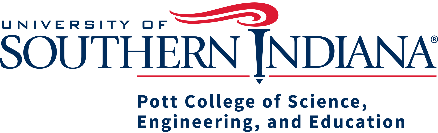
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08/22/2022

Dear 2022 Ed.D. Community,

It is with great pleasure that we welcome you as a member of the fourth cohort pursuing the Doctor of Education in Educational Leadership at the University of Southern Indiana. This handbook provides guidelines, policies, and procedures that will assist you in navigating your path to a doctorate.

Please read the article ***Welcome to Graduate School*** available at <https://www.chronicle.com/article/Welcome-to-Graduate-School/148775>. Borrowing from this article, we offer five suggestions.

1. **Be grateful for this opportunity**. Take time to ponder your reasons for pursuing a doctoral degree and consider how the resources available to you in this program can help you reach your professional goals. In this cohort-based program, you are a community with a support network. USI has many competent, knowledgeable, energetic faculty members who are eager to serve as your mentors.
2. **Structure your work**. Carefully review this handbook and the tentative program of study. Use the guidelines presented to structure your work. A three-hour, bi-term course may only meet synchronously for three hours a week, but there may be the equivalent of nine-to-twelve hours of work outside of class.
3. **Every act is professional**. Every email, phone call, and meeting is a professional engagement. You should initially address faculty members by their titles (e.g., Dr. Smith or Professor Smith). If they prefer you to call them by their first names, they will tell you. You will encounter faculty members with a variety of strengths. Some are great teachers who devote a lot of energy to making the classroom experience a magical experience. Some are better at research and writing. Some excel at advising. If you are requesting a faculty member to read a draft or write a letter of recommendation, please ask well in advance. Our faculty are wonderful and will assist you in any way they can. All faculty have posted office hours during fall and spring semesters. They may not be available between semesters or during the summer. Your consideration of them as professionals is expected and appreciated. Contact the Teacher Education Office if you need immediate assistance and cannot reach the specific person you desire. Mrs. Michelle Herrmann, our administrative assistant, can be reached at 812-465-7024.
4. **Be a student.** Develop your personal research skills. When you read a book, read it intelligently. Dissect its bibliography into sources you need immediately, those you might need later, and those you do not need. Take handwritten notes in class and when reading, write down the ideas you want to explore. Good writing is essential, but there is not a class in the program of study devoted to developing excellent writing skills as the primary outcome. Therefore, read about good writing and learn to proofread your writing.
5. **Have fun.** Learn how to have fun while being serious about your work. In turn, you will have learned how graduate school can prepare you for whatever lies beyond. Enjoy being a part of this founding community of learners.

For 2022-2023, I will serve as your initial advisor. My contact information is listed below. I usually answer emails within 24 hours.

Best wishes,

Bonnie Beach

Director of Doctoral Programs in Education

[blbeach@usi.edu](mailto:blbeach@usi.edu)

812-465-1620

# **Introduction**

This handbook includes applicable policies and procedures pertinent to the Doctor of Education in Educational Leadership: School District Administrative Leadership program at the University of Southern Indiana (USI). Policies, requirements, and procedures in this handbook may change during subsequent years. Students will be informed of important changes that affect them via their USI email addresses. Changes will generally be applicable to all students at a specified date of implementation, but these changes will be implemented to assure no adverse consequences to current students.

The Director of Doctoral Programs in Education provides administration and support for students in the Ed.D. Program. The Director of Doctoral Programs in Education may be contacted through the Teacher Education Department Office, Education Center, 812-465-1620.

The USI School of Graduate Studies partners with academic programs and colleges to support graduate students. A wealth of information is available to newly admitted and current graduate students at <http://www.usi.edu/graduatestudies/>. The School of Graduate Studies is located on the first floor of the Robert D. Orr Center, Room 1060. Normal business hours are 8 a.m. to 4:30 p.m. (central time) Monday through Friday. The School of Graduate Studies staff may be contacted at 812-465-7015 or [Graduate.Studies@usi.edu](mailto:Graduate.Studies@usi.edu).

# **Program Description**

The Ed.D. in Educational Leadership at USI is a cohort program based on a practitioner-scholar, community-based model. The purpose of the program is to transform leaders, organizations, and communities through focused, flexible study addressing real-world problems and issues. A unique characteristic of the program is a curriculum in which each course is community-based, i.e., course content is connected to the graduate student's community. Academic study is connected to concepts, issues, and content that are familiar, understandable, accessible, and personally relevant to each student. In each course, students will apply learning in real-life settings.

# **Program Outcomes**

1. Prepare leaders who demonstrate an understanding of the varied dimensions of the relationship among schools, community well-being, and the overall effectiveness of democracy by proposing solutions to community-based problems.
2. Prepare leaders who cultivate and utilize a range of curricular and instructional resources available in all communities.
3. Prepare leaders who effectively solve problems associated with planning, administration, professional practice, and school/organization improvement by analyzing data, synthesizing information, and applying critical thinking skills.
4. Prepare leaders who demonstrate skills for designing, critiquing, and implementing relevant research to affect practice, advance social justice, and enact effective organizational change.
5. Prepare leaders who effectively manage issues surrounding school policy and improvement including coaching, teacher leadership, and best practices in community-based teaching and learning.
6. Prepare leaders who demonstrate an understanding of ethical and legal considerations of leadership.
7. Prepare leaders who demonstrate an understanding of the complex interplay of sociocultural variables that can affect traditional measures of school achievement by explaining these variables to lay audiences.
8. Prepare leaders who demonstrate leadership behaviors such as effective strategic thinking/planning, collaboration, problem-solving, reflection, and consensus-building.

# **School District Administrative Leadership Program Domains and Competencies**

DOMAIN 1: Mission, Vision, and Improvement

* 1. District-level school administrators collaboratively design, communicate, and evaluate a district mission and vision that reflect a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.
  2. District-level school administrators lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.

DOMAIN 2: ETHICS AND PROFESSIONAL NORMS

2.1 District-level school administrators reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.

2.2 District-level school administrators evaluate and advocate for ethical and legal decisions.

2.3 District-level school administrators model ethical behavior in their personal conduct and relationships and cultivate ethical behavior in others.

DOMAIN 3: Equity, Inclusiveness, and cultural responsiveness

3.1 District-level school administrators evaluate, cultivate, and advocate for a supportive and inclusive district culture.

3.2 District-level school administrators evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.

3.3 District-level school administrators evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavioral support practices among teachers and staff.

DOMAIN 4: Learning and Instruction

4.1 District-level school administrators evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.

4.2 District-level school administrators collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.

4.3 District-level school administrators design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.

4.4 District-level school administrators design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.

DOMAIN 5: Community and External Leadership

5.1 District-level school administrators represent and support district schools in engaging diverse families in strengthening student learning in and out of school.

5.2 District-level school administrators engage and effectively collaborate and communicate through oral, written, and digital means with diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district.

5.3 District-level school administrators communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.

DOMAIN 6: OPerations and Management

6.1 District-level school administrators develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district’s mission and vision.

6.2 District-level school administrators develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.

6.3 District-level school administrators develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district’s collective instructional and leadership capacity.

DOMAIN 7: Policy, GOvernance, and Advocacy

7.1 District-level school administrators represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district’s board of education focused on achieving the district’s shared mission and vision.

7.2 District-level school administrators design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.

7.3 District-level school administrators evaluate, engage in decision-making, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.

7.4 District-level school administrators understand the implications of larger cultural, social, economic, legal and political interests, changes, and expectations. They demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.

# **Appointment of an Advisor**

The Director of Doctoral Programs in Education serves as the advisor to newly admitted students. During the second semester of study, a faculty advisor will be assigned. An attempt will be made to align the advisor’s academic interests to those of the doctoral student. The faculty advisor is someone from whom a doctoral student might seek advice on any issues connected to his/her/their doctoral study. The faculty advisor may become the chair of the doctoral student’s dissertation committee. The selection of a dissertation committee chair and committee members will take place before a doctoral student’s third year in the program. Details of this process are discussed later in this handbook.

# **Program of Study**

The Doctor of Education in Educational Leadership degree program uses a cohort model. Students in a cohort must choose one of three areas of specialization:  the school district administrative leadership specialization is designed to prepare district level P-12 administrators; the Pedagogical Leadership specialization is designed for those who wish to continue to teach either in P-12 or higher education classrooms; or the Higher Education Administration specialization which is designed to prepare individuals for student affairs leadership in colleges and universities. A program of study for the School District Administrative Leadership track is included in Appendix A.

A Degree Works audit (also called a degree audit) outlines a student's specific degree requirements and tracks progress toward the fulfillment of those requirements. USI courses and any transfer credits are included, and the audit indicates whether categories are complete or not complete. Unmet requirements list the acceptable courses from which to select. A student may view the degree audit via myUSI (the Degree Evaluation link on the Student Records menu). Students should routinely review their degree audit, particularly before registering for classes and at the end of the semester when grades are official. Academic advisors can also access their advisees’ degree audits via myUSI and can recommend the most appropriate courses. Visit [www.usi.edu/registrar/degreeworks/faqs](http://www.usi.edu/registrar/degreeworks/faqs) for Degree Works FAQs or [www.usi.edu/registrar/degreeworks/tutorials](http://www.usi.edu/registrar/degreeworks/tutorials) for Degree Works tutorials. Students should contact their academic advisor for assistance with reading a degree audit.

# **Phases of Doctoral Study**

Work in the Ed.D. program is divided into two phases: pre-candidacy and candidacy. A roadmap is included in Appendix B.

Phase 1: Pre-candidacy

* Program of Study
* School District Administrative Leadership Portfolio
* Dissertation Proposal

Phase 2: Candidacy

* Dissertation Research
* Dissertation Defense
* Graduation

# **Credit Transfer Policy**

Upon the recommendation of the Teacher Education graduate faculty, the Director of Doctoral Programs in Education, and the Director of Graduate Studies, a doctoral student applicant may transfer relevant doctoral courses from regionally accredited institutions or from other graduate programs within USI. There is a set limit of 24 credit hours that may be transferred for the doctoral degree. However, doctoral students are required to complete at least 30 credit hours in the Ed.D. program at USI. All coursework, including transfer courses, will be considered in comprehensive portfolios.

Doctoral students seeking transfer credit must email a request for transfer of credit to the Director of Doctoral Programs in Education using “Ed.D. Transfer Courses” in the subject line. In the body of the email, the student must list the courses for which transfer is requested with the name of the transferring institution and provide a published course description for each course for which transfer is requested. Additional information may be requested, such as syllabi, reading lists/texts, and course requirements.

The following guidelines apply:

* To be considered for transfer, a course must be comparable to a USI required course.
* To be considered for transfer, a course must be designated as a doctoral-level course at the institution where the course was taken, usually 700 level or above.
* To be considered for transfer, a course must be applicable toward a doctoral degree or education specialist degree at the institution where the course was taken.
* The doctoral student candidate must have earned a grade of B or better, as indicated on the transcript for the course to be considered for transfer. Courses graded as pass/fail may not be transferred unless they were obtained during Spring 2020 during the COVID-19 pandemic.
* To be considered for transfer, a course must have been completed within the past seven years.

Please note that all courses, including transfer courses, older than seven years at the time of program completion, must be validated by a USI faculty member prior to graduation. The validation process will involve an interview with a USI faculty member and may require the submission of additional evidence that coursework is current.

# **Academic Requirements**

During the period of study leading to a graduate degree, a graduate student must show evidence of sound scholarship.

To remain in good standing in the Ed.D. program, students must:

* Maintain a cumulative graduate grade point average of 3.0 or better
* Receive a grade of B or above, Pass, or In Progress

Graduate students who fail to meet the preceding minimum standards may be dismissed from the program or placed on academic probation with a written stipulation on the actions required to return to good standing. If a student receives a grade lower than a B, the stipulation may state that the student must repeat the course and/or earn no other grade lower than a B prior to candidacy. Essentially this stipulation could allow one grade of C to count towards graduation. The Director of Doctoral Programs in Education is responsible for notifying the student of such action. The Director of Graduate Studies and the Graduate Council of Program Directors and Chairs will determine the appeals of those decisions.

# **Continuous Enrollment and Leave of Absence**

Because this is a cohort-based program, continuous enrollment as specified in the program of study is required. A student who, for compelling reasons, is temporarily unable to continue with the designated cohort may request a leave of absence. Students may return from a leave of absence only when there is an appropriate vacancy in another cohort. The School of Graduate Studies requires that any student who has not enrolled and received graduate credit for work at USI for a period of longer than one calendar year from the last enrollment must reapply to the program.

# **Time Limit**

It is a University requirement that graduate students must complete degree requirements within seven years of enrollment in the first course(s) in the program. An extension may be granted upon request with the stipulation that a student retake or validate courses exceeding this time limit.

# **Institutional Review Board (IRB)**

Persons conducting research involving human subjects have an ethical, as well as professional, obligation to ensure the safety, protection, and rights of participants. The Institutional Review Board (IRB) is responsible for reviewing any research and related activities involving humans as subjects proposed by any member of the USI faculty, staff, or student body. Information about the submission of proposals to the IRB is available at <https://www.usi.edu/ospra/institutional-review-board-irb/>.

# **Graduation**

Candidates for graduation must file with the Registrar's Office a Formal Application for Graduation and a Diploma Form on myUSI. If degree requirements are completed in a spring or summer term, the forms should be submitted no later than October 1 of the fall term. If degree requirements are completed in the fall term, the forms should be submitted no later than March 1 of the preceding spring term. Timely submission of the Formal Application for Graduation and Diploma Form help ensure that degree candidates receive commencement mailings, appear in the printed commencement program, and will have a diploma ordered.

Graduation requirements include the following:

* Maintain a B (3.0) average or better in all graduate work.
* Maintain continuous enrollment in graduate work.
* Complete degree requirements

# **Group Dissertation Option**

The community-based education focus of the USI Ed.D. program is unique in several ways, including an option for a candidate to complete dissertation research individually or as part of a group. In considering the group dissertation option, candidates should recognize that because of the unusual nature of the opportunity for group research, it will receive a heightened degree of scrutiny related to rigor, work demands, the distribution of work, etc. In addition, because two or more candidates may be involved, the research problem will be larger than those selected by candidates undergoing dissertation research alone. The Director of Doctoral Programs in Education must approve a group dissertation research request.

Doctoral students who elect to work as a team will be assigned to one dissertation chair who will mentor both the team and individual members throughout the process. One committee will be appointed for the team. Other dissertation committee members will be selected according to the expertise needed to ensure each team member produces a quality research study. A variety of collaborative research models may be used by the teams. For example, doctoral students, as members of a team, may analyze a topic from multiple perspectives or may conduct multiple case studies addressing a commonly developed research question. A team could address a single issue focusing on different schools, different grade levels, or even use different research methods. Each member of a team will conduct independent research that contributes to a specific element of the issue selected by the team.

For group dissertations, team members will develop individual proposals but will present and defend the proposals as a group to the committee. Similarly, team members will write individual dissertations but will present and defend the dissertations as a group to the committee. Each proposal and dissertation will include a common statement that lists the companion proposals/dissertations and the group of individuals who participated in the group dissertation research. A team may request the opportunity to submit one proposal and one dissertation, both of which clearly specify each team member’s contribution to the research and the writing. This request must be approved by the dissertation chair, dissertation committee, and the Teacher Education Graduate Programs Director.

# **Dissertation Topic**

In most cases, candidates will work to identify and refine a dissertation topic early in the program. Given the nature of the USI doctoral program, candidates will select a “problem of practice” for in-depth study. Identifying the topic becomes an essential first step to be negotiated with the committee chair. It is expected that candidates will have a chair approve the topic **prior** to enrolling in EDLE 800. Candidates will complete the Dissertation Topic Selection Approval Form included in Appendix C.

Dissertations completed in partial fulfillment of the Ed.D. degree at the University of Southern Indiana will follow the most recent edition of the *Publication Manual of the American Psychological Association*.

To effectively allow for the defense and evaluation of dissertations, plus the orchestration required for commencement exercises, candidates wishing to graduate at the end of the spring semester must defend their dissertation by March 1. In the event of a December graduation, candidates must defend by October 1.

# **Dissertation Committee**

Prior to the start of a doctoral students’ third year, a dissertation chair and two committee members must be selected and approved by the Director of Doctoral Programs in Education. Advisors will sometimes transition into the role of the committee chair, but they are not obligated to do so. The Dissertation Committee, comprised of three people, evaluates the doctoral student’s research capabilities through a dissertation. Members of the team must hold (or be eligible for) graduate faculty status at the University of Southern Indiana (either regular or affiliate). One member must be a full-time USI employee in the Teacher Education Department. One member may be a full-time or part-time USI employee in the Teacher Education Department, or in a department aligned to the doctoral students’ specialization. Because of the unique nature of this program, one committee member should represent the community of which the candidate is a part. For example, the committee member representing the community could be a local educational leader, or possibly a local community leader such as a director of a non-profit organization. The minimum educational requirement for serving as the community representative on a doctoral committee is a master’s degree, plus years of experience in education-related leadership. All committee members must have, or obtain, graduate faculty status and approval by the Pott College Graduate Council.

As candidates move through the first two years of coursework, they should take note of the interests and strengths of their professors. In fact, every professor should be thought of as a potential committee chair or committee member.

Doctoral candidates will complete the Dissertation Committee Nominee Form included in Appendix D and submit it for approval to the Director of Doctoral Programs in Education.

## **Change in Doctoral Dissertation in Practice Committee Membership**

Any requests for a change in committee membership should be made only after the candidate meets with the Ed.D. Program Director and Department Chair to determine and assess the reasons for the proposed committee change. The candidate will be responsible for notifying the previous member(s) of the change after request is approved by the Director of Doctoral Programs in Education and Teacher Education Department Chair. The Request for Change in Dissertation in Practice Committee Membership form can be found on the Teacher Education Website in Graduate Student Resources.

# **Dissertation Proposal**

Prior to enrolling in EDLE 800, candidates should work with their chair to define a dissertation topic. While some variation in the proposal format is permissible with the approval of a candidate’s dissertation chair, proposals will generally take the form of the first three dissertation chapters: Chapter One: A Problem of Practice; Chapter Two: A Review of Relevant Literature; and Chapter Three: Methodology. A list of references is also required, and there may be appendices (depending on the selected methodology) that include permissions, interview protocols, survey instruments, etc.

**Major Components of the Proposal**

**Chapter One: A Problem of Practice**. The first chapter serves as an introduction to the topic and, therefore, often begins with a historical overview or a specific description of the contemporary context connected to the topic. The context or historical overview should form a justification for the topic and lead to a clear and precise statement of the problem to be studied. A purpose statement generally follows the problem of practice. What is your purpose for studying the problem? What do you hope to accomplish? Following a clear problem statement and purpose statement, the remainder of Chapter 1 should anticipate questions one might expect a reader to ask about the study. For example, what is the perceived significance of the study? What terms will be used, and how do you define them? What are the limitations and delimitations connected to the study? What are the specific research questions or hypotheses that will drive the research? Again, there may be some variability in terms of what goes into Chapter 1 of the proposal, but candidates should expect that all these elements will be addressed in an effective Chapter 1.

**Chapter Two: A Review of Relevant Literature.** In a sense, Chapter 2 delineates everything that is known about the problem to be studied by identifying and describing related existing research. An effective literature review will exhibit what others have discovered before you begin an investigation of your own; it will ground your study in a particular context of what is known about a topic, and it will establish a foundation for the problem of practice and inquiry questions being researched. There is no set target number for sources to be cited in Chapter 2, as they will vary in number depending on the topic; however, there is a certain professional expectation that most of the research cited will be peer-reviewed research and the recent studies will be included.

**Chapter Three: Methodology.** This chapter describes the methods you will use to study the problem of practice you selected. An effective methodology chapter will demonstrate a fit between the nature of the problem and the methods used to study it. The chapter should re-state the research questions or hypotheses identified in Chapter 1, and then describe all necessary elements connected to the methodology. For instance, if you will use human subjects, how will they be selected? You should clearly describe the design of the study and explain all the pieces connected to the methodology: e.g., the quantitative or qualitative (or both) collection of data, the analysis of data, the instruments to be used, the permissions to be gathered, validity or reliability issues, a statement related to the generalizability of the study given the selected methodology, and a tentative timeline for conducting the study.

All studies using information from human subjects must receive approval from the Institutional Review Board for Human Subjects Research. This process must begin as soon as the proposal has been defended. This link will provide answers to frequently asked questions regarding the research review process. <https://www.usi.edu/ospra/institutional-review-board-irb/>

**Dissertation Proposal Defense**

All candidates must orally defend their proposal in front of the dissertation chair and committee members. Before the completion of a candidate’s third year, a dissertation proposal must be developed and defended before the candidate’s dissertation committee. Candidates are strongly encouraged to accomplish this during their third year. Meeting this deadline will ensure that there is enough time to collect and analyze data, write the analysis, and defend the results prior to the end of the fourth year.

Doctoral candidates will complete the Dissertation Proposal Approval Form, included in Appendix E, at the proposal defense. The Dissertation Proposal Approval is required before a student is eligible to conduct research and register for EDLE 899: Dissertation. Submit the completed Dissertation Approval Form to the Director of Doctoral Programs in Education.

# **Dissertation Timeline**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Graduation Term** | **Graduation Application Due (Students complete on myusi)** | **DiP\* Proposal Approval Form Submitted to Director of Doctoral Programs in Education** | **Draft of DiP\* Chapters 1-5 (Advisor will notify Director)** | **Submit Final Approved DiP\* to Graduate Studies** |
| Spring Term | October 1 | October 1 | Last day of fall semester | March 1 |
| Summer Term | October 1 | Last day of fall semester | March 1 | May 1 |
| Fall Term | March 1 | March 1 | Last day of spring semester | October 1 |

# **Dissertation Research and Writing**

After the proposal has been defended successfully, the next step is to begin the actual research. As part of the proposal process, all necessary permissions, IRB approval, access issues, and timelines should be in place. It is possible to begin to edit the first three chapters of the proposal simultaneously to conducting your research. While some variation in the dissertation in practice format is permissible with the approval of a candidate’s dissertation chair, dissertations will generally take the form of five dissertation chapters: Chapter One: A Problem of Practice; Chapter Two: A Review of Relevant Literature; Chapter Three: Methodology; Chapter Four: Findings; and Chapter Five: Conclusion. Any variation of this format will need prior approval from the dissertation chair. The dissertation chair may require additional information and components to be added to the dissertation in practice that may not be listed. Consult with your dissertation chair to determine the components that will be required for each specific dissertation. Chapters from the proposal will shift from future to past tense as the dissertation research and writing proceeds. Other changes will likely be required as well, for there are very often confounding variables and other issues that emerge during the research process that necessitate changes. When all the research has been conducted and the editing of chapters one through three has been done, it will be time to exhibit the findings in Chapter 4 and interpret them in Chapter 5. The following are guidelines for the dissertation in practice.

**Major Components of the Dissertation**

**Chapter One: A Problem of Practice.** The first chapter serves as an introduction to the topic and, therefore, often begins with a historical overview or a specific description of the contemporary context connected to the topic. The context or historical overview should form a justification for the topic and lead to a clear and precise statement of the problem to be studied. A purpose statement generally follows the problem statement. What was your purpose for studying the problem? What did you hope to accomplish? Following a clear problem statement and purpose statement, the remainder of Chapter 1 answers questions one might expect a reader to ask about the study. For example, what is the perceived significance of the study? What terms will be used, and how do you define them? What are the limitations and delimitations connected to the study? What are the specific research questions or hypotheses that will drive the research? Again, there may be some variability in terms of what goes into Chapter 1 of the dissertation, but candidates should expect that all these elements will be addressed in an effective Chapter 1.

**Chapter Two: A Review of Relevant Literature.** In a sense, Chapter 2 delineates everything that is known about the problem to be studied by identifying and describing related existing research. An effective literature review will exhibit what others have discovered before you begin an investigation of your own, it will ground your study in a particular context of what is known about a topic, and it will establish a foundation for the problem of practice and inquiry questions being researched. There is no set target number for sources to be cited in Chapter 2, as they will vary in number depending on the topic; however, there is a certain professional expectation that most of the research cited will be peer-reviewed research and the recent studies will be included.

**Chapter Three: Implementation.** This chapter describes the methods you used to study the problem of practice you selected. An effective methodology chapter demonstrates a fit between the nature of the problem and the methods used to study it. The chapter should re-state the research questions or hypotheses identified in Chapter 1, and then describe all necessary elements connected to research design. For instance, if you used human subjects, how were they selected? You should clearly describe the design of the study and delineate all the pieces connected to the methodology: e.g., the quantitative or qualitative (or both) collection of data, the analysis of data, the instruments used, the permissions gathered, validity or reliability issues that come into play, a statement related to the generalizability of the study given the selected methodology, and the timeline during which the study was conducted.

**Chapter Four: Results.** It is best to begin this chapter by reminding the reader of theresearch questions or hypotheses. The next step is to select a clear, easy-to-follow organizational strategy. Some “findings” chapters are organized around themes, others around cases, research questions, categories, or data treatment methods. Chapter 4 is about sharing the data that speak most directly to the research questions. As such, tables, figures, and charts can be used, although judiciously. It’s essential to include those graphics that will speak clearly to the problem in the body, while those that are secondary to the problem should be shared in appendices. In quantitative dissertations, a “discussion” subheading is often used to explain data derived from statistical treatments.

**Chapter Five: Discussion.** This chapter is primarily about giving meaning to the findings produced through the dissertation process. The chapter generally starts by summarizing the findings exhibited in Chapter 4 and then connecting them to any potential realm of usefulness. For example, do the results suggest changes in practice? Changes in policy? Will the results advance any current research trajectories? Sometimes chapter five includes subheadings to this effect, e.g., “Implications for Practice,” or “Implications for Policy,” etc. Virtually all dissertations will include a subheading delineating “recommendations for further research.”

**Minor Components of the Dissertation**

**Title Page**

See Dissertation Template for information on the title page.

**Copyright Notice**

Candidates own the copyright for their work. If a candidate chooses to apply to register their copyright with the United State Copyright Office, it should be noted on page ii, double-spaced, with the author’s name and the correct date substituted:

Copyright 2020

by

Larry Shane Smith

Center this text on the page from top to bottom and between margins of 1.5 inches on the left and one inch on the right. This is only necessary if you choose to pay to register the work as copyrighted. Most doctoral candidates do not register their copyright.

**Acknowledgments**

One page of acknowledgments is permitted if you wish to include one. The contents of any acknowledgments must be appropriate for scholarly work. Dedications are allowed, provided they are short (typically one or two sentences). The words DEDICATION and ACKNOWLEDGMENT (or ACKNOWLEDGMENTS, if appropriate) should appear in all capitals two inches from the top of the sheet followed by a triple space, and the page should be numbered appropriately. Acknowledgment may be required when the research which the dissertation reports was funded in whole or in part by an agency outside the University of Southern Indiana, or when the author has received assistance from a faculty member of another institution. The acknowledgments page is page ii unless a copyright page precedes it. See the sample acknowledgment and dedication pages in the dissertation templates.

**Tables of Contents**

A table of contents must be included in any dissertation which is divided into chapters. Other lists (e.g., tables, illustrations) should follow the table of contents. If the material is placed in an appendix, the appendix should be included as an item in the table of contents. See the dissertation template for specific examples.

**Tables and Figures**

For tables and figures, follow guidelines for captions, layout, ruling, spacing, continuing, etc., in the most recent version of APA. Tables will be placed within the body of the text and numerically listed as they appear in the text. It is acceptable to reduce table bodies and figures, if necessary, to keep within margin guidelines, although the typeface of all tables and figure captions must be consistent with that of the body of the text. Tables may also be continued from one page to the next or presented vertically on the page as space dictates. Note that when tables and figures are reduced, table and figure captions are not reduced. Captions and legends may be presented on separate pages before or after the figures they identify if they are too long to be presented otherwise. Captions and legends may not be presented on facing pages, however. Tables and figures may be incorporated into the text of the dissertation or may appear on separate pages, but large amounts of white space are not acceptable in the text until the end of the chapter. Be sure to give full source citations for all borrowed material in tables and figures.

**Headings and Subheadings**

See Dissertation Template for information on heading levels.

**Reference Lists**

The concluding section of the dissertation traditionally was called a bibliography, but the “reference list” better captures the material to be reported in this section. A reference list generally includes works that accurately document or support the argument of a particular dissertation, that is specifically cited works only. It is paginated serially with the body of the dissertation. All work cited within the body of the dissertation must be alphabetically listed within the reference section.

**Appendix**

The appendix should be listed in the table of contents, following the reference list. In general, it is preferable not to make many distinctions between related or similar items in the appendix; however, if several different types of items are included as appendices, they may be identified as APPENDIX A, APPENDIX B, etc. All pages of the appendix must bear the same margins as those used for the body of the dissertation. Original letters, questionnaires, testing instruments, etc., should be word-processed or scanned and included within the margins as computer graphics. Items in the appendix, printed forms, questionnaires, computer-produced tables, and the like, should not differ markedly in typeface and format from the body of the dissertation. It is suggested that if many tables not directly relevant to the text are to be included in the dissertation, they should properly be put into an appendix. All tables, illustrations, examples, etc., included in the appendix should be numbered in series with those in the body of the text, and listed in the lists of tables, illustrations, etc., which appear at the front of the dissertation. It is not necessary to indicate in the list of tables the fact that some of the material appears in the appendix. The style of tables and figures should conform to APA style. The appendix should be preceded by a title page, on which the word APPENDIX is typed, centered, in all capitals. If appendices are individually identified, a title should be provided for each, bearing the appropriate identification: APPENDIX A, APPENDIX B, etc. Note that a single appendix should be identified merely as APPENDIX (no A without a B).

**Formatting Requirements**

Refer to the Dissertation template for formatting requirements.

**Personal Titles**

Titles such as Mr., Mrs., Ms., Dr., Dean, and Professor ordinarily should not be used in the text of the dissertation.

**Individuals**

Following conventional practice, dissertation writers should attempt to avoid the use of masculine pronouns (he, him, his) when referring to people in general. It is often possible to use the plural number in such contexts and avoid the choice between masculine and feminine gender. He or she and him or her are sometimes necessary but should not be overdone. Often sentences can be rephrased to avoid the need for specific pronoun references.

**Matters of Usage**

An academic dissertation is the work of one person, the author. Thus, when referring to himself, herself, or themself the author should use the word, I. Avoid the use of we unless the persons included are clearly identified. Do not use such phrases as “in our school,” since a dissertation reports the work of the author, not of a group of researchers. Writers are often cautioned to avoid overuse of the first personal pronoun, I. This is good advice, but the substitution of the plural we is never a satisfactory alternative, and often using the passive voice (e. g., “it was found . . .”) is awkward. Judicious use of I will resolve most of these difficulties. A dissertation presents a completed argument or research project, as distinguished from a proposal, and should, therefore, avoid future tense in contexts referring to procedure and method (e.g., “This dissertation will consist of six chapters. . . .” or, “We shall see later how the interview progressed.”) Such contexts are generally better served by present or present perfect tense (e.g., “I have argued against this view in Chapter III.”) An argument or a study is not a human being and should not be spoken of as though it possessed human capabilities or attributes. As the editors of the APA Publication Manual explain, “An experiment cannot attempt to demonstrate, control unwanted variables, or interpret findings.” Judicious use of I can help a writer avoid such illogical statements and can also acknowledge accountability for results and conclusions.

Merely rhetorical use of quotation marks and italics for emphasis is often redundant and should be employed sparingly, if at all (e.g., “self-styled ‘expert’”). Underlining is a convention that indicates italics. Authors should avoid underlining in discourses that employ italic type. Choose one convention or the other and employ it consistently.

**Use of Copyrighted Material**

Candidates are discouraged from including copyrighted material (printed tests and measuring instruments, reprints of copyrighted articles, etc.) in the appendix to the dissertation since such published material is usually readily available to the reader. Moreover, the use of copyrighted materials without permission of the copyright holder constitutes plagiarism, and such materials may not be reproduced in the dissertation. If there is a genuine need to include copyrighted illustrations or other material in the dissertation, the author is responsible for securing the copyright holder’s permission, and must add the proper copyright notice (e.g., “Copyright 2020 by Jane Smith. Used by permission.”) at the bottom of the first page of all copyrighted materials. The author is also responsible for providing the Director of Doctoral Programs in Education copies of all necessary permissions.

**Abstract**

After completing the dissertation, the candidate prepares an abstract. The abstract may include a statement of the problem, the sources of data, the organization of the dissertation, the content treated in each chapter, the findings, conclusions, and recommendations, if any. A dissertation abstract should contain no more than 350 words. Numbers should be counted as words. Hyphenated words count as two words; acronyms, initials, and abbreviations also count as words. See the Dissertation Templates for more information regarding the formatting of the abstract.

# **Dissertation Defense**

Candidates must register for at least one hour of dissertation credit continuously until the dissertation is defended. Candidates must be enrolled during the semester of graduation and have maintained continuous enrollment during the dissertation process. Candidates must also pay the appropriate tuition and fees and must apply for graduation by appropriate published deadlines. Contract the Director of Doctoral Programs in Education for any questions.

Prior to the oral dissertation defense, the Request to Schedule Dissertation Defense Form, included in Appendix F, should be submitted to the Director of Doctoral Programs in Education no later than two weeks prior to the scheduled defense.

If the committee has requested no changes or corrections in the document, the committee members will sign the Dissertation Approval Form included in Appendix G. The committee chair is responsible for forwarding the completed form to the Director of Doctoral Programs in Education.

If the committee requires changes or corrections in the document, the changes must be made as your committee has requested. When the committee is satisfied that the document is finished, committee members will sign the Dissertation Approval Form included in Appendix G. The committee chair is responsible for forwarding the completed form to the Director of Doctoral Programs in Education.

# **Internship Overview**

The purpose of the School District Administrative Leadership Internship in the Doctor of Education in Educational Leadership Program at the University of Southern Indiana is to provide the candidates with diverse, coherent, authentic, and sustained field-based opportunities to synthesize and apply the knowledge and skills necessary to assume the responsibilities of administrative leaders in educational institutions. Activities completed in the internship are designed to provide evidence that candidates demonstrate the knowledge and skills identified by the National Educational Leadership Preparation (NELP) Program Recognition Standards – District Level. During the three-semester internship, candidates also complete the EdD Comprehensive Assessment.

Candidates enroll in EDLE 760 for one credit hour for three consecutive terms after the completion of at least 24 credit hours. Candidates complete 300 clock hours, distributed over the three semesters, in field-based activities guided by a university mentor and a site mentor. In most cases, candidates are placed in the district in which they are employed. However, at least one learning experience must be completed in a district that is demographically different from the district in which they are employed.

# **Internship Mentor Qualifications and Responsibilities**

The internship experience is a partnership involving the candidate, a site mentor, and a university mentor. Mutual agreement of expectations is crucial.

The site mentor must be a fully licensed school district administrator and must be experienced and effective. This is usually interpreted to mean that a site mentor has at least two years of district administrative experience and has received at least an effective rating on the most recent performance evaluation. The site mentor:

* commits to the developing and mentoring of the candidate as an aspiring district administrator, including providing professional guidance and support.
* collaborates with the candidate and university mentor in designing a plan for the internship experience that provides the candidate with opportunities to demonstrate competencies in each of the program domains.
* regularly engages in reflective dialogue with the candidate and the university supervisor on the candidate’s progress.
* involves the candidate in significant relevant work, delegating responsibilities when possible.
* allows and encourages the candidate to extend talents and abilities beyond the current level of competence.
* collaborates with the university mentor in completing evaluations.

The university mentor is a full-time or part-time graduate faculty member who has P12 administrative experience and/or holds (or has held) a P12 administrative license. The university mentor:

* is the instructor of EDLE 760 and is therefore responsible for grading and maintaining materials and information in designated learning management and assessment management systems (e.g. TEAMS, Blackboard, TK20).
* provides pertinent information to the candidate and the site mentor.
* collaborates with the candidate and site mentor in designing a plan for the internship experience that provides the candidate with opportunities to demonstrate competencies in each of the program domains.
* provides useful, specific, and timely feedback regarding the candidate’s professional growth.
* communicates regularly with the candidate and the site mentor.
* collaborates with the site mentor in assessing the candidate’s work.
* assesses the candidate’s submission of evidence that tasks are completed.

# **Internship Placement Process**

At least six months before beginning the internship, the Director of Doctoral Programs in Education will send a link to the **Internship Placement Request** form to the doctoral candidate’s USI email.

# USI placement personnel will contact the requested placement sites to obtain approval and arrange for the site mentor. USI placement personnel will notify the candidate when a placement is established by sending the candidate the completed **Placement Information and Explanation to Employer Form**. It is the candidate’s responsibility to share this form with the candidate’s employer. USI placement personnel will send the **School District Administrative Leadership Internship and Comprehensive Assessment Guide** to the assigned mentors. The placement arranged by the USI placement personnel is designed as the primary placement. One learning experience must be completed in a district that is demographically different from the primary placement. This placement is designated as the secondary placement. The mentors and the candidate collaboratively arrange for the secondary placement. The secondary placement may be virtual.

# **Internship Plan**

Early in the internship, the candidate collaborates with the site mentor and the university mentor to develop an internship plan using the template provided. (See Appendix B.) The domains derived from the National Educational Leadership Preparation (NELP) Program Recognition Standards – District Level must be addressed in at least one activity/project. At least one problem-based project must be included in the internship plan. At least one activity/task must include a secondary placement district that is demographically different from the primary placement district. The candidate will submit the profiles of the primary and secondary placements and a compare/contrast reflective narrative about the activity completed in both placements.

At the beginning of each semester of the internship, the university mentor arranges a meeting that includes the site mentor and the candidate to review the plan and modify it if needed. These meetings may take place face-to-face or virtually. The candidate is responsible for submitting the modified plan each term. The university mentor is responsible for completing the rubric that assesses the plan. In the plan, candidates will indicate their comprehensive assessment choice.

# **Internship Progress Reports**

Periodically during the internship, candidates submit cumulative internship logs to provide documentation of the hours devoted to internship activities and progress in implementing the internship plan. The log will be submitted in an Excel file provided by the university mentor.

# **School District Administrative Leadership Internship Formative and Summative Evaluation**

At the end of semester 1 and semester 2, the site mentor and the university mentor collaborate to complete a formative internship evaluation. The formative evaluation provides feedback on the candidate’s progress in implementing the internship plan and on the candidate’s professional dispositions. Near the end of the internship, the site mentor and the university mentor collaborate to complete a summative internship evaluation. It is the responsibility of the university mentor to submit the **School District Administrative Leadership Internship Summative Evaluation** to TK20.

# **School District Administrative Leadership Comprehensive Assessment**

Candidates in the School District Administrative Leadership track may choose from two options for the comprehensive assessment.

**Option 1 Indiana Required District Level Administrator Content Licensure Test**: Candidates may take the District Level Administrator content licensure test specified on the Indiana Department of Education website. If a candidate chooses this option, USI must receive the test results before the completion of the third semester of the internship.

**Option 2 School District Administrative Leadership Portfolio**: Candidates may create the **School District Administrative Leadership Portfolio** organized by the NELP domains and components. For each domain and component, the candidate writes a reflective narrative on personal professional growth by responding to reflection prompts related to the domain/components and attaches supporting materials. Supporting materials may include written assignments submitted during the internship or other coursework. The **School District Administrative Leadership Portfolio Reflection Prompts** are listed in Appendix E. The candidate creates a portfolio as directed by the university mentor. If a candidate chooses this option, the portfolio must be submitted at least two weeks before the completion of the internship. The university mentor and at least one additional person collaborate to complete the **School District Administrative Leadership Portfolio Rubric.** (See Appendix F.)

# **Appendix A: EdD in Educational Leadership: School District Administrative Leadership Tentative Program of Study and Required Forms**

|  |  |  |  |
| --- | --- | --- | --- |
| Year 1 | | | |
| Term | Course | Domains |  |
| Fall | EDLE 725 Becoming a Community-Based Educational Leader | 1,5,7 |  |
| Fall | EDLE 705 Introduction to Educational Research |  |  |
| Spring | EDLE 728 Evaluating School Effectiveness through a Community Lens | 1,3 |  |
| Spring | EDLE 756 School Personnel Management | 6 |  |
| Summer | EDLE 757 Analytical Decision-Making | 1,4,6 |  |
| Summer | EDLE 732 Creating Community-Based Curricular Change | 4 |  |
| Year 2 | | | |
| Fall | EDLE 726 Legal and Ethical Issues for Educational Leaders | 2,7 | Academic Advisor Assigned |
| Fall | EDLE 731 Analyzing Race, Class, and Gender Dynamics in American Education | 3 |  |
| Spring | EDLE 706 Survey of Quantitative Research Methods |  | Apply for Internship. |
| Spring | EDLE 707 Survey of Qualitative Research Methods |  |  |
| Summer | EDLE 708 Advanced Research Methods and Design |  |  |
| Summer | EDLE 760 Internship in School District Administration  (1 credit) | 1-7 |  |
| Year 3 | | | |
| Fall | EDLE 800 The Research Proposal |  |  |
| Fall | EDLE 727 Special Education Policy and Practice | 3 |  |
| Fall | EDLE 760 Internship in School District Administration  (1 credit) | 1-7 |  |
| Spring | EDLE 755 Orchestrating a Community-Based Educational Vision | 1,4,5,7 | Defend dissertation proposal in Spring |
| Spring | EDLE 758 School Finance | 6 |  |
| Spring | EDLE 760 Internship in School District Administration  (1 credit) | 1-7 | Portfolio Presentation |
| Spring | EDLE 899 Dissertation Research |  |  |
| Summer | EDLE 805 Seminar in Community-Based Educational Research |  |  |
| Year 4 | | | |
| Fall | EDLE 899 Dissertation Research |  | Submit graduation application by October 1. |
|  |  |  | Complete dissertation defense by March 1. |
| Spring | EDLE 899 Dissertation Research |  | Graduate Studies dissertation review by Friday before spring break |

# **Required Forms**

* [Dissertation in Practice Proposal Approval Form](https://www.usi.edu/media/5639753/dissertation-proposal-approval-form.docx)
* [Request to Amend Dissertation in Practice Proposal](https://www.usi.edu/media/5639816/request-to-amend-dissertation-in-practice-proposal.docx)
* [Dissertation in Practice Approval Form](https://www.usi.edu/media/5639754/dissertation-approval-form.docx)
* [Topic Selection Approval Form- Due prior to EDLE 800](https://www.usi.edu/media/5639755/topic-selection-approval-form.docx)
* [Dissertation in Practice Committee Nominee](https://www.usi.edu/media/5639756/dissertation-committee-nominee.docx)
* [Request for Change in Dissertation in Practice Committee Membership](https://www.usi.edu/media/5639817/request-for-change-in-dissertation-in-practice-committee-membership.docx)
* [Request to Schedule Public Presentation for Dissertation in Practice](https://www.usi.edu/media/5639788/request-to-schedule-dissertation-defense-form.docx)
* [Dissertation Routing Form- Submit to Graduate Studies with Final DiP](https://www.usi.edu/media/5639757/dissertation-routing-form.pdf)

For more information see:  
<https://www.usi.edu/science/teacher-education/edgradresources/edd-students/>

# **Appendix B: Internship Explanation for Candidate’s Supervisor**

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| --- | --- |
| A picture containing drawing  Description automatically generated  **DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP**  **DISTRICT LEVEL ADMINISTRATION INTERNSHIP**  **EXPLANATION TO SUPERVISOR** | |
|  | |
| **Candidate’s Name** |  |
| **Primary Internship Site** |  |
| **Site-Based Mentor Name** |  |
| **Site-Based Mentor Position** |  |
| **Site-Based Mentor Email** |  |
| **University-Based Mentor Name** |  |
| **University-Based Mentor Email** |  |
| The above-named individual is enrolled in the Doctor of Education in Educational Leadership at the University of Southern Indiana. The program requires that the individual complete an internship in school district-level administration, performing administrative activities in a P12 district setting. The internship is completed in three semesters – summer, fall, and spring. The candidate is expected to devote at least 300 hours to internship activities over the three semesters. In general, activities should not interfere with the candidate’s job responsibilities. The candidate and assigned mentors will develop an internship plan that will be shared with you. Any deviation from the candidate’s current work schedule will occur only with your permission. Information about the internship placement and the internship mentors is provided above. If you have questions or concerns, please contact the university-based mentor listed above. | |
|  | |

# **Appendix C: Domains, NELP Standard Components, and Example Tasks**

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| DOMAIN 1: Mission, Vision, and Improvement |
| NELP 1.1 Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community. |
| NELP 1.2 Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation. |
| Example of tasks |
| * Evaluate an existing mission and vision statement * Collaboratively design an actionable district mission and vision attentive to such considerations as data use, technology, values, equity, diversity, digital citizenship, and community * Develop a comprehensive plan for communicating the mission and vision to multiple constituencies * Evaluate existing improvement processes * Design a district-wide improvement process that includes data collection, diagnosis, design, implementation, and evaluation * Articulate a process for strategic planning * Develop an implementation process to support the improvement process |

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| DOMAIN 2: ETHICS AND PROFESSIONAL NORMS |
| 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures. |
| 2.2 Program completers understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions. |
| 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others. |
| Example of tasks |
| * Cultivate norms among diverse constituencies * Evaluate the ethical dimensions of complex issues, including stewardship and use of district resources * Analyze decisions in terms of established ethical frameworks * Advocate for ethical decisions * Model ethical behavior in their personal conduct and relationships with others * Cultivate ethical behavior in others |

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| DOMAIN 3: Equity, Inclusiveness, and cultural responsiveness |
| 3.1 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture. |
| 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student. |
| 3.3 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff. |
| Example of tasks |
| * Evaluate district culture * Design and cultivate a supportive and inclusive district culture * Advocate for a supportive and inclusive school culture * Evaluate sources of inequity and bias in the allocation of educational resources and opportunities * Cultivate the equitable use of educational resources and opportunities through procedures, guideline, norms, and values * Advocate for equitable access to educational resources and opportunities * Evaluate the root causes of inequity and bias * Cultivate culturally responsive instructional and behavior support practices across district schools |

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| DOMAIN 4: Learning and Instruction |
| 4.1 Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs. |
| 4.2 Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success. |
| 4.3 Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning, and well-being, and instructional leadership. |
| 4.4 Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district. |
| Example of tasks |
| * Evaluate (a) curricula and use of technology and other supports, (b) academic and non-academic systems, and (c) coordination among systems and supports * Propose designs and implementation strategies for improving coordination and coherence among (a) curricula, instructional technologies, and other supports, and (b) academic and non-academic systems * Evaluate coordination, coherence, and relevance of the district’s systems of support, coaching, and professional development for educators, educational professionals, and leaders * Propose designs and implementation strategies for cultivating systems of support and professional development that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success * Evaluate the quality of formative and summative assessments of student learning * Evaluate coordination and coherence among academic and non-academic assessments and use data from these sources to support instructional improvement, student learning and well-being, and instructional leadership * Propose designs and implementation strategies for district-wide assessment systems that are culturally responsive and accessible * Engage appropriate staff in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence in and among the district’s academic and non-academic services * Use technology and performance management systems to monitor, analyze, and evaluate district curriculum, instruction, and services, assessment practices, and results |

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| DOMAIN 5: Community and External Leadership |
| 5.1 Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school. |
| 5.2 The capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole. |
| 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs. |
| Example of tasks |
| * Support the efforts of district schools in engaging diverse families in strengthening student learning in and out of school * Develop processes designed to support district personnel’s understanding of diverse families, community members, partners, and other constituencies * Develop a communication plan that fosters regular, two-way communication with community members, partners, and other constituencies * Develop communication for oral, written, and digital distribution targeted to a diverse stakeholder community * Conduct a needs assessment of district, school, students, and community * Develop a plan for accessing resources that address district needs * Develop oral, written, and digital communications targeted on the larger organizational, community, and political contexts * Develop an advocacy plan for district and community needs |

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| DOMAIN 6: OPerations and Management |
| 6.1 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district’s mission and vision. |
| 6.2 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans. |
| 6.3 Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district’s collective instructional and leadership capacity. |
| Examples activities/projects |
| * Evaluate management and operation systems * Propose designs for improving the coordination and impact of district management, communication, technology, governance, and operation systems * Develop an implementation plan to support improved district systems * Use data to evaluate district resource needs and practices * Design an equitable district resourcing plan and support schools in designing school resourcing plans that coordinate resources with needs * Communicate about district resources needs and plans * Develop an implementation plan for the district’s resourcing plan * Use data to evaluate district human resources needs * Develop a district-level system for hiring, retention, development, and supervision of school/district personnel * Evaluate candidates’ materials for instructional and leadership positions * Develop a system of leadership supervision, evaluation, feedback and support |

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| DOMAIN 7: POLICY, GOVERNANCE, AND ADVOCACY |
| 7.1 Program completers understand and have the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district’s board of education focused on achieving the district’s shared mission and vision. |
| 7.2 Program completers understand and have the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members. |
| 7.3 Program completers understand and have the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations. |
| 7.4 Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level. |
| Example of tasks |
| * Prepare a presentation to the board of education about the district mission, strengths, and needs * Advocate for board actions that will support the mission and vision of the district and meet district needs * Evaluate district governance and stakeholder engagement systems * Design governance systems that engage multiple and diverse stakeholder groups * Propose strategies that support stakeholder engagement in district governance * Evaluate the implication of an educational policy for district practices * Prepare a communication plan about district, state, and national policy laws, rules, and regulations * Use evidence to evaluate district needs and priorities in regard to educational policy conversations and emerging challenges * Advocate for the needs and priorities of the district at the local, state, or national level |

# **Appendix D: Creating an Artifact in TK20**

1. Select Artifacts from the left-hand menu

A screenshot of a cell phone

Description automatically generated

1. Click on the green +Create New Artifact button.

A screenshot of a cell phone

Description automatically generated

1. In the “Please Select” drop-down menu, choose File and then click on the green “Select” button

A screenshot of a cell phone

Description automatically generated

1. Complete the blanks in the Artifact screen that appear. Give the file a short descriptive name. Write a brief description that identifies the source of the artifact (e.g., EDUC 700) and perhaps other reminders of why the artifact might be needed (e.g., NELP 4.1). Click the green +Select button to “open” a saved document. When the file name appears, press the green “Create” button.

A screenshot of a cell phone

Description automatically generated

# **Appendix E: Portfolio Reflection Questions**

As a candidate progresses through the three-semester internship, the candidate creates an internship portfolio organized by domains derived from the National Educational Leadership Preparation (NELP) Program Recognition Standards – District Level. For each domain, the candidate writes a reflection on personal, professional growth by answering the reflection questions related to the domain and attaches supporting digital artifacts. Candidates create a Word document for each domain and respond to all reflection questions listed. Candidates may reflect on both the internship and coursework experiences and may attach artifacts from both; however, internship experiences must be referenced in each domain.

**Domain 1: Mission, Vision, and Improvement**

Reflection Question: How did internship and coursework experiences expand your understanding of and your capacity to:

(1.1) collaboratively design, communicate, and evaluate a district mission and vision;

(1.2) lead district strategic planning and continuous improvement processes?

**Domain 2: Ethics and Professional Norms**

Reflection Question: How did internship and coursework experiences expand your understanding of and capacity to:

(2.1) reflect on, communicate about, and cultivate professional dispositions and norms and professional district and school cultures;

(2.2) evaluate and advocate for ethical and legal decisions;

(2.3) model ethical behavior in your personal conduct and relationships and to cultivate ethical behavior in others?

**Domain 3: Equity, Inclusiveness, and Cultural Responsiveness**

Reflection Question: How did internship and coursework experiences expand your understanding of and capacity to:

(3.1) evaluate, design, cultivate, and advocate for a supportive and inclusive district culture;

(3.2) evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and opportunities and resources necessary to support the success and well-being of each student;

(3.3) evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff?

**Domain 4: Learning and Instruction**

Reflection Question: How did internship and coursework experiences expand your understanding of and capacity to:

(4.1) evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs;

(4.2) collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success;

(4.3) design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and wellbeing, and instructional leadership;

(4.4) design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district?

**Domain 5: Community and External Leadership**

Reflection Question: How did internship and coursework experiences expand your understanding of and capacity to:

(5.1) represent and support district schools in engaging diverse families in strengthening student learning in and out of school;

(5.2) engage and effectively collaborate and communicate with (through oral, written, and digital means) diverse families, community members, partners, and other constituencies to benefit students, schools, and the district as a whole;

(5.3) to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of business, civic, and policy community in support of their advocacy for district, school, student, and community needs?

**Domain 6: Operations and Management**

Reflection Question: How did internship and coursework experiences expand your understanding of and capacity to:

(6.1) develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level;

(6.2) develop, communicate, implement and evaluate a data-based district resourcing plan and supports schools in developing school level resourcing plans;

(6.3) develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, developing, and cultivating school and district staff?

**Domain 7: Policy, Governance, and Advocacy**

Reflection Question: How did internship and coursework experiences expand your understanding of and capacity to:

(7.1) represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district’s board of education;

(7.2) design, implement, cultivate, and evaluate effective and collaborative systems for district governance;

(7.3) evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations;

(7.4) evaluate and represent district needs and priorities within large policy conversations and advocate for the needs and priorities of the district at the local, state, and national level?

# **Appendix F: Portfolio Evaluation Rubric**

The purpose of the Internship Summative Evaluation is to assess candidates’ knowledge and skills identified by the National Educational Leadership Preparation (NELP) Program Recognition Standards – District Level.

The university committee collaboratively complete the summative portfolio evaluation based on their observations of the candidate’s performance and the review of the candidate’s reflections of personal, professional growth, and the referenced artifacts. Each row in the rubric is aligned with the components of the program domains. The candidate’s performance on the portfolio is rated as Level 1, Level 2, or Level 3, using the following general guidance. Each row in the rubric is aligned to the components of the National Educational Leadership Preparation (NELP) Program Recognition Standards – District Level. The candidate’s performance in the internship is rated as Level 1, Level 2, or Level 3, using the following general guidance.

Level 1—Approaching

Level 1 represents a level of developing candidate performance in which there is evidence that the candidate meets some but not all the component’s expectations. At this level, the candidate may have developed content knowledge and understanding, but there is not sufficient evidence of a candidate’s ability for independent practice for all parts of the component expectations.

Level 2—Meets.

Level 2 represents a level of candidate performance in which the candidate understands and demonstrates the capacity to meet component expectations at an acceptable level for a candidate who is completing a district-level educational leadership preparation program and is ready to begin independently leading school district.

Level 3—Exceeds.

Level 3 represents a level of performance in which the candidate demonstrates performance characteristics that exceed the component’s expectations by demonstrating his/her understanding and skills through effective leadership practice within a school context. This level represents exemplary practice for a candidate who is completing a district-level educational leadership preparation program and is ready to begin independently leading a school district.

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| DOMAIN 1: Mission, Vision, and Improvement  Candidates understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.  (NELP 1) | | | |
|  | Level 1  Approaching Standard | Level 2  Meets Standard | Level 3  Exceeds Standard |
| 1. **Mission and Vision**   The candidate understands and demonstrates the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community. (NELP 1.1) | The candidate   * exhibits a partial understanding of the role and importance of a district’s vision and mission   **or**   * exhibits partial understanding of the processes for evaluating and collaboratively developing a mission and vision | The candidate   * exhibits an understanding of the role and importance of a district’s vision and mission   **and**   * exhibits an understanding of the processes for evaluating and collaboratively developing a district mission and vision | In addition to meeting Level 2 expectations, the candidate   * effectively evaluates an existing district mission and vision statement   **or**   * collaboratively design a district mission and vision that reflects a core set of values and priorities   **or**   * develops a comprehensive plan for communicating a district’s mission and vision |
| 1. **Improvement Processes**   The candidate understands and demonstrates the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation. (NELP 1.2) | The candidate   * exhibits a partial understanding of the process of continuous improvement   **or**   * exhibits a partial understanding of strategic planning | The candidate   * exhibits an understanding of the process of continuous improvement   **and**   * exhibits an understanding of strategic planning | In addition to meeting Level 2 expectations, the candidate   * effectively evaluates existing improvement processes   **or**   * designs a collaborative improvement process that includes key components (i.e., data use, design, implementation, and evaluation)   **or**   * develops an implementation process that supports district improvement |
| Comments | | | |

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| Domain 2: Ethics and Professional Norms  Candidates understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate professional norms and culture. (NELP 2) | | | |
|  | Level 1  Approaching Standard | Level 2  Meets Standard | Level 3  Exceeds Standard |
| 1. **Professional Dispositions**   The candidate understands and demonstrates the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.). (NELP 2.1) | The candidate   * exhibits a partial understanding of the role and importance of reflective practice and professional dispositions and norms   **or**   * does not effectively engage in reflective practice   **or**   * does not model professional dispositions and norms (e.g., fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) | The candidate   * exhibits an understanding of the role and importance of reflective practice and professional dispositions and norms   **and**   * effectively engages in reflective practice   **and**   * exemplifies professional dispositions and norms (e.g., fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) | In addition to meeting Level 2 expectations, the candidate  develops a plan to cultivate and communicate professional norms among diverse constituencies |
| 1. **Ethical Decision Making**   The candidate understands and demonstrates the capacity to evaluate and advocate for ethical and legal decisions. (NELP 2.2) | The candidate exhibits a partial understanding of ethical and legal decision making | The candidate exhibits an understanding of ethical and legal decision making | In addition to meeting Level 2 expectations, the candidate   * effectively evaluates the ethical dimensions of an issue   **or**   * analyzes a decision in terms of established ethical frameworks |
| 1. **Ethical Behavior**   The candidate understands and demonstrates the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.  (NELP 2.3) | The candidate   * does not model ethical behavior in personal conduct and relationships | The candidate   * exemplifies ethical behavior in personal conduct and relationships | In addition to meeting Level 2 expectations, the candidate   * develops a plan to effectively cultivate ethical behavior in others |
| Comments | | | |

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| DOMAIN 3: Equity, Inclusiveness, and Cultural Responsiveness  Candidates understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture. (NELP 3) | | | |
|  | Level 1  Approaching Standard | Level 2  Meets Standard | Level 3  Exceeds Standard |
| 1. **District Culture**   The candidate understands and demonstrates the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture. (NELP 3.1) | The candidate exhibits a partial understanding of the knowledge and theory on how to evaluate, design, and cultivate a supportive and inclusive district culture | The candidate exhibits an understanding of the knowledge and theory on how to evaluate, design, and cultivate a supportive and inclusive district culture | In addition to meeting Level 2 expectations, the candidate   * effectively evaluates a school’s culture and develops strategies for improving district culture   **or**   * develops a comprehensive plan for creating a supportive and inclusive district culture |
| 1. **Equitable Access**   The candidate understands and demonstrates the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student. (NELP 3.2) | The candidate exhibits a partial understanding of the knowledge and theory about how to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student. | The candidate exhibits an understanding of the knowledge and theory about how to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student. | In addition to meeting Level 2 expectations, the candidate   * effectively evaluates sources of inequity and bias in the allocation of educational resources and opportunities   **or**   * develops district procedure and guidelines for the equitable use of educational resources and opportunities |
| 1. **Culturally Responsiveness**   The candidate understands and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff  (NELP 3.3) | The candidate exhibits a partial understanding of the knowledge and theory used to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff. | The candidate exhibits an understanding of the knowledge and theory used to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff. | In addition to meeting Level 2 expectations, the candidate   * effectively evaluates the root causes of inequity and bias   **or**   * develops a comprehensive plan to cultivate equitable, inclusive, and culturally responsive practices among teachers and staff |
| Comments | | | |

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| DOMAIN 4: Learning and Instruction  Candidates understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, design, cultivate and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership. (NELP 4) | | | |
|  | Level 1  Approaching Standard | Level 2  Meets Standard | Level 3  Exceeds Standard |
| 1. **Curriculum**   The candidate understands and demonstrates the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs. (NELP 4.1) | The candidate exhibits a partial understanding of the knowledge and theory on how to evaluate, develop, and implement curriculum | The candidate exhibits an understanding of the knowledge and theory on how to evaluate, develop, and implement curriculum | In addition to meeting Level 2 expectations, the candidate   * evaluates a district’s curriculum   **or**   * evaluates the use of technology in a district’s instructional programs   **or**   * develops a plan for implementing a new district curriculum |
| 1. **Professional Development**   The candidate understands and demonstrates the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success. (NELP 4.2) | The candidate exhibits a partial understanding of the knowledge and theory concerning how to evaluate, develop, and implement the coordination and relevance of a district’s systems of support, coaching, and professional development. | The candidate exhibits an understanding of the knowledge and theory concerning how to evaluate, develop, and implement the coordination and relevance of a district’s systems of support, coaching, and professional development. | In addition to meeting Level 2 expectations, the candidate   * Evaluates the coordination, coherence, and relevance of a district’s systems of support, coaching, and professional development   **or**   * develops a comprehensive implementation plan for improving instructional practices, resources, technologies, and services that support student learning |
| 1. **Assessment**   The candidate understands and demonstrates the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning, and well-being, and instructional leadership. (NELP 4.3) | The candidate exhibits a partial understanding of the requisite knowledge and theory used to design, implement, and evaluate a system of assessments and data collection, management, and analysis. | The candidate exhibits an understanding of the requisite knowledge and theory used to design, implement, and evaluate a system of assessments and data collection, management, and analysis. | In addition to meeting Level 2 expectations, the candidate   * develops an implementation plan for formal and informal culturally responsive and accessible assessments of student learning   **or**   * interprets data from formative and summative assessments for use in educational planning   **or**   * develop a professional development plan to cultivate teachers’ capacity to improve instruction based on analysis of assessment data |
| 1. **Coherent System of Curriculum, Instruction, and Assessment**   The candidate understands and demonstrates the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.  (NELP 4.4) | The candidate exhibits a partial understanding of the requisite knowledge and theory used to design or evaluate the coordination and coherence among the district’s academic and non-academic systems. | The candidate exhibits an understanding of the requisite knowledge and theory used to design or evaluate the coordination and coherence among the district’s academic and non-academic systems. | In addition to meeting Level 2 expectations, the candidate   * engages faculty in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence of the district’s curriculum, instruction, technology, data systems, and assessment practices   **or**   * develops an implementation plan for improving coordination and coherence among the district’s curriculum, instruction, technology, data systems, and assessment practices   **or**   * use technology and performance management systems to monitor, analyze, implement, and evaluate the district’s curriculum, instruction, technology, data systems, and assessment practices |
| Comments | | | |

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| DOMAIN 5: Community and External Leadership  Candidates understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs. (NELP 5) | | | |
|  | Level 1  Approaching Standard | Level 2  Meets Standard | Level 3  Exceeds Standard |
| 1. **Families**   The candidate understands and demonstrates the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school. (NELP 5.1) | The candidate   * does not exhibit an understanding of the importance of collaboratively engaging diverse families in strengthening student learning   **or**   * does not exhibit an understanding of how to collaboratively engage diverse families in strengthening student learning | The candidate   * exhibits an understanding of the importance of collaboratively engaging diverse families in strengthening student learning   **and**   * exhibits an understanding of how to collaboratively engage diverse families in strengthening student learning | In addition to meeting Level 2 expectations, the candidate   * develops processes for gathering information about families   **or**   * develops a partnership between a district and families   **or**   * develops a comprehensive communication plan to foster two-way communication with families |
| 1. **Community Partners**   The candidate understands and demonstrates the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole. (NELP 5.2) | The candidate   * does not exhibit an understanding of the importance of collaboratively engaging diverse community members, partners, and other constituencies   **or**   * does not exhibit an understanding how to collaboratively engage diverse community members, partners, and other constituencies. | The candidate   * exhibits an understanding of the importance of collaboratively engaging diverse community members, partners, and other constituencies   **and**   * exhibits an understanding of how to collaboratively engage diverse community members, partners, and other constituencies. | In addition to meeting Level 2 expectations, the candidate   * identifies diverse community resources for a school and devise a plan for using the resources to benefit school program and student learning   **or**   * devises a plan for engaging with community members, partners, and other constituencies around a shared goal   **or**   * develops a communication plan to foster two-way communication with community members, partners, and other constituencies |
| 1. **Community Advocating**   The candidate understands and demonstrates the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.  (NELP 5.3) | The candidate does not exhibit an understanding of how to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their district and community. | The candidate exhibits an understanding of how to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their district and community. | In addition to meeting Level 2 expectations, the candidate develops a comprehensive communication plan for advocating for school and community needs that includes conducting a needs assessment, identifying and accessing resources, gathering information about the district and policy context, and developing targeted communication |
| Comments | | | |

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| DOMAIN 6: Operations and Management  Candidates understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management. (NELP 6) | | | |
|  | Level 1  Approaching Standard | Level 2  Meets Standard | Level 3  Exceeds Standard |
| 1. **District Operations**   The candidate understands and demonstrates the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district’s mission and vision. (NELP 6.1) | The candidate does not exhibit an understanding of how to evaluate, develop, and implement management, communication, technology, district-level governance, and operation systems. | The candidate exhibits an understanding of how to evaluate, develop, and implement management, communication, technology, district-level governance, and operation systems. | In addition to meeting Level 2 expectations, the candidate   * Evaluates a district’s management and operation systems   **or**   * Propose a design for improving the coordination and impact of district management and operation systems. |
| 1. **Resourcing**   The candidate understands and demonstrates the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans. (NELP 6.2) | The candidate exhibits a partial understanding of how to evaluate, develop, and advocate for a data-informed and equitable resourcing plan. | The candidate exhibits an understanding of how to evaluate, develop, and advocate for a data-informed and equitable resourcing plan. | In addition to meeting Level 2 expectations, the candidate   * evaluates district resource needs and practices   **or**   * designs a data-based and equitable district resourcing plan |
| 1. **Hiring and Retaining**   The candidate understands and demonstrates the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district’s collective instructional and leadership capacity. (NELP 6.3) | The candidate exhibits a partial understanding of how to develop a district-level system for hiring, retention, development, and supervision of school/district personnel. | The candidate exhibits an understanding of how to develop a district-level system for hiring, retention, development, and supervision of school/district personnel. | In addition to meeting Level 2 expectations, the candidate   * evaluates a district-level system for hiring, retention, development, and supervision of school/district personnel   **or**   * evaluates candidate’s materials for instructional and leadership positions. |
| Comments | | | |

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| DOMAIN 7: Policy, Governance, and Advocacy  Candidates understand and demonstrate the capacity to promote the present and future success and wellbeing of students and district personnel by applying the knowledge, skills, and commitments necessary to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations. (NELP 7) | | | |
|  | Level 1  Approaching Standard | Level 2  Meets Standard | Level 3  Exceeds Standard |
| 1. Board of Education   The candidate understands and demonstrates the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district’s board of education focused on achieving the district’s shared mission and vision. (NELP 7.1) | The candidate exhibits a partial understanding of how to represent a district and its mission, strengths, and needs to the board of education. | The candidate exhibits an understanding of how to represent a district and its mission, strengths, and needs to the board of education. | In addition to meeting Level 2 expectations, the candidate advocates for board actions that will support district needs |
| 1. **District Governance**   The candidate understands and demonstrates the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members. (NELP 7.2) | The candidate exhibits a partial understanding of how to design governance systems that engage multiple and diverse stakeholder groups. | The candidate exhibits an understanding of how to design governance systems that engage multiple and diverse stakeholder groups. | In addition to meeting Level 2 expectations, the candidate   * evaluates district governance and stakeholder engagement systems   **or**   * designs governance systems that engage multiple and diverse stakeholder groups   **or**   * implements strategies that support stakeholder engagement |
| 1. **Policies, Laws, Regulations**   The candidate understands and demonstrates the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations. (NELP 7.3) | The candidate   * cannot evaluate the implications of educational policy for district practices   **or**   * cannot communicate about the district, state, and national policy, laws, rules, and regulations. | The candidate   * evaluates the implications of educational policy for district practices   **and**   * communicates about the district, state, and national policy, laws, rules, and regulations. | In addition to meeting Level 2 expectations, the candidate   * coordinates decisions and district practices with policies and/or regulations from local, state, and federal policy entities   **or**   * develops a plan for the implementation of laws, rights, policies, and regulations   **or**   * develops a plan for using digital technology in ethical and appropriate ways to foster professional learning for self and others |
| 1. **Larger Policy Conversations**   The candidate understands the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrates the capacity to evaluate and represent district needs and priorities within the larger policy conversations and advocate for district needs and priorities at the local, state, and national level.  (NELP 7.4) | The candidate exhibits a partial understanding of how to evaluate district needs and priorities related to educational policy conversations and emerging challenges. | The candidate exhibits an understanding of how to evaluate district needs and priorities related to educational policy conversations and emerging challenges. | In addition to meeting Level 2 expectations, the candidate   * evaluates district needs related to educational policy   or   * advocates for the needs and priorities of the district at the local, state, or national level. |

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| OVERALL RATING | | | |
|  | Level 1  Approaching Standard | Level 2  Meets Standard | Level 3  Exceeds Standard |
|  | Less than 44 points | 45-50 points | More than 50 points |

# **Appendix G: EdD School District Administrative Leadership Summative Internship Evaluation**

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| EdD School District Administrative Leadership Summative Internship Evaluation | | | | |
| The purpose of the EdD Administrative Leadership Internship Summative Evaluation is to assess candidates’ knowledge and skills identified by the National Educational Leadership Preparation (NELP) Program Recognition Standards 1-8 – District Level.  The site-based mentor and the university-based mentor collaboratively complete the summative internship evaluation based on their observations of the candidate’s performance and review of the candidate’s progress reports. Each row in the rubric is aligned to the components of the National Educational Leadership Preparation (NELP) Program Recognition Standards 1-8 – District Level. The candidate’s performance in the internship is rated as Level 1, Level 2, or Level 3 using the following general guidance.  Level 1—Approaching Standard.  Level 1 represents a level of developing candidate performance in which there is evidence that the candidate meets some but not all the component’s expectations. At this level, the candidate may have developed content knowledge and understanding, but there is not sufficient evidence of a candidate’s ability for independent practice for all parts of the component expectations.  Level 2—Meets Standard.  Level 2 represents a level of candidate performance in which the candidate understands and demonstrates the capacity to meet component expectations at an acceptable level for a candidate who is completing a district-level educational leadership preparation program and is ready to begin independently leading in a P-12 school/district.  Level 3—Exceeds Standard.  Level 3 represents a level of performance in which the candidate demonstrates performance characteristics that exceed the component’s expectations by demonstrating his/her understanding and skills through effective leadership practice within a school context. This level represents exemplary practice for a candidate who is completing a district-level educational leadership preparation program and is ready to begin independently leading in a P-12 school/district.  To successfully complete the internship, an overall rating of Level 2 or higher is expected. If a candidate receives a Level 1 overall rating, the candidate and mentors will develop a professional growth plan and the candidate’s internship will be extended one semester. | | | | |
| DOMAIN 1: Mission, Vision, and Improvement  Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.  (NELP 1) | | | | |
|  | Rubric Row | Level 1  Approaching Standard | Level 2  Meets Standard | Level 3  Exceeds Standard |
| **Mission and Vision**  The candidate understands and demonstrates the capacity to collaboratively design, communicate, and evaluate a district mission and vision (NELP 1.1). | 1 | The candidate exhibits a partial understanding of the role and importance of a district’s vision and mission **or** exhibits partial understanding of the processes for evaluating and collaboratively developing a mission and vision. | The candidate exhibits a partial understanding of the role and importance of a district’s vision and mission **or** exhibits partial understanding of the processes for evaluating and collaboratively developing a mission and vision. | In addition to meeting Level 2 expectations, the candidate effectively evaluates an existing mission and vision statement **or** collaboratively designs a district mission and vision that reflects a core set of values and priorities ***or*** develops a comprehensive plan for communicating a district’s mission and vision. |
| **Improvement Processes**  The candidate understands and demonstrates the capacity to lead district strategic planning and continuous improvement processes (NELP 1.2; CAEP A1.1.2). | 2 | The candidate exhibits a partial understanding of the process of continuous improvement  **or** exhibits a partial understanding of strategic planning. | The candidate exhibits an understanding of the process of continuous improvement  **and** exhibits an understanding of strategic planning. | In addition to meeting Level 2 expectations, the candidate effectively evaluates existing improvement processes  **or** designs a collaborative improvement process that includes key components (i.e., data use, design, implementation, and evaluation)  **or** articulates a process for strategic planning **or** develops an implementation process that supports district improvement. |
| Domain 2: Ethics and Professional Norms  Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate professional norms and culture. (NELP 2) | | | | |
|  | Rubric  Row | Level 1  Approaching Standard | Level 2  Meets Standard | Level 3  Exceeds Standard |
| **Professional Dispositions**  The candidate understands and demonstrates the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) (NELP 2.1; CAEP A1.1.6). | 3 | The candidate exhibits a partial understanding of the role and importance of reflective practice and professional dispositions and norms **or** does not effectively engage in reflective practice  **or** does not model professional dispositions and norms (e.g., fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship). | The candidate exhibits an understanding of the role and importance of reflective practice and professional dispositions and norms **and** effectively engages in reflective practice  **and** exemplifies professional dispositions and norms (e.g., fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship). | In addition to meeting Level 2 expectations, the candidate  develops a plan to cultivate and communicate professional norms among diverse constituencies. |
| **Ethical Decision Making**  The candidate understands and demonstrates the capacity to evaluate and advocate for ethical and legal decisions (NELP 2.2; CAEP A1.1.6). | 4 | The candidate exhibits a partial understanding of ethical and legal decision making. | The candidate exhibits an understanding of ethical and legal decision making. | In addition to meeting Level 2 expectations, the candidate  effectively evaluates the ethical dimensions of an issue  **or** analyzes a decision in terms of established ethical frameworks. |
| **Ethical Behavior**  The candidate understands and demonstrates the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others (NELP 2.3; CAEP A1.1.6). | 5 | The candidate does not model ethical behavior in personal conduct and relationships. | The candidate exemplifies ethical behavior in personal conduct and relationships. | In addition to meeting Level 2 expectations, the candidate develops a plan to effectively cultivate ethical behavior in others. |
| DOMAIN 3: Equity, Inclusiveness, and Cultural Responsiveness  Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture. (NELP 3) | | | | |
|  | Rubric  Row | Level 1  Approaching Standard | Level 2  Meets Standard | Level 3  Exceeds Standard |
| **District Culture**  The candidate understands and demonstrates the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture (NELP 3.1; CAEP A1.1.1). | 6 | The candidate exhibits partial understanding of the knowledge and theory on how to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive district culture. | The candidate exhibits an understanding of the knowledge and theory on how to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive district culture. | In addition to meeting Level 2 expectations, the candidate  effectively evaluates a district’s culture and develops strategies for improving district culture  **or** develops a comprehensive plan for creating a supportive and inclusive district culture. |
| **Equitable Access**  The candidate understands and demonstrates the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, necessary to support the success and well-being of each student (NELP 3.2; CAEP A1.1.5). | 7 | The candidate exhibits a partial understanding of the knowledge and theory about how to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student. | The candidate exhibits an understanding of the knowledge and theory about how to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student. | In addition to meeting Level 2 expectations, the candidate  effectively evaluates sources of inequity and bias in the allocation of educational resources and opportunities **or** develops district procedure and guidelines for the equitable use of educational resources and opportunities. |
| **Culturally Responsiveness**  The candidate understands and demonstrates the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavioral support practices among teachers and staff (NELP 3.3). | 8 | The candidate exhibits partial understanding of the knowledge and theory used to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff. | The candidate exhibits an understanding of the knowledge and theory used to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff. | In addition to meeting Level 2 expectations, the candidate  effectively evaluates the root causes of inequity and bias  **or** develops a comprehensive plan to cultivate equitable, inclusive, and culturally responsive practices among teachers and staff. |
| DOMAIN 4: Learning and Instruction  Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, design, cultivate and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership. (NELP 4) | | | | |
|  | Rubric Row | Level 1  Approaching Standard | Level 2  Meets Standard | Level 3  Exceeds Standard |
| **Curriculum**  The candidate understands and demonstrates the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs (NELP 4.1; CAEP A1.1.5). | 9 | The candidate exhibits a partial understanding of the knowledge and theory on how to evaluate, develop, and implement curriculum. | The candidate exhibits an understanding of the knowledge and theory on how to evaluate, develop, and implement curriculum. | In addition to meeting Level 2 expectations, the candidate  evaluates a district’s curriculum  **or** evaluates the use of technology in instructional programs **or** develops a plan for implementing a new curriculum. |
| **Professional Development**  The candidate understands and demonstrates the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders (NELP 4.2; CAEP A1.1.3). | 10 | The candidate exhibits a partial understanding of the knowledge and theory concerning how to evaluate, develop, and implement systems of support, coaching and professional development for educators, educational professionals, and school and district leaders. | The candidate exhibits an understanding of the knowledge and theory concerning how to evaluate, develop, and implement systems of support, coaching and professional development for educators, educational professionals, and school and district leaders. | In addition to meeting Level 2 expectations, the candidate effectively evaluates the coordination and coherence among instructional practices, resources, technologies, and services that support equity, digital literacy, and the districts academic and non-academic systems **or** develops a comprehensive implementation plan for improving instructional practices, resources, technologies, and services that support student learning. |
| **Assessment**  The candidate understands and demonstrates the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership (NELP 4.3; CAEP A1.1.3). | 11 | The candidate exhibits a partial understanding of the requisite knowledge and theory used to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being. | The candidate exhibits an understanding of the requisite knowledge and theory used to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being. | In addition to meeting Level 2 expectations, the candidate  develops an implementation plan for formal and informal culturally responsive and accessible assessments of student learning  **or** interprets data from formative and summative assessments for use in educational planning  **or** develop a professional development plan to cultivate teachers’ capacity to improve instruction based on analysis of assessment data. |
| **Coherent Systems of Curriculum, Instruction, and Assessment**  The candidate understands and demonstrates the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district (NELP 4.4; CAEP A1.1.5). | 12 | The candidate exhibits a partial understanding of the requisite knowledge and theory used to evaluate, develop, and implement the district’s curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner. | The candidate exhibits an understanding of the requisite knowledge and theory used to evaluate, develop, and implement the district’s curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner. | In addition to meeting Level 2 expectations, the candidate  engages faculty in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence of the district’s curriculum, instruction, technology, data systems, and assessment practices **or** develops an implementation plan for improving coordination and coherence among the district’s curriculum, instruction, technology, data systems, and assessment practices **or** uses technology and performance management systems to monitor, analyze, implement, and evaluate the district’s curriculum, instruction, technology, data systems, and assessment practices. |
| DOMAIN 5: Community and External Leadership  Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs. (NELP 5) | | | | |
|  | Rubric  Row | Level 1  Approaching Standard | Level 2  Meets Standard | Level 3  Exceeds Standard |
| **Families**  The candidate understands and demonstrates the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school (NELP 5.1; CAEP A1.1.4). | 13 | The candidate does not exhibit an understanding of the importance of collaboratively engaging diverse families in strengthening student learning  **or** does not exhibit an understanding of how to collaboratively engage diverse families in strengthening student learning. | The candidate exhibits an understanding of the importance of collaboratively engaging diverse families in strengthening student learning **and** exhibits an understanding of how to collaboratively engage diverse families in strengthening student learning. | In addition to meeting Level 2 expectations, the candidate  develops processes for gathering information about families **or**  develops a partnership between a district’s staff and families **or**  develops a comprehensive communication plan to foster two-way communication with families. |
| **Community Partners**  The candidate understands and demonstrates the capacity to understand, engage, and effectively collaborate and communicate with (through oral, written, and digital means) diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole (NELP 5.2; CAEP A1.1.4). | 14 | The candidate does not exhibit an understanding of the importance of collaboratively engaging diverse community members, partners, and other constituencies **or** does not exhibit an understanding how to collaboratively engage diverse community members, partners, and other constituencies. | The candidate exhibits an understanding of the importance of collaboratively engaging diverse community members, partners, and other constituencies **and** exhibits an understanding of how to collaboratively engage diverse community members, partners, and other constituencies. | In addition to meeting Level 2 expectations, the candidate identifies diverse community resources for the district and devise a plan for using the resources to benefit the district’s program and student learning  **or** devises a plan for engaging with community members, partners, and other constituencies around a shared goal **or** develops a communication plan to foster two-way communication with community members, partners, and other constituencies. |
| **Community Advocacy**  The candidate understands and demonstrates the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs (NELP 5.3; CAEP A1.1.4). | 15 | The candidate does not exhibit an understanding of how to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their district and community. | The candidate exhibits an understanding of how to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their district and community. | In addition to meeting Level 2 expectations, the candidate develops a comprehensive communication plan for advocating for district and community needs that includes conducting a needs assessment, identifying and accessing resources, gathering information about the district and policy context, and developing targeted communication |
| DOMAIN 6: Operations and Management  Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management. (NELP 6) | | | | |
|  | Rubric  Row | Level 1  Approaching Standard | Level 2  Meets Standard | Level 3  Exceeds Standard |
| **District Operations**  The candidate understands and demonstrates the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district’s mission and vision (NELP 6.1; CAEP A1.1.5). | 16 | The candidate does not exhibit an understanding of how to evaluate, develop, and implement management, communication, technology, governance, and operation systems at the district level. | The candidate exhibits an understanding of how to evaluate, develop, and implement management, communication, technology, governance, and operation systems at the district level. | In addition to meeting Level 2 expectations, the candidate audits the equity of school processes and operations and their impact on resource allocation, personnel decisions, and students’ experiences and outcomes **or** analyzes and identifies strategic and tactical challenges for the district. |
| **Resourcing**  The candidate understands and demonstrates the capacity to evaluate, develop, and advocate for a data-based district resourcing plan and supports school in developing their school-level resourcing plans (NELP 6.2). | 17 | The candidate does not exhibit an understanding of how to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports schools in developing their school-level resourcing plans. | The candidate exhibits an understanding of how to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports schools in developing their school-level resourcing plans. | In addition to meeting Level 2 expectations, the candidate  evaluates resources needs for the district **or** uses data ethically and equitably to develop a multi-year resourcing plan aligned to the district’s goals and priorities. |
| **Hiring and Retaining**  The candidate understands and demonstrates the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district’s collective instructional and leadership capacity (NELP 6.3). | 18 | The candidate exhibits a partial understanding of how to evaluate district human resource needs and how to implement systems for hiring, retaining, supervising, evaluating, and developing personnel. | The candidate exhibits an understanding of how to evaluate district human resource needs and how to implement systems for hiring, retaining, supervising, evaluating, and developing personnel. | In addition to meeting Level 2 expectations, the candidate develops a district-level system for hiring, retaining, developing, and supervising school/district personnel or evaluates candidate’s materials for instructional or leadership positions. |
| DOMAIN 7: Policy, governance, and advocacy  Candidates understand and demonstrate the capacity to promote the present and future success and well-being of students and district personnel by applying the knowledge, skills, and commitments necessary to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations. (NELP 7) | | | | |
|  | Rubric  Row | Level 1  Approaching Standard | Level 2  Meets Standard | Level 3  Exceeds Standard |
| **Board of Education**  The candidate understands and demonstrates the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district’s board of education focused on achieving the district’s shared mission and vision (NELP 7.1; CAEP A1.1.4). | 19 | The candidate exhibits a partial understanding of how to cultivate a positive, responsive relationship with the Board of Education. | The candidate exhibits an understanding of how to cultivate a positive, responsive relationship with the Board of Education. | In addition to meeting Level 2 expectations, the candidate  represents the district and it mission, strengths, and needs to the board of education **or**  advocates for board action that will support the mission and vision of the district and meet student needs. |
| **District Governance**  The candidate understands and demonstrates the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members (NELP 7.2; CAEP A1.1.4). | 20 | The candidate exhibits a partial understanding of the importance of effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups. | The candidate exhibits an understanding of the importance of effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups. | In addition to meeting Level 2 expectations, the candidate  evaluates the district governance and stakeholder engagement systems. |
| **Policies, Laws, Regulations**  The candidate understands and demonstrates the capacity to evaluate, implement, and communicate district, state, and national policy, laws, rules, and regulations (NELP 7.3; CAEP A1.1.6). | 21 | The candidate exhibits a partial understanding of evaluating the implications of educational policy for district practices **or**  exhibits a partial understanding of coordinating decisions and district policies with policies and/or regulations from local, state, and federal policy entities. | The candidate exhibits an understanding of evaluating the implications of educational policy for district practices **and** exhibits an understanding of coordinating decisions and district policies with policies and/or regulations from local, state, and federal policy entities. | In addition to meeting Level 2 expectations, the candidate  evaluates the implications of educational policy for district practices **or** communicates about district, state, and national policy, laws, rules, and regulations. |
| **Larger Policy Conversations**  The candidate understands the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrates the capacity to evaluate and represent district needs and priorities within the larger policy conversations and advocate for district needs and priorities at the local, state, and national level (NELP 7.4; CAEP A1.1.6). | 22 | The candidate exhibits a partial understanding of the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations on district needs and priorities. | The candidate exhibits an understanding of the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations on district needs and priorities. | In addition to meeting Level 2 expectations, the candidate evaluates the district needs and priorities with regard to educational policy conversations and emerging challenges. |
|  | Overall Rating | | | |
|  |  | Level 1  Approaching Standard | Level 2  Meets Standard | Level 3  Exceeds Standard |
|  |  | The candidate earned a Level 1 rating on 3 or more indicators. | The candidate earned a Level 2 or Level 3 rating on 20 or more indicators. | The candidate earned a Level 3 rating on 18 or more indicators.  The candidate earned no Level 1 ratings. |