



# Building Level Administration Internship Handbook

2023-2024

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## Overview

The purpose of the Building Level Administration Internship in the Educational Leadership and Administration programs at the University of Southern Indiana is to provide the candidates with multiple, diverse, coherent, authentic, and sustained field-based opportunities to synthesize and apply the knowledge and skills necessary to assume the responsibilities of 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 – Building Level.

Candidates enroll in EDUC 680 for 1 credit hour for three consecutive semesters (summer, fall, spring) near the end of their programs. Candidates complete 300 clock hours, distributed over the three semesters, in field-based activities mentored by a university-based mentor and a site-based mentor. In most cases, candidates are placed in the school in which they are employed. A comparison assignment must be completed in a school that is demographically different from the school in which they are employed. The comparison assignment topic must be approved by the university-based mentor. The comparison assignment is due in the last semester of the internship.

## Mentor Qualifications and Responsibilities

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

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

- commits to the developing and mentoring of the candidate as an aspiring principal including providing professional guidance and support
- collaborates with the candidate and university-based mentor in designing a plan for the internship experience that provides the candidate with opportunities to demonstrate competencies in each the program domains.
- regularly engages in reflection dialogue with the candidate and the university-based supervisor on the candidate's progress.
- involves the candidates in significant administrative work at the principal level, delegating responsibilities when possible.
- allows and encourages the candidate to extend talents and abilities beyond current level of competence.

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

- is the assigned instructor of EDUC 680 and is therefore responsible for grading and maintaining materials and information in Blackboard and TK20.
- provides pertinent information to the candidate and the site-based mentor.
- collaborates with the candidate and site-based mentor in designing a plan for the internship experience that provides the candidate with opportunities to demonstrate competencies in each the program domains.
- provides useful, specific, and timely feedback regarding the candidate's professional growth.
- communicates and meets regularly meets with the candidate and site-based mentors.
- Collaborates with the site-based mentor in assessing the candidate's work.

## Placement Process

The placement process is slightly different for candidates who are currently teaching (Situation A) and candidates who are not currently teaching (Situation B).

Situation A: During the spring semester prior to the beginning of the internship, candidates who are currently teaching share the Building Level Administration Handbook with their building principal and discuss the possibility of completing the internship in the building in which they teach. The principal may choose to serve as the on-site mentor or recommend another building level administrator to serve that role. If the candidate or the principal requests that the internship be completed in another school, the candidate contacts the Director of Graduate Programs in Education to discuss other possibilities. The principal and the site-based mentor sign the School-University Agreement form (see Appendix A).

Situation B: During the spring semester prior to the beginning of the internship, candidates who are not currently teaching contacts the Director of Graduate Programs in Education to discuss possibilities for placement. When an appropriate placement is arranged, the site-based mentor signs the School-University Agreement form (see Appendix A).

## Termination of the Internship

When there is a problem with the candidate's performance, attendance, and/or disposition, the situation will first be addressed collaboratively by the university and site-based mentors. If a plan of improvement is the recommended option, then the site-based mentor, university-based mentor, Director of Clinical Internships, Program Director, and candidate will have a conference and develop a specific plan of improvement for the candidate. The plan will be signed by the site-based mentor, university-based mentor, Director of Clinical Internships, Program Director, and the candidate each receiving a signed copy of the plan. If all expectations are fulfilled, the candidate will be allowed to continue. If not, the placement is terminated. The candidate may withdraw from the clinical internship or receive an Unsatisfactory grade. If the candidate must withdraw from the internship, then he or she may re-apply and repeat the internship once.

If the candidate's performance does not improve, there is a serious violation, violation of the USI Code of Conduct, USI's Academic Integrity policy, or any policies of the school to which he or she has been assigned, the Teacher Education Department Chair, with the recommendation from the Program Director, may suspend the candidate's internship indefinitely. The site-based mentor, university-based mentor, Program Director, or Department Chair may suspend or terminate an internship for reasons that are deemed serious in nature. In such circumstances no plan for improvement will be executed. Any violation of the USI Code of Conduct or Academic Integrity Policy will follow USI's procedures.

A candidate whose placement is terminated may not be placed in a different school/grade level for the remainder of the semester. Candidates who withdraw from the internship may not be placed in a different school/grade level for the remainder of the semester.

[USI's Code of Student Behavior](#)


## Internship Plan

Prior to the end of the first week of the internship each semester, the candidate collaborates with the site-based mentor and the university-based mentor to develop an internship plan. The domains derived from the National Educational Leadership Preparation (NELP) Program Recognition Standards – Building Level must be addressed in at least one activity/project. Candidates must complete a minimum of 300 hours over the three terms of the internship. The internship plan includes a list of proposed internship activities with the following information about each proposed activity: (a) Descriptive title, (b) Site, (c) Semester in which the activity will be completed, (d) Estimated number of hours, (e) Completed and number of hours, (f) Alignment with Internship Domain (NELP Standards). The internship plan is submitted at the beginning of each semester.

The domains derived from the National Educational Leadership Preparation (NELP) Program Recognition Standards – Building Level must be addressed in at least one activity/project; however, an activity may address more than one domain. At least one problem-based project must be included the fall and spring semester. **The comparison assignment**

**must include a school that is demographically different from the school in which they are employed.** The comparison assignment topic must be approved by the university-based mentor. The comparison assignment is due in the last semester of the internship.

Below is the template for the internship plan.

													
Internship Plan													
Candidate's Name:							Date:						
Task/Project	Site	Start Term	End Term	Estimated Hours	Completed Yes/No	Completed Hours	Domains/NELP Standards						
							1	2	3	4	5	6	7
Evaluate an existing school mission/vision	Bartlett Elementary	F'20	F'20	3			x						
Evaluate sources of inequity and bias in the allocation of educational resources and opportunities	Bartlett Elementary and Cutler Elementary	F'20	F'20	10					x				
Develop targeted communication for oral, written, and digital distribution	Bartlett Elementary	SU'20	SP'30	15							x		
Problem-based Project: (Identifying problem, strategies, implementation) The number of African American students receiving discipline referrals.	Bartlett Elementary	F'21	F'21	75					x		x	x	
Evaluate sources of inequity and bias in the allocation of educational resources and opportunities	Virtual Placement, North High School	S'21	S'21	10					x				


Appendix B includes the components of the NELP Standards and example generic tasks that may be incorporated into activities/projects.

The internship plan is submitted as a Blackboard assignment each semester. The university-based mentor arranges a meeting that includes the site-based mentor and the candidate to review, modify if necessary, and approve the internship plan. At the beginning of each term of the internship, the university-based mentor arranges a meeting that includes the site-based mentor and the candidate to review the plan and modify if needed. These meeting may take place face-to-face or virtually. The candidate is responsible for uploading the plan. The university-based mentor is responsible for completing the rubric that assesses the plan.

## Progress Reports

Periodically during the internship, candidates submit internship progress reports as Blackboard assignments to provide documentation of the hours devoted to internship activities and of progress in implementing the internship plan according to due dates posted each semester. Each progress report includes dates, times, number of hours, activity description, hours accumulated in internship tasks and reflections or comments. Each progress report should be signed by the site-based mentor to authenticate and confirm the accuracy of the completed tasks. Candidates submit the internship progress reports as directed by the university-based mentor.

The format for the progress reports is included below:

					
Progress Report					
Candidate's Name:				Date:	
Date	Time	Hours	Description of Task/Problem-based Project	Reflection of Task/Project	Domain Alignment
Hours Completed prior to this report					
			Note: cells expand as you type		Ex. 1.2
			Note: rows may be added or deleted as needed		
Hours Accumulated To Date			Note 300 hours are required by the end of the three semesters of the internship.		
Site based mentor signature and date:					

The progress report will be evaluated using the rubric below.

	Unsatisfactory	Proficient	Exemplary
Progress	The candidate is behind schedule in completing the plan	The candidate is completing the plan as scheduled	The candidate is ahead of schedule in completing the plan

Reflections	The reflection attempts to demonstrate thinking about learning but is vague and/or unclear about the personal learning.	The reflection explains the candidate’s own thinking and learning.	The reflection explains the candidate’s own thinking and learning as well as implications for future learning.
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## Formative Internship Evaluation

At the end of each semester, the site-based mentor and the university-based mentor collaborate to complete a formative internship evaluation. It is the responsibility of the university-based mentor to submit the formative internship evaluation to Blackboard on the assigned due date. The formative evaluation provides feedback on the candidate’s progress in implementing the internship plan and on the candidate’s professional disposition. A copy of the evaluation form is found in Appendix C.

## Summative Internship Evaluation

At the end of the final semester, 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 the review the candidate’s progress reports. The summative evaluation assesses candidates’ knowledge and skills based on the National Educational Leadership Preparation (NELP) Program Recognition Standards 1-8– Building Level and on the candidate’s professional disposition. The university-based mentor completes the Summative Internship Evaluation (Appendix D) that is submitted to TK20 after a meeting with the candidate and site-based mentor.

## Internship Portfolio

Throughout the internship and coursework, candidates save artifacts that they have created to demonstrate their competency related to NELP Standards/Domain. An example of an artifact is a critique written by the candidate of an existing school mission and vision. Artifacts may be saved at any time in TK20. Instructions are provided in Appendix E

As a candidate progress 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 – Building Level. For each domain, the candidate writes a reflection on personal profession 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. Appendix F includes the list of reflection questions. The university-based mentor completes the Internship Portfolio Summative Evaluation (Appendix G) that is submitted to TK20.

## Appendix A School-University Internship Agreement



### EDUCATIONAL LEADERSHIP AND ADMINISTRATION PROGRAM SCHOOL-UNIVERSITY INTERNSHIP AGREEMENT

<b>Candidate's Name</b>	
<b>Primary Internship Site</b>	
<b>Site-Based Mentor Name</b>	
<b>Site-Based Mentor Position</b>	
<b>Site-Based Mentor Email</b>	
<b>Superintendent Name</b>	
<b>Superintendent Email</b>	

As the Site-Based Mentor, I recommend the above-named individual for acceptance into the Building Level Administration Internship. I understand this internship will require the candidate to spend time performing administrative activities in school settings in order to fulfill the requirements. I will provide the individual with assistance and opportunities necessary to fulfill these requirements. I have reviewed the Building Level Administration Internship Guide and agree to perform the duties designated for a site-based mentor, including collaborating in developing an internship plan, meeting with the university-based mentor, and completing the formative and summative assessments. I confirm that I am a fully licensed building administrator and that I am experienced and effective.

<b>Site-Based Mentor's Signature</b>	<b>Date</b>

***The section should be completed by the candidate's superintendent or designee.***

As the school superintendent or designee, I recommend the above-named individual for acceptance into the Building Level Administration Internship. I understand this program will require the candidate to spend time performing administrative activities in a school setting in order to fulfill the requirements. Although these activities may occur during a regular school day, I understand that the activities will not interfere with the candidate's teaching responsibilities.

<b>Superintendent/Designee Signature</b>	<b>Date</b>



## Appendix B Domains, NELP Standard Components, and Example Tasks

<b>DOMAIN 1: MISSION, VISION, AND IMPROVEMENT</b>
NELP 1.1 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
NELP 1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.
Example of tasks
<ul style="list-style-type: none"> <li>• Evaluate an existing mission and vision statement</li> <li>• Collaboratively design a school mission and vision that reflects a core set of values and priorities</li> <li>• Develop a comprehensive plan for communicating the mission and vision</li> <li>• Evaluate existing improvement processes</li> <li>• Design a collaborative improvement process that includes key components (data use, design, implementation, and evaluation)</li> <li>• Develop an implementation process that supports the components and goals of the improvement process</li> </ul>

<b>DOMAIN 2: ETHICS AND PROFESSIONAL NORMS</b>
2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.
2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, 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
<ul style="list-style-type: none"> <li>• Cultivate, model, and communicate professional norms</li> <li>• Evaluate the ethical dimensions of issues</li> <li>• Analyze decisions in terms of established ethical frameworks</li> <li>• Communicate about and advocating for ethical and legal decisions</li> <li>• Model ethical behavior in their person conduct and relationships</li> <li>• Cultivate ethical behavior in others</li> </ul>

<b>DOMAIN 3: EQUITY, INCLUSIVENESS, AND CULTURAL RESPONSIVENESS</b>
3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.
3.2 Program completers understand and demonstrate the capacity 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.
3.3 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.
Example of tasks
<ul style="list-style-type: none"> <li>• Evaluate school culture</li> <li>• Design and cultivate a supportive school culture</li> <li>• Develop strategies for improving school culture</li> <li>• Advocate for a supportive and include school culture</li> <li>• Evaluate sources of inequity and bias in the allocation of educational resources and opportunities</li> <li>• Cultivate the equitable use of educational resources and opportunities through procedures, guideline, norms, and values</li> </ul>

- Advocate for equitable access to educational resources and opportunities
- Evaluate the root causes of inequity and bias
- Cultivate equitable, inclusive, and culturally responsive practices among teachers and staff
- Advocate for equitable practices among teachers and staff

#### DOMAIN 4: LEARNING AND INSTRUCTION

4.1 Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality technology-rich curricula programs and other supports for academic and non-academic student programs.

4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.

4.3 Program completers understand and can demonstrate the capacity 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.

4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

##### Example of tasks

- Evaluate curricula and use of technology and other supports in academic and non-academic systems
- Develop high-quality, technology-rich, and coherent curricula programs and supports for academic and/or non-academic student programs
- Evaluate coordination and coherence among the practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems
- Develop plans and implementation strategies for improving the impact of academic and non-academic practices, resources, technologies, and services that support student learning
- Evaluate the quality of formative and summative assessments of learning
- Implement formal and informal culturally responsive assessments of student learning
- Interpret data from formative and summative assessments for use in educational planning
- Cultivate teachers' capacity to improve instruction based on analysis of assessment data
- Engage faculty in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence of the school's curriculum, instruction, technology, data systems, and assessment practices
- Propose designs and implementation strategies for improving coordination and coherences among the school's curriculum, instruction, technology, data systems, and assessment practices
- Use technology and performance management systems to monitor, analyze, implement, and evaluate school curriculum, instruction, technology, data systems, and assessment practices and results

#### DOMAIN 5: COMMUNITY AND EXTERNAL LEADERSHIP

5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.

5.2 Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.

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 when advocating for the needs of their school and community.

##### Example of tasks

- Collaboratively engage diverse families in strengthening student learning
- Develop processes for gathering information about families and family funds of knowledge, cultivating partnerships between staff and families, and fostering two-way communication with families
- Identify diverse community resources devise plans for using such resources to benefit school programs and student learning
- Engage community members, partners, and other constituencies around shared goals

- Develop targeted communication for oral, written, and digital distribution
- Conduct a needs assessment of the school and community
- Advocate for school and community needs

#### DOMAIN 6: OPERATIONS AND MANAGEMENT

6.1 Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.

6.2 Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

##### Examples activities/projects

- Audit the equity of school processes and operations and their impact on resources allocation, personnel decisions, and students' experiences and outcomes
- Analyze and identify strategic and tactical challenges for the school operation systems
- Develop and implement management, communication, assessment, technology, school-level governance, and operation systems
- Develop a school master schedule
- Evaluate resource needs
- Use data ethically and equitably to develop a multi-year resourcing plan aligned to school goals and priorities
- Advocate for resources in support of needs
- Analyze how law and policy are applied consistently, fairly, equitably, and ethically within a school
- Communicate policies, laws, regulations, and procedures to appropriate school stakeholders
- Monitor and ensure adherence to laws, rights, policies, and regulations

#### DOMAIN 7: BUILDING PROFESSIONAL CAPACITY

7.1 Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.

7.2 Program completers understand and have the capacity to develop and engage staff in collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

##### Example of tasks

- Evaluate a school's professional staff capacity needs
- Collect and use data to plan candidate recruitment and selection that reflects the diversity of a school's student body
- Develop a strategy for evaluating applicant materials
- Develop a comprehensive plan for providing school community members with a healthy and positive school building environment
- Design a collaborative professional culture
- Develop a process for modeling and fostering effective communication
- Evaluate professional staff capacity needs and management practices
- Identify leadership capability of staff

- Plan opportunities for professional growth that promote reflection, cultural responsiveness, digital literacy, school improvement, and student success.
- Plan opportunities for engaging staff in leadership roles
- Develop a plan for utilizing digital technology in ethical and appropriate ways to foster professional learning for self and others
- Observe teaching in a variety of classrooms
- Gather and analyze district policies on instructional expectations
- Provide teaching staff with actionable feedback to support improvement
- Develop a system for monitoring whether supervision and evaluation strategies promote improvement

## Appendix C MSE Formative Internship Evaluation

<b>MSE Formative Internship Evaluation</b>				
<p>Instructions: University-mentors and site-based mentors will confer and complete the formative internship evaluation each term. The candidate must earn a total rating of at least 4 with no rating of 0 to receive a satisfactory grade for the term. Candidates who receives an unsatisfactory grade may not continue with the internship plan until an improvement plan is approved by the Director of Graduate Program in Education and mentors.</p> <p>Ratings:            Level 0 – Does not meet expectations.            Level 1 – Approaching expectation. The candidate meets partially meets the expectation stated. In the comment section, indicate why the candidate does not meet expectations.            Level 2 – Meets expectations. The candidate meets the expectation as stated.            Level 3 – Exceeds expectation. This level represents exemplary performance. In the comment section, indicate why the candidate’s performance is exemplary.</p>				
Expectation	Level 0 Does not meet expectations	Level 1 Approaching expectations	Level 2 Meets expectations	Level 3 Exceeds Expectations
The candidate is on track in implementing the internship plan.	The candidate is making very little or no progress in implementing the internship plan.	The candidate meets partially meets the expectation stated. In the comment section, indicate why the candidate does not meet expectations.	The candidate meets the expectation as stated.	This level represents exemplary performance. In the comment section, indicate why the candidate’s performance is exemplary.
The candidate is on track in logging internship hours (approximately 100 each term).	The candidate has logged very few hours.	The candidate meets partially meets the expectation stated. In the comment section, indicate why the candidate does not meet expectations.	The candidate meets the expectation as stated.	This level represents exemplary performance. In the comment section, indicate why the candidate’s performance is exemplary.
The candidate models professional dispositions (i.e. caring, fairness, honesty, integrity, equity, social justice)	The candidate does not meet expectations in displaying two or more of the dispositions listed.	The candidate meets partially meets the expectation stated. In the comment section, indicate why the candidate does not meet expectations.	The candidate meets the expectation as stated.	This level represents exemplary performance. In the comment section, indicate why the candidate’s performance is exemplary.
The candidate models professional behaviors and positive interpersonal relationships.	The candidate’s behavior is unprofessional.	The candidate meets partially meets the expectation stated. In the comment section, indicate why the candidate does not meet expectations.	The candidate meets the expectation as stated.	This level represents exemplary performance. In the comment section, indicate why the candidate’s performance is exemplary.

## Appendix D Summative Internship Evaluation

### Summative Internship Evaluation Rubric

The purpose of the Summative Internship Evaluation is to assess candidates' knowledge and skills identified by the National Educational Leadership Preparation (NELP) Program Recognition Standards 1-8– Building 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 the review 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 – Building Level. The rubric is completed at the end of the third semester of the internship.

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 of 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 building-level educational leadership preparation program and is ready to begin independently leading in a P-12 school.

#### 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 building-level educational leadership preparation program and is ready to begin independently leading in a P-12 school.

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 school mission, vision, and process for continuous improvement that reflects a core set of values and priorities. (NELP 1)

	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
<b>1. Mission and Vision</b> The candidate understands and demonstrates the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community. (NELP 1.1)	The candidate exhibits a partial understanding of the role and importance of a school's vision and mission <b>or</b> 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 school's vision and mission <b>or</b> 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 <b>or</b> collaboratively designs a school mission and vision that reflects a core set of values and priorities <b>or</b> develops a comprehensive plan for communicating a school's mission and vision.
<b>2. Improvement Processes</b> The candidate understands and demonstrates the capacity to lead improvement processes that include data use, design, implementation, and evaluation. (NELP 1.2; CAEP A1.1.1)	The candidate exhibits a partial understanding of the process of continuous improvement <b>or</b> exhibits a partial understanding of strategic planning.	The candidate exhibits an understanding of the process of continuous improvement <b>and</b> exhibits an understanding of strategic planning.	In addition to meeting Level 2 expectations, the candidate effectively evaluates existing improvement processes <b>or</b> designs a collaborative improvement process that includes key components (i.e.,

			data use, design, implementation, and evaluation) <b>or</b> articulates a process for strategic planning <b>or</b> develops an implementation process that supports school improvement.
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Comments

**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 and enact professional norms. (NELP 2)

	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
<p><b>3. Professional Dispositions</b> The candidate understands and demonstrates the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (e.g., fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship). (NELP 2.1, CAEP A1.1.6)</p>	<p>The candidate exhibits a partial understanding of the role and importance of reflective practice and professional dispositions and norms <b>or</b> does not effectively engage in reflective practice <b>or</b> does not model professional dispositions and norms (e.g. fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship).</p>	<p>The candidate exhibits an understanding of the role and importance of reflective practice and professional dispositions and norms <b>and</b> effectively engages in reflective practice <b>and</b> exemplifies professional dispositions and norms (e.g. fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship).</p>	<p>In addition to meeting Level 2 expectations, the candidate develops a plan to cultivate and communicate professional norms among diverse constituencies including students and families.</p>
<p><b>4. Ethical Decision Making</b> The candidate understands and demonstrates the capacity to evaluate, communicate about, and advocate for ethical and legal decisions. (NELP 2.2, CAEP A1.1.6)</p>	<p>The candidate exhibits a partial understanding of ethical and legal decision making</p>	<p>The candidate exhibits an understanding of ethical and legal decision making</p>	<p>In addition to meeting Level 2 expectations, the candidate effectively evaluates the ethical dimensions of an issue <b>or</b> analyzes a decision in terms of established ethical frameworks</p>
<p><b>5. Ethical Behavior</b> 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)</p>	<p>The candidate does not model ethical behavior in personal conduct and relationships</p>	<p>The candidate exemplifies ethical behavior in personal conduct and relationships</p>	<p>In addition to meeting Level 2 expectations, the candidate develops a plan to effectively cultivate ethical behavior in others</p>

Comments:

**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 school culture. (NELP 3)

	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
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<p><b>6. School Culture</b> The candidate understands and demonstrates the capacity to use data to evaluate, design, cultivate, and advocate a support and inclusive school culture. (NELP 3.1)</p>	<p>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 school culture.</p>	<p>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 school culture.</p>	<p>In addition to meeting Level 2 expectations, the candidate effectively evaluates a school's culture and develops strategies for improving school culture <b>Or</b> develops a comprehensive plan for creating a supportive and inclusive school culture</p>
<p><b>7. Equitable Access</b> The candidate understands and demonstrates the capacity 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. (NELP 3.2)</p>	<p>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.</p>	<p>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.</p>	<p>In addition to meeting Level 2 expectations, the candidate effectively evaluates sources of inequity and bias in the allocation of educational resources and opportunities <b>or</b> develops school procedure and guidelines for the equitable use of educational resources and opportunities</p>
<p><b>8. Culturally Responsiveness</b> The candidate understands and demonstrates the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff. (NELP 3.3)</p>	<p>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.</p>	<p>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.</p>	<p>In addition to meeting Level 2 expectations, the candidate effectively evaluates the root causes of inequity and bias <b>or</b> develops a comprehensive plan to cultivate equitable, inclusive, and culturally responsive practices among teachers and staff</p>

Comments:

**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, develop, and implement coherent systems of curriculum, instruction, supports, and assessment. (NELP 4)

	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
<p><b>9. Curriculum</b> The candidate understands and demonstrates the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs. (NELP 4.1; CAEP A1.1.5)</p>	<p>The candidate exhibits a partial understanding of the knowledge and theory on how to evaluate, develop, and implement curriculum</p>	<p>The candidate exhibits an understanding of the knowledge and theory on how to evaluate, develop, and implement curriculum</p>	<p>In addition to meeting Level 2 expectations, the candidate evaluates a school's curriculum <b>or</b> evaluates the use of technology in a school's instructional programs <b>or</b> develops a plan for implementing a new curriculum</p>
<p><b>10. Instruction</b> The candidate understands and demonstrates the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems. (NELP 4.2; CAEP A1.1.2)</p>	<p>The candidate exhibits a partial understanding of the knowledge and theory concerning how to evaluate, develop, and implement instructional practices, resources, technologies, and services</p>	<p>The candidate exhibits an understanding of the knowledge and theory concerning how to evaluate, develop, and implement instructional practices, resources, technologies, and services</p>	<p>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 school's academic and non-academic systems <b>or</b> develops a comprehensive implementation plan for improving instructional practices, resources,</p>



			technologies, and services that support student learning
<p><b>11. Assessment</b> The candidate understands and demonstrates the capacity 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 (NELP 4.3; CAEP A1.1.3)</p>	<p>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</p>	<p>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</p>	<p>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 <b>Or</b> interprets data from formative and summative assessments for use in educational planning <b>Or</b> develop a professional development plan to cultivate teachers' capacity to improve instruction based on analysis of assessment data</p>
<p><b>12. Coherent System</b> The candidate understands and demonstrates the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner. (NELP 4.4; CAEP A1.1.5)</p>	<p>The candidate exhibits a partial understanding of the requisite knowledge and theory used to evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.</p>	<p>The candidate exhibits an understanding of the requisite knowledge and theory used to evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.</p>	<p>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 school's curriculum, instruction, technology, data systems, and assessment practices <b>Or</b> develops an implementation plan for improving coordination and coherence among the school's curriculum, instruction, technology, data systems, and assessment practices <b>Or</b> use technology and performance management systems to monitor, analyze, implement, and evaluate school's curriculum, instruction, technology, data systems, and assessment practices</p>

Comments:

**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 engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community. (NELP 5)

	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
<p><b>13. Families</b> The candidate understands and demonstrates the capacity to collaboratively engage diverse families in strengthening student learning in and out of school. (NELP 5.1; CAEP A1.1.4)</p>	<p>The candidate does not exhibit an understanding of the importance of collaboratively engaging diverse families in strengthening student learning <b>or</b> does not exhibit an understanding of how to</p>	<p>The candidate exhibits an understanding of the importance of collaboratively engaging diverse families in strengthening student learning <b>and</b> exhibits an understanding of how to collaboratively engage diverse families in</p>	<p>In addition to meeting Level 2 expectations, the candidate develops processes for gathering information about families <b>or</b> develops a partnership between a school's staff and families <b>or</b></p>

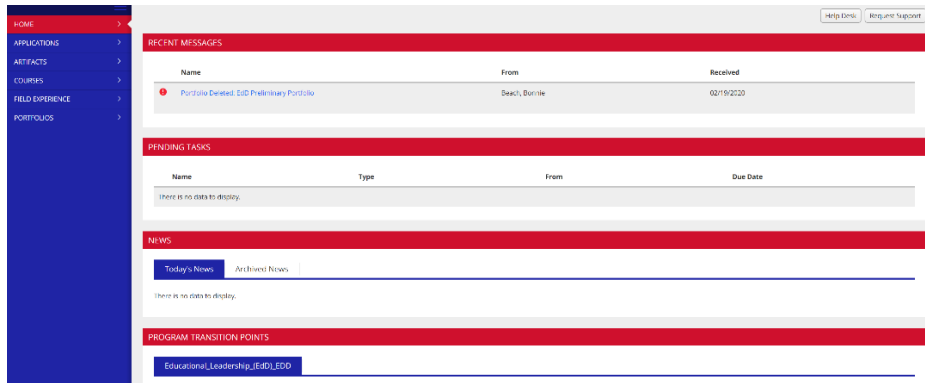
	collaboratively engage diverse families in strengthening student learning	strengthening student learning	develops a comprehensive communication plan to foster two-way communication with families
<b>14. Community</b> The candidate understands and demonstrates the capacity to understand, collaboratively engage, and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development. (NELP 5.2; CAEP A1.1.4)	The candidate does not exhibit an understanding of the importance of collaboratively engaging diverse community members, partners, and other constituencies <b>or</b> 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 <b>and</b> 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 <b>or</b> devises a plan for engaging with community members, partners, and other constituencies around a shared goal <b>or</b> develops a communication plan to foster two-way communication with community members, partners, and other constituencies
<b>15. Advocating</b> The candidate understands and demonstrates the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their school and community. (NELP 5.3; CAEP A1.1.6)	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 school 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 school 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:			
<b>DOMAIN 6: OPERATIONS AND MANAGEMENT</b> 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 improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations. (NELP 6)			
	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
<b>16. School Operations</b> The candidate understands and demonstrates the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student’s learning needs and promote the mission and vision of the school. (NELP 6.1; CAEP A1.1.5)	The candidate does not exhibit an understanding of how to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems.	The candidate exhibits an understanding of how to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems.	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 <b>or</b> analyzes and identifies strategic and tactical challenges for the school

<p><b>17. Resourcing</b> The candidate understands and demonstrates the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development. (NELP 6.2)</p>	<p>The candidate does not exhibit an understanding of how to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.</p>	<p>The candidate exhibits an understanding of how to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.</p>	<p>In addition to meeting Level 2 expectations, the candidate evaluates resources needs for a specific school <b>or</b> uses data ethically and equitably to develop a multi-year resourcing plan aligned to a school's goals and priorities</p>
<p><b>18. Laws &amp; Policies</b> The candidate understands and demonstrates the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote students and adult success and well-being (NELP 6.3; CAEP A1.1.6)</p>	<p>The candidate does not exhibit an understanding of how to reflectively evaluate, communicate about, and implement laws, rights, polices, and regulations to promote student and adult success and well-being.</p>	<p>The candidate exhibits an understanding of how to reflectively evaluate, communicate about, and implement laws, rights, polices, and regulations to promote student and adult success and well-being.</p>	<p>In addition to meeting Level 2 expectations, the candidate analyzes how law and policy are applied consistently, fairly, equitably, and ethically within a school <b>or</b> develops a communication plan to communicate policies, laws, regulations, and procedures to appropriate stakeholders</p>
<p>Comments:</p>			
<p><b>DOMAIN 7: BUILDING PROFESSIONAL CAPACITY</b> 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 build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning. (NELP 7)</p>			
	<p>Level 1 Approaching Standard</p>	<p>Level 2 Meets Standard</p>	<p>Level 3 Exceeds Standard</p>
<p><b>19. Staffing</b> The candidate understands and demonstrates the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff. (NELP 7.1)</p>	<p>The candidate exhibits a partial understanding of how to develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.</p>	<p>The candidate exhibits an understanding of how to develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.</p>	<p>In addition to meeting Level 2 expectations, the candidate evaluates a school's professional staff capacity needs <b>or</b> collects and uses data to plan staff recruitment and selection that reflects the diversity of a school's student body <b>or</b> develops a strategy for evaluating applicant materials</p>
<p><b>20. Professional Culture</b> The candidate understands and demonstrates the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school. (NELP 7.2; CAEP A1.1.4)</p>	<p>The candidate exhibits a partial understanding of how to engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.</p>	<p>The candidate exhibits an understanding of how to engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.</p>	<p>In addition to meeting Level 2 expectations, the candidate develops a comprehensive plan for building a healthy, positive, collaborative professional culture</p>

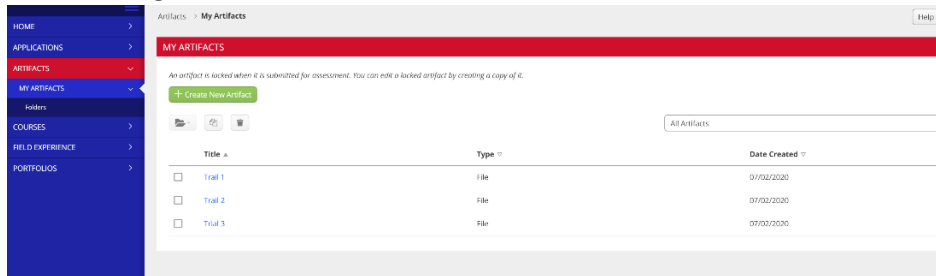
<p><b>21. Professional Development</b> The candidate understands and demonstrates the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success. (NELP 7.3; CAEP A1.1.4)</p>	<p>The candidate exhibits a partial understanding of how to personally engage in professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success <b>or</b> exhibits a partial understanding of how to engage school staff in professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success</p>	<p>The candidate exhibits an understanding of how to personally engage in professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success <b>and</b> exhibits an understanding of how to engage school staff in professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success</p>	<p>In addition to meeting Level 2 expectations, the candidate plans opportunities for professional growth that promote reflection, cultural responsiveness, digital literacy, school improvement, and student success <b>or</b> identifies leadership capabilities of staff and plans opportunities for engaging staff in leadership roles <b>or</b> develops a plan for using digital technology in ethical and appropriate ways to foster professional learning for self and others</p>
<p><b>22. Supervision</b> The candidate understands and demonstrates the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success. (NELP 7.4)</p>	<p>The candidate exhibits a partial understanding of how to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.</p>	<p>The candidate exhibits an understanding of how to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.</p>	<p>In addition to meeting Level 2 expectations, the candidate observes teaching in a variety of classrooms and provides teaching staff with actionable feedback to support improvement</p>
<p>Comments</p>			
<p><b>OVERALL RATING</b></p>			
	<p>Level 1 Approaching Standard</p>	<p>Level 2 Meets Standard</p>	<p>Level 3 Exceeds Standard</p>
	<p>Less than 44 points</p>	<p>45-50 points</p>	<p>More than 50 points</p>
<p>Comments:</p>			

## Appendix E Creating an Artifact in TK20

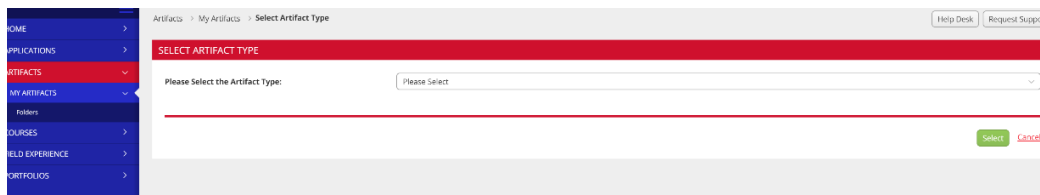
1. Select Artifacts from the left-hand menu



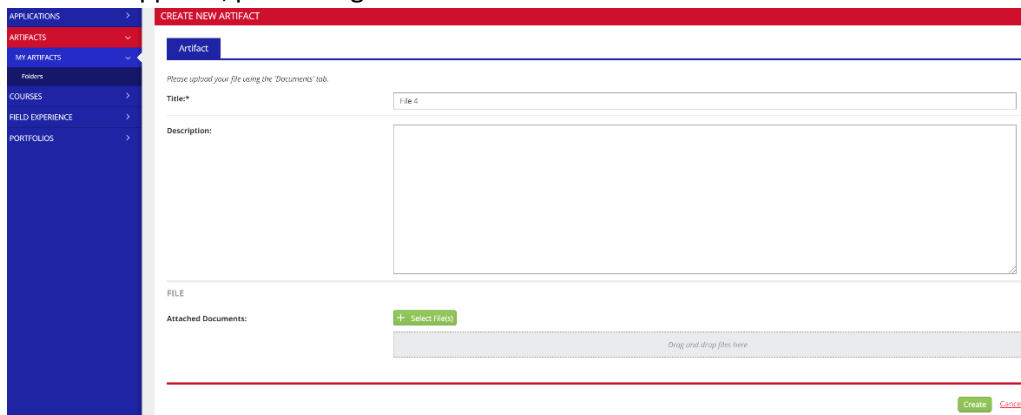
2. Click on the green +Create New Artifact button.



3. In the "Please Select" drop-down menu, choose File and then click on the green "Select" button



4. 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.



## Appendix F Portfolio Reflection Questions

As a candidate progress 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 – Building Level. For each domain, the candidate writes a reflection on personal profession 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 evaluate, develop, and communicate a school mission and vision;
- (1.2) lead 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, cultivate, and model professional dispositions and norms;
- (2.2) evaluate, communicate about, 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 school culture;
- (3.2) evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities;
- (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, develop, and implement high-quality, technology rich curricula programs and other supports;
- (4.2) evaluate, develop, and implement high-quality and equitable instructional practices, resources, technologies, and services;
- (4.3) evaluate, develop, and implement formal and informal culturally responsive and accessible assessments;
- (4.4) evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner?

### Domain 5: Community and External Leadership

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

- (5.1) collaboratively engage diverse families in strengthening student learning;
- (5.2) collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies
- (5.3) communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their school and community?

### Domain 6: Operations and Management

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

- (6.1) evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems;
- (6.2) evaluate, develop, and advocate for a data informed and equitable resourcing plan;
- (6.3) evaluate, communicate about, and implement laws, rights, policies, and regulations?

## **Domain 7: Building Professional Capacity**

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

- (7.1) collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff;
- (7.2) develop and engage staff in a collaborative professional culture;
- (7.3) personally engage in, as well as collaboratively engage school staff in, professional learning;
- (7.4) evaluate, develop, and implement systems of supervision, support, and evaluation?

## Appendix G MSE Internship Portfolio Summative 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 – Building Level.

The site-based mentor completes the summative internship evaluation based on their observations of the candidate's performance and the review the candidate's reflections of personal professional growth and the referenced artifacts. Each row in the rubric is aligned to the components of the National Educational Leadership Preparation (NELP) Program Recognition Standards – Building 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 of 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 building-level educational leadership preparation program and is ready to begin independently leading in a P-12 school.

### 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 building-level educational leadership preparation program and is ready to begin independently leading in a P-12 school.

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 school mission, vision, and process for continuous improvement that reflects a core set of values and priorities. (NELP 1)			
	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
<p><b>23. Mission and Vision</b> The candidate understands and demonstrates the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community. (NELP 1.1)</p>	<p>The candidate</p> <ul style="list-style-type: none"> <li>✓ exhibits a partial understanding of the role and importance of a school’s vision and mission</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>✓ exhibits partial understanding of the processes for evaluating and collaboratively developing a mission and vision</li> </ul>	<p>The candidate</p> <ul style="list-style-type: none"> <li>✓ exhibits an understanding of the role and importance of a school’s vision and mission</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>✓ exhibits an understanding of the processes for evaluating and collaboratively developing a mission and vision</li> </ul>	<p>In addition to meeting Level 2 expectations, the candidate</p> <ul style="list-style-type: none"> <li>✓ effectively evaluates an existing mission and vision statement</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>✓ collaboratively designs a school mission and vision that reflects a core set of values and priorities</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>✓ develops a comprehensive plan for communicating a school’s mission and vision</li> </ul>
<p><b>24. Improvement Processes</b> The candidate understands and demonstrates the capacity to lead improvement processes that include data use, design, implementation, and evaluation. (NELP 1.2; CAEP A1.1.1)</p>	<p>The candidate</p> <ul style="list-style-type: none"> <li>✓ exhibits a partial understanding of the process of continuous improvement</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>✓ exhibits a partial understanding of research on school improvement and implementation theory</li> </ul>	<p>The candidate</p> <ul style="list-style-type: none"> <li>✓ exhibits an understanding of the process of continuous improvement</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>✓ exhibits an understanding of research on school improvement and implementation theory</li> </ul>	<p>In addition to meeting Level 2 expectations, the candidate</p> <ul style="list-style-type: none"> <li>✓ effectively evaluates existing improvement processes</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>✓ designs a collaborative improvement process that includes key components (i.e., data use, design, implementation, and evaluation)</li> </ul> <p>or</p> <p>develops an implementation process that supports the components and goals of the improvement process</p>
Comments			

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 and enact professional norms. (NELP 2)			
	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard

<p><b>25. Professional Dispositions</b> The candidate understands and demonstrates the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (e.g., fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship). (NELP 2.1, CAEP A1.1.6)</p>	<p>The candidate</p> <ul style="list-style-type: none"> <li>✓ exhibits a partial understanding of the role and importance of reflective practice and professional dispositions and norms</li> <li><b>or</b></li> <li>✓ does not effectively engage in reflective practice</li> <li><b>or</b></li> <li>✓ does not model professional dispositions and norms (e.g. fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship)</li> </ul>	<p>The candidate</p> <ul style="list-style-type: none"> <li>✓ exhibits an understanding of the role and importance of reflective practice and professional dispositions and norms</li> <li><b>and</b></li> <li>✓ effectively engages in reflective practice</li> <li><b>and</b></li> <li>✓ exemplifies professional dispositions and norms (e.g. fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship)</li> </ul>	<p>In addition to meeting Level 2 expectations, the candidate develops a plan to cultivate and communicate professional norms that support the educational success and well-being of each student and adult</p>
<p><b>26. Ethical Decision Making</b> The candidate understands and demonstrates the capacity to evaluate, communicate about, and advocate for ethical and legal decisions. (NELP 2.2, CAEP A1.1.6)</p>	<p>The candidate exhibits a partial understanding of ethical and legal decision making</p>	<p>The candidate exhibits an understanding of ethical and legal decision making</p>	<p>In addition to meeting Level 2 expectations, the candidate</p> <ul style="list-style-type: none"> <li>✓ effectively evaluates the ethical dimensions of an issue</li> <li><b>or</b></li> <li>✓ analyzes a decision in terms of established ethical frameworks</li> </ul>
<p><b>27. Ethical Behavior</b> 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)</p>	<p>The candidate</p> <ul style="list-style-type: none"> <li>✓ does not model ethical behavior in personal conduct and relationships</li> </ul>	<p>The candidate</p> <ul style="list-style-type: none"> <li>✓ exemplifies ethical behavior in personal conduct and relationships</li> </ul>	<p>In addition to meeting Level 2 expectations, the candidate</p> <ul style="list-style-type: none"> <li>✓ develops a plan to effectively cultivate ethical behavior in others</li> </ul>
<p>Comments</p>			

<p><b>DOMAIN 3: EQUITY, INCLUSIVENESS, AND CULTURAL RESPONSIVENESS</b></p> <p>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 school culture. (NELP 3)</p>			
	<p>Level 1 Approaching Standard</p>	<p>Level 2 Meets Standard</p>	<p>Level 3 Exceeds Standard</p>
<p><b>28. School Culture</b> The candidate understands and demonstrates the capacity to use</p>	<p>The candidate exhibits partial understanding of the knowledge and theory on how to use data to</p>	<p>The candidate exhibits an understanding of the knowledge and theory on how to use data to</p>	<p>In addition to meeting Level 2 expectations, the candidate</p>

data to evaluate, design, cultivate, and advocate a support and inclusive school culture. (NELP 3.1)	evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.	evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.	<ul style="list-style-type: none"> <li>✓ effectively evaluates a school's culture and develops strategies for improving school culture</li> <li>or</li> <li>✓ develops a comprehensive plan for creating a supportive and inclusive school culture</li> </ul>
<b>29. Equitable Access</b> The candidate understands and demonstrates the capacity 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. (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 <ul style="list-style-type: none"> <li>✓ effectively evaluates sources of inequity and bias in the allocation of educational resources and opportunities</li> <li>or</li> <li>✓ develops school procedure and guidelines for the equitable use of educational resources and opportunities</li> </ul>
<b>30. Culturally Responsiveness</b> The candidate understands and demonstrates the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff. (NELP 3.3)	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 <ul style="list-style-type: none"> <li>✓ effectively evaluates the root causes of inequity and bias</li> <li>or</li> <li>✓ develops a comprehensive plan to cultivate equitable, inclusive, and culturally responsive practices among teachers and staff</li> </ul>
Comments			

<b>DOMAIN 4: LEARNING AND INSTRUCTION</b> 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, develop, and implement coherent systems of curriculum, instruction, supports, and assessment. (NELP 4)			
	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
<b>31. Curriculum</b> The candidate understands and demonstrates the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs. (NELP 4.1; CAEP A1.1.5)	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 <ul style="list-style-type: none"> <li>✓ evaluates a school's curriculum</li> <li>or</li> <li>✓ evaluates the use of technology in a school's instructional programs</li> <li>or</li> </ul>

			<ul style="list-style-type: none"> <li>✓ develops a plan for implementing a new curriculum</li> </ul>
<p><b>32. Instruction</b></p> <p>The candidate understands and demonstrates the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school’s academic and non-academic systems. (NELP 4.2; CAEP A1.1.2)</p>	<p>The candidate exhibits a partial understanding of the knowledge and theory concerning how to evaluate, develop, and implement instructional practices, resources, technologies, and services</p>	<p>The candidate exhibits an understanding of the knowledge and theory concerning how to evaluate, develop, and implement instructional practices, resources, technologies, and services</p>	<p>In addition to meeting Level 2 expectations, the candidate</p> <ul style="list-style-type: none"> <li>✓ effectively evaluates the coordination and coherence among instructional practices, resources, technologies, and services that support equity, digital literacy, and the school’s academic and non-academic systems</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>✓ develops a comprehensive implementation plan for improving instructional practices, resources, technologies, and services that support student learning</li> </ul>
<p><b>33. Assessment</b></p> <p>The candidate understands and demonstrates the capacity 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 (NELP 4.3; CAEP A1.1.3)</p>	<p>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</p>	<p>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</p>	<p>In addition to meeting Level 2 expectations, the candidate</p> <ul style="list-style-type: none"> <li>✓ develops an implementation plan for formal and informal culturally responsive and accessible assessments of student learning</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>✓ interprets data from formative and summative assessments for use in educational planning</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>✓ develop a professional development plan to cultivate teachers’ capacity to improve instruction based on analysis of assessment data</li> </ul>
<p><b>34. Coherent System</b></p> <p>The candidate understands and demonstrates the capacity to collaboratively evaluate, develop, and implement the school’s curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner. (NELP 4.4; CAEP A1.1.5)</p>	<p>The candidate exhibits a partial understanding of the requisite knowledge and theory used to evaluate, develop, and implement the school’s curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.</p>	<p>The candidate exhibits an understanding of the requisite knowledge and theory used to evaluate, develop, and implement the school’s curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.</p>	<p>In addition to meeting Level 2 expectations, the candidate</p> <ul style="list-style-type: none"> <li>✓ engages faculty in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence of the school’s curriculum, instruction, technology, data systems, and assessment practices</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>✓ develops an implementation plan for improving coordination and coherence</li> </ul>

			<p>among the school's curriculum, instruction, technology, data systems, and assessment practices</p> <p><b>or</b></p> <p>✓ use technology and performance management systems to monitor, analyze, implement, and evaluate school's curriculum, instruction, technology, data systems, and assessment practices</p>
Comments			

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 engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community. (NELP 5)			
	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
<p><b>35. Families</b> The candidate understands and demonstrates the capacity to collaboratively engage diverse families in strengthening student learning in and out of school. (NELP 5.1; CAEP A1.1.4)</p>	<p>The candidate</p> <p>✓ does not exhibit an understanding of the importance of collaboratively engaging diverse families in strengthening student learning</p> <p><b>or</b></p> <p>✓ does not exhibit an understanding of how to collaboratively engage diverse families in strengthening student learning</p>	<p>The candidate</p> <p>✓ exhibits an understanding of the importance of collaboratively engaging diverse families in strengthening student learning</p> <p><b>and</b></p> <p>✓ exhibits an understanding of how to collaboratively engage diverse families in strengthening student learning</p> <p>✓</p>	<p>In addition to meeting Level 2 expectations, the candidate</p> <p>✓ develops processes for gathering information about families</p> <p><b>or</b></p> <p>✓ develops a partnership between a school's staff and families</p> <p><b>or</b></p> <p>✓ develops a comprehensive communication plan to foster two-way communication with families</p>
<p><b>36. Community</b> The candidate understands and demonstrates the capacity to understand, collaboratively engage, and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development. (NELP 5.2; CAEP A1.1.4)</p>	<p>The candidate</p> <p>✓ does not exhibit an understanding of the importance of collaboratively engaging diverse community members, partners, and other constituencies</p> <p><b>or</b></p> <p>✓ does not exhibit an understanding how to collaboratively engage diverse community</p>	<p>The candidate</p> <p>✓ exhibits an understanding of the importance of collaboratively engaging diverse community members, partners, and other constituencies</p> <p><b>and</b></p> <p>✓ exhibits an understanding of how to collaboratively engage diverse community members, partners, and other constituencies.</p>	<p>In addition to meeting Level 2 expectations, the candidate</p> <p>✓ identifies diverse community resources for a school and devise a plan for using the resources to benefit school program and student learning</p> <p><b>or</b></p> <p>✓ devises a plan for engaging with community members, partners, and other constituencies around a shared goal</p>

	members, partners, and other constituencies.		or <ul style="list-style-type: none"> <li>✓ develops a communication plan to foster two-way communication with community members, partners, and other constituencies</li> </ul>
<b>37. Advocating</b> The candidate understands and demonstrates the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their school and community. (NELP 5.3; CAEP A1.1.6)	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 school 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 school 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			

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 improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations. (NELP 6)			
	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
<b>38. School Operations</b> The candidate understands and demonstrates the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student’s learning needs and promote the mission and vision of the school. (NELP 6.1; CAEP A1.1.5)	The candidate does not exhibit an understanding of how to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems.	The candidate exhibits an understanding of how to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems.	In addition to meeting Level 2 expectations, the candidate <ul style="list-style-type: none"> <li>✓ audits the equity of school processes and operations and their impact on resource allocation, personnel decisions, and students’ experiences and outcomes</li> </ul> or <ul style="list-style-type: none"> <li>✓ analyzes and identifies strategic and tactical challenges for the school</li> </ul>
<b>39. Resourcing</b> The candidate understands and demonstrates the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development. (NELP 6.2)	The candidate does not exhibit an understanding of how to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.	The candidate exhibits an understanding of how to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.	In addition to meeting Level 2 expectations, the candidate <ul style="list-style-type: none"> <li>✓ evaluates resources needs for a specific school</li> </ul> or <ul style="list-style-type: none"> <li>✓ uses data ethically and equitably to develop a multi-year resourcing plan aligned</li> </ul>

			to a school's goals and priorities
<b>40. Laws &amp; Policies</b> The candidate understands and demonstrates the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote students and adult success and well-being (NELP 6.3; CAEP A1.1.6)	The candidate does not exhibit an understanding of how to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.	The candidate exhibits an understanding of how to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.	In addition to meeting Level 2 expectations, the candidate <ul style="list-style-type: none"> <li>✓ analyzes how law and policy are applied consistently, fairly, equitably, and ethically within a school</li> <li>or</li> <li>✓ develops a communication plan to communicate policies, laws, regulations, and procedures to appropriate stakeholders</li> </ul>
Comments			

<b>DOMAIN 7: BUILDING PROFESSIONAL CAPACITY</b>  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 build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning. (NELP 7)			
	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
<b>41. Staffing</b> The candidate understands and demonstrates the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff. (NELP 7.1)	The candidate exhibits a partial understanding of how to develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.	The candidate exhibits an understanding of how to develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.	In addition to meeting Level 2 expectations, the candidate <ul style="list-style-type: none"> <li>✓ evaluates a school's professional staff capacity needs</li> <li>or</li> <li>✓ collects and uses data to plan staff recruitment and selection that reflects the diversity of a school's student body</li> <li>or</li> <li>✓ develops a strategy for evaluating applicant materials</li> </ul>
<b>42. Professional Culture</b> The candidate understands and demonstrates the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school. (NELP 7.2; CAEP A1.1.4)	The candidate exhibits a partial understanding of how to engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.	The candidate exhibits an understanding of how to engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.	In addition to meeting Level 2 expectations, the candidate <ul style="list-style-type: none"> <li>✓ develops a comprehensive plan for building a healthy, positive, collaborative professional culture</li> </ul>

<p><b>43. Professional Development</b> The candidate understands and demonstrates the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success. (NELP 7.3; CAEP A1.1.4)</p>	<p>The candidate</p> <ul style="list-style-type: none"> <li>✓ exhibits a partial understanding of how to personally engage in professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>✓ exhibits a partial understanding of how to engage school staff in professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success</li> </ul>	<p>The candidate</p> <ul style="list-style-type: none"> <li>✓ exhibits an understanding of how to personally engage in professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>✓ exhibits an understanding of how to engage school staff in professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success</li> </ul>	<p>In addition to meeting Level 2 expectations, the candidate</p> <ul style="list-style-type: none"> <li>✓ plans opportunities for professional growth that promote reflection, cultural responsiveness, digital literacy, school improvement, and student success</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>✓ identifies leadership capabilities of staff and plans opportunities for engaging staff in leadership roles</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>✓ develops a plan for using digital technology in ethical and appropriate ways to foster professional learning for self and others</li> </ul>
<p><b>44. Supervision</b> The candidate understands and demonstrates the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success. (NELP 7.4)</p>	<p>The candidate exhibits a partial understanding of how to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.</p>	<p>The candidate exhibits an understanding of how to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.</p>	<p>In addition to meeting Level 2 expectations, the candidate</p> <p>observes teaching in a variety of classrooms and provides teaching staff with actionable feedback to support improvement</p>

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