



Doctor of Education
School District Administration
Program Handbook

2024-2025

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08/14/2024

Dear 2024 Ed.D. Community,

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

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

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

For 2024-2025, I will serve as your initial advisor. My contact information is listed below. I usually answer emails within 24 hours.

Best wishes,

Elizabeth Wilkins
Director of Doctoral Programs in Education
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812-465-7148
To schedule a meeting:
https://calendly.com/ewilkins_meet/60

Introduction

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

The Director of Doctoral Programs in Education provides administration and support for students in the Ed.D. Program.

The Director of Doctoral Programs in Education may be contacted through the Teacher Education Department Office, Education Center, 812-465-1620.

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

Program Description

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

Program Outcomes

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

School District Administrative Leadership Program Domains and Competencies

DOMAIN 1: MISSION, VISION, AND IMPROVEMENT

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

DOMAIN 2: ETHICS AND PROFESSIONAL NORMS

- 2.1 District-level school administrators reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.
- 2.2 District-level school administrators evaluate and advocate for ethical and legal decisions.
- 2.3 District-level school administrators model ethical behavior in their personal conduct and relationships and cultivate ethical behavior in others.

DOMAIN 3: EQUITY, INCLUSIVENESS, AND CULTURAL RESPONSIVENESS

- 3.1 District-level school administrators evaluate, cultivate, and advocate for a supportive and inclusive district culture.
- 3.2 District-level school administrators evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.
- 3.3 District-level school administrators evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavioral support practices among teachers and staff.

DOMAIN 4: LEARNING AND INSTRUCTION

- 4.1 District-level school administrators evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.
- 4.2 District-level school administrators collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.
- 4.3 District-level school administrators design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.
- 4.4 District-level school administrators design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.

DOMAIN 5: COMMUNITY AND EXTERNAL LEADERSHIP

- 5.1 District-level school administrators represent and support district schools in engaging diverse families in strengthening student learning in and out of school.
- 5.2 District-level school administrators engage and effectively collaborate and communicate through oral, written, and digital means with diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district.

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

DOMAIN 6: OPERATIONS AND MANAGEMENT

- 6.1 District-level school administrators develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision.
- 6.2 District-level school administrators develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.
- 6.3 District-level school administrators develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity.

DOMAIN 7: POLICY, GOVERNANCE, AND ADVOCACY

- 7.1 District-level school administrators represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision.
- 7.2 District-level school administrators design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.
- 7.3 District-level school administrators evaluate, engage in decision-making, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.
- 7.4 District-level school administrators understand the implications of larger cultural, social, economic, legal and political interests, changes, and expectations. They demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.

Appointment of an Advisor

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

Program of Study

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

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

Phases of Doctoral Study

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

Phase 1: Pre-candidacy

- Program of Study
- School District Administrative Leadership Portfolio
- Dissertation Proposal
- Course Completion

Phase 2: Candidacy or ABD

- Dissertation Research
- Dissertation Defense
- Graduation

Credit Transfer Policy

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

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

The following guidelines apply:

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

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

Academic Requirements

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

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

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

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

Continuous Enrollment and Leave of Absence

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

Time Limit

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

Institutional Review Board (IRB)

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

Graduation

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

Graduation requirements include the following:

- Maintain a B (3.0) average or better in all graduate work.

- Maintain continuous enrollment in graduate work.
- Complete degree requirements

Dissertation Topic

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

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

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

Dissertation Committee

Prior to the start of a doctoral students’ third year, a dissertation chair and two committee members must be selected and approved by the Director of Doctoral Programs in Education. The Dissertation Committee, comprised of three people, evaluates the doctoral student’s research capabilities through a dissertation. Members of the team must hold (or be eligible for) graduate faculty status at the University of Southern Indiana (either regular or affiliate). One member must be a full-time USI employee in the Teacher Education Department. One member may be a full-time or part-time USI employee in the Teacher Education Department, or in a department aligned to the doctoral students’ specialization. Because of the unique nature of this program, one committee member should represent the community of which the candidate is a part. For example, the committee member representing the community could be a local educational leader, or possibly a local community leader such as a director of a non-profit organization. The minimum educational requirement for serving as the community representative on a doctoral committee is a terminal degree in their area. All committee members must have, or obtain, graduate faculty status and approval by the Pott College Graduate Council.

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

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

Change in Doctoral Dissertation in Practice Committee Membership

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

Dissertation Proposal

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

appendices (depending on the selected methodology) that include permissions, interview protocols, survey instruments, etc.

Dissertation Proposal Defense

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

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

Dissertation Timeline

Graduation Term	Graduation Application Due (Students complete on myusi)	Submit Final Approved DiP* to Graduate Studies
Spring Term	October 1	Two weeks prior to the end of the term of the intended graduation semester.
Summer Term	October 1	
Fall Term	March 1	

Dissertation Research and Writing

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

Dissertation Defense

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

The DiP final defense is a virtual meeting held after the DiP document is written, in which the student defends the validity of their research methods, results, and conclusions. Using a virtual platform, the student makes a formal presentation to the DiP committee, in which they explain their research objectives, methodology, and findings. After the presentation, committee members ask questions to identify any weaknesses, inconsistencies, or other issues in the student's research.

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

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

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

Scholarship Presentation

During the final year of their program doctoral candidates will present their current projects, either their proposal or their final DiP during the Graduate Studies Colloquium. The GSC typically takes place during the beginning of April. Doctoral Students and Candidates should sign up before the colloquium deadline. Information can be found at <https://www.usi.edu/graduatestudies>.

Internship Overview

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

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

Internship Mentor Qualifications and Responsibilities

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

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

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

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

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

Internship Placement Process

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

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

Internship Plan

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

At the beginning of each semester of the internship, the university mentor arranges a meeting that includes the site mentor and the candidate to review the plan and modify it if needed. These meetings may take place face-to-face or virtually. The

candidate is responsible for submitting the modified plan each term. The university mentor is responsible for completing the rubric that assesses the plan. In the plan, candidates will indicate their comprehensive assessment choice.

School District Administrative Leadership Internship Plan Template		
<p>Instructions: In consultation with the site mentor and the university mentor, the candidate modifies the chart below. Choices are available for the following activities: 1.1, 1.2, 5.1. Taken together, Activities 3.1 – 3.3 constitute a problem-based project. Also, taken together, Activities 4.1-4.4 constitute a problem-based project. Alternative activities may be substituted for any domain component with the approval of the site mentor and the university mentor. Modify the first column to indicate the choice or suggested alternative. When a choice for term is available, check the appropriate box in the last column.</p> <p><i>The plan may be modified at the beginning of each semester of the internship with the approval of the site mentor and the university mentor.</i></p>		
NAME:		
PRIMARY PLACEMENT SITE:		
SECONDARY PLACEMENT SITE:		
DOMAIN 1: MISSION, VISION, AND IMPROVEMENT		
NELP 1.1 Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.		
Activity 1.1	Evidence of Completion	Semester(s)
Choose 1 <ul style="list-style-type: none"> Evaluate the district’s mission and vision statement. Collaboratively design an actionable district mission and vision attentive to such considerations as data use, technology, values, equity, diversity, digital citizenship, and community. Develop a comprehensive plan for communicating the mission and vision to multiple constituencies. Other, with the approval of the university mentor 	Submit written documentation of completion of the activity. For example, submit a written summary of the evaluation of an existing mission and vision statement.	<input type="checkbox"/> Summer <input type="checkbox"/> Fall
NELP 1.2 Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.		
Activity 1.2	Evidence of Completion	Semester(s)
Choose 1 <ul style="list-style-type: none"> Evaluate existing improvement processes. Design a district-wide improvement process that includes data collection, diagnosis, design, implementation, and evaluation. Articulate a process for strategic planning. Develop an implementation process to support the improvement process. Other, with the approval of the university mentor 	Submit written documentation of completion of the activity. For example, submit a written summary of the evaluation of improvement processes.	<input type="checkbox"/> Summer <input type="checkbox"/> Fall

DOMAIN 2: ETHICS AND PROFESSIONAL NORMS		
NELP 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.		
Activity 2.1	Evidence of Completion	Semester(s)
Initiate a discussion with the site mentor concerning the operating norms that currently exist in the placement site. Examples of operating norms include the following: shared voices rather than dominated by a few; recognizing diversity of interaction styles; work collaboratively; attention paid to establishing and maintain trust, a sense of humor is welcome. How does the site mentor cultivate norms that support the success and well-being for each student and adult in the district? Reflect on your personal professional norms and how these are reflected in your work, and how you would lead others to ensure professional dispositions and norms would be practiced in the district.	Write a reflection of what you have learned in Activities 2.1, 2.2, and 2.3 and how you would lead others to ensure that professional norms and dispositions would be practiced under your leadership. Include date/time/place of the discussion in your internship log.	<input type="checkbox"/> Summer <input type="checkbox"/> Fall <input type="checkbox"/> Spring
NELP 2.2 Program completers understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions.		
Activity 2.2	Evidence of Completion	Semester(s)
Discuss ethical/legal decision making with your site mentor. Ask your site mentor to share a situation that involved making an ethical or legal decision. For example, a principal under their supervision has allowed a teacher to give private tutoring lessons to a student in their class with the teacher charging with parents a fee. Discuss the principle of ethical/legal behavior established by a state, professional, or local (school board) law and/or policy that is being violated? Discuss how the situation was resolved and what was done to prevent this from happening in the future?	Include date/time/place of the discussion in your internship log.	<input type="checkbox"/> Summer <input type="checkbox"/> Fall <input type="checkbox"/> Spring
NELP 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.		
Activity 2.3	Evidence of Completion	Semester(s)
Discuss with your site mentor how to cultivate ethical behavior in others.	Include date/time/place of the discussion in your internship log.	<input type="checkbox"/> Summer <input type="checkbox"/> Fall <input type="checkbox"/> Spring
DOMAIN 3: EQUITY, INCLUSIVENESS, AND CULTURAL RESPONSIVENESS		
NELP 3.1 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.		
Activity 3.1	Evidence of Completion	Semester(s)
Select or develop a tool to conduct an equity audit in individual school buildings in your district. The purpose will be to assess the school's culture/climate and practices in support of the success of all students, regardless of race,	After completion of Activities 3.1, 3.2, 3.3 submit a written report of the audit results and your reflection on what you learned from the activities.	<input type="checkbox"/> Fall <input type="checkbox"/> Spring

ethnicity, gender, language, socioeconomics, gender orientation, language and ability.		
NELP 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.		
Activity 3.2	Evidence of Completion	Semester(s)
Conduct an equity audit in a school building in your district and analyze the results.		<input type="checkbox"/> Fall <input type="checkbox"/> Spring
NELP 3.3 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.		
Activity 3.3	Evidence of Completion	Semester(s)
Review the equity audit results with a building administrator in your district and discuss a plan of action.	Include date/time/place of the review in your log.	<input type="checkbox"/> Fall <input type="checkbox"/> Spring
DOMAIN 4: LEARNING AND INSTRUCTION		
NELP 4.1 Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.		
Activity 4.1	Evidence of Completion	Semester(s)
In collaboration with your site mentor, identify a program, practice or policy to be analyzed that has been implemented in your district.	Include date/time/place of the discussion in your log.	<input type="checkbox"/> Fall <input type="checkbox"/> Spring
NELP 4.2 Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.		
Activity 4.2	Evidence of Completion	Semester(s)
Once selected, work collaboratively with a group of colleagues to collect and analyze the necessary academic and non-academic data to determine what impact this has had.	Submit Activity 4.1, 4.2, 4.3, and 4.4 together. Provide a written summary describing the program, practice or policy you examined, how it was implemented and its intended purpose, as well as the results of your data analysis and what recommendations you would make to improve results.	<input type="checkbox"/> Fall <input type="checkbox"/> Spring
NELP 4.3 Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning, and well-being, and instructional leadership.		
Activity 4.3	Evidence of Completion	Semester(s)
Using technology, analyze these data and create a visual display of the analysis allowing for easy interpretation of the findings.	Include the visual display in the written summary.	<input type="checkbox"/> Fall <input type="checkbox"/> Spring
NELP 4.4 Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.		
Activity 4.4	Evidence of Completion	Semester(s)
Prepare an outline of the process you would use to lead a data dig discussion with a group of	Provide the process outline.	<input type="checkbox"/> Fall <input type="checkbox"/> Spring

administrations to discuss the implications for instructional practices and recommendations for change.		
DOMAIN 5: COMMUNITY AND EXTERNAL LEADERSHIP		
NELP 5.1 Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.		
Activity 5.1	Evidence of Completion	Semester(s)
<p>Discuss with your site mentor one of the topics below:</p> <ul style="list-style-type: none"> As a district administrator, how do you support the efforts of district schools in engaging diverse families in strengthening student learning in and out of school? What processes are in place that support district personnel's understanding of diverse families, community members, partners, and other constituencies? 	<p>Submit a reflection on what you learned in completing Activities 5.1, 5.2, and 5.3</p> <p>Include date/time/place of the discussion in your internship log.</p>	<input type="checkbox"/> Summer <input type="checkbox"/> Fall <input type="checkbox"/> Spring
NELP 5.2 The capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.		
Activity 5.2	Evidence of Completion	Semester(s)
Interview your site mentor to determine the district communication plan that fosters regular, two-way communication with community members, partners, and other constituencies.	Include date/time/place of the discussion in your internship log.	<input type="checkbox"/> Summer <input type="checkbox"/> Fall <input type="checkbox"/> Spring
NELP 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.		
Activity 5.3	Evidence of Completion	Semester(s)
Discuss with your site mentor oral, written, and digital communications targeted on the larger organizational, community, and political context. Ask to see examples.	Include date/time/place of the discussion in your internship log.	<input type="checkbox"/> Summer <input type="checkbox"/> Fall <input type="checkbox"/> Spring
DOMAIN 6: OPERATIONS AND MANAGEMENT		
NELP 6.1 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision.		
Activity 6.1	Evidence of Completion	Semester(s)
<p>Engage in all of the following</p> <ul style="list-style-type: none"> participate in instructional rounds and/or building walk-throughs with your site mentor examine several of the academic assessment systems your district uses to house and communicate its achievement data examine several of the operational assessment systems your district uses to ensure data-informed and equitable management 	Include date/time/place of the discussion in your internship log.	Summer, Fall, Spring
NELP 6.2 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.		

Activity 6.2	Evidence of Completion	Semester(s)
Participate in the district's budgeting and expenditure process in a meaningful way. In doing so, develop an understanding of how budgets are established, how expenditures are determined and how the budget supports the priorities of the building and equitable distribution of funds.	Include date/time/place of the discussion in your internship log.	Summer, Fall, Spring
NELP 6.3 Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity.		
Activity 6.3	Evidence of Completion	Semester(s)
Identify a law, policy, or regulation that is in place in your district (e.g., IEP procedures, release of student records, public records law, due process rights relating to discipline, handling of state testing materials, illegal staff interview questions) and develop a presentation to help staff understand and implement the law, policy or regulation identified.	Submit the presentation slides.	<input type="checkbox"/> Fall <input type="checkbox"/> Spring
DOMAIN 7: POLICY, GOVERNANCE, AND ADVOCACY		
NELP 7.1 Program completers understand and have the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision.		
Activity 7.1	Evidence of Completion	Semester(s)
Discuss with your site mentor the district mission, strengths, and need. Prepare a presentation to the board of education about the district mission, strengths, and needs. (Note you do not have to actually give the presentation.)	Submit the presentation slides. Include date/time/place of the discussion in your internship log.	<input type="checkbox"/> Fall <input type="checkbox"/> Spring
NELP 7.2 Program completers understand and have the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.		
Activity 7.2	Evidence of Completion	Semester(s)
Discuss with your mentor the district's governance and stakeholder engagement systems.	Include date/time/place of the discussion in your internship log. Submit one reflection on activities 7.2, 7.3, and 7.4 combined.	<input type="checkbox"/> Summer <input type="checkbox"/> Fall <input type="checkbox"/> Spring
NELP 7.3 Program completers understand and have the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.		
Activity 7.3	Evidence of Completion	Semester(s)
Discuss with your site mentor the implication of at least one state or national educational policy for district practices.	Include date/time/place of the discussion in your internship log. Submit one reflection on activities 7.2, 7.3, and 7.4 combined.	<input type="checkbox"/> Summer <input type="checkbox"/> Fall <input type="checkbox"/> Spring
NELP 7.4 Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.		
Activity 7.4	Evidence of Completion	Semester(s)
Discuss with your site mentor how district leaders advocate for the needs and priorities of the district at the local, state, or national level	Include date/time/place of the discussion in your internship log. Submit one reflection on activities 7.2, 7.3, and 7.4 combined.	<input type="checkbox"/> Summer <input type="checkbox"/> Fall <input type="checkbox"/> Spring
At least one learning experience must be completed in a district that is demographically different from the district in which they are employed and/or placed for the primary placement.		
Activity 8.1	Evidence of Completion	Semester(s)

Complete the profile chart for both the primary and secondary placements.	Submit the district profiles.	Spring
Activity 8.2	Evidence of Completion	Semester(s)
Select one activity from 1.1, 1.2, 2.1, 2.2, 5.1, 5.2, 5.3, 7.2, 7.3, and 7.4 (or other approved by the university mentor)	Write an analysis of the similarities and differences in the completion of the activity at the two sites.	Spring
Comprehensive Assessment		
Activity 9.1	Evidence of Completion	Semester(s)
Choose one: <ul style="list-style-type: none"> Indiana Required District Level Administrator Content Licensure Test 	Score reported from testing company sent to USI	Spring
<ul style="list-style-type: none"> School District Administrative Leadership Portfolio 	Portfolio submitted	Spring

Internship Progress Reports

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

School District Administrative Leadership Internship Formative and Summative Evaluation

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

School District Administrative Leadership Comprehensive Assessment

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

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

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

internship. The university mentor and at least one additional person collaborate to complete the **School District Administrative Leadership Portfolio Rubric**. (See Appendix F.)

Appendix A: EdD in Educational Leadership: School District Administrative Leadership Tentative Program of Study

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

Appendix B: Additional Forms

- [Dissertation in Practice Proposal Approval Form](#)
- [Request to Amend Dissertation in Practice Proposal](#)
- [Dissertation in Practice Approval Form](#)
- [Topic Selection Approval Form- Due prior to EDLE 800](#)
- [Dissertation in Practice Committee Nominee](#)
- [Request for Change in Dissertation in Practice Committee Membership](#)
- [Request to Schedule Public Presentation for Dissertation in Practice](#)
- [Dissertation Routing Form- Submit to Graduate Studies with Final DiP](#)

For more information see:

<https://www.usi.edu/science/teacher-education/graduate-student-resources/edd-students>

Appendix C: Internship Explanation for Candidate's Supervisor



DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP DISTRICT LEVEL ADMINISTRATION INTERNSHIP EXPLANATION TO SUPERVISOR

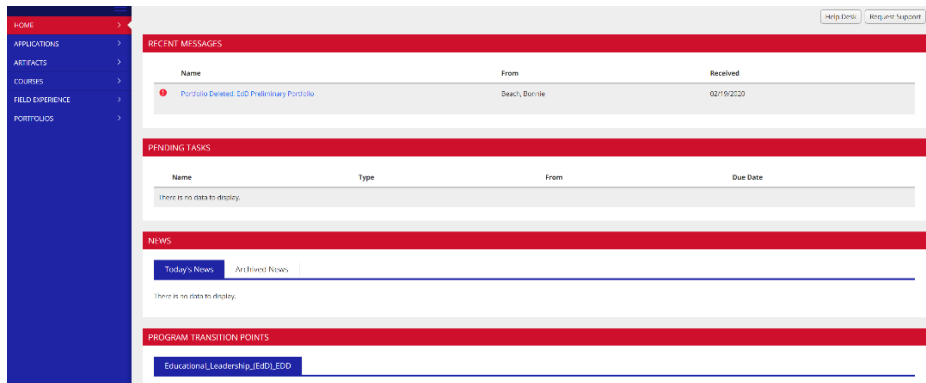
Candidate's Name	
Primary Internship Site	
Site-Based Mentor Name	
Site-Based Mentor Position	
Site-Based Mentor Email	
University-Based Mentor Name	
University-Based Mentor Email	

The above-named individual is enrolled in the Doctor of Education in Educational Leadership at the University of Southern Indiana. The program requires that the individual complete an internship in school district-level administration, performing administrative activities in a P12 district setting. The internship is completed in three semesters – summer, fall, and spring. The candidate is expected to devote at least 300 hours to internship activities over the three semesters. In general, activities should not interfere with the candidate's job responsibilities. The candidate and assigned mentors will develop an internship plan that will be shared with you. Any deviation from the candidate's current work schedule will occur only with your permission. Information about the internship placement and the internship mentors is provided above. If you have questions or concerns, please contact the university-based mentor listed above.

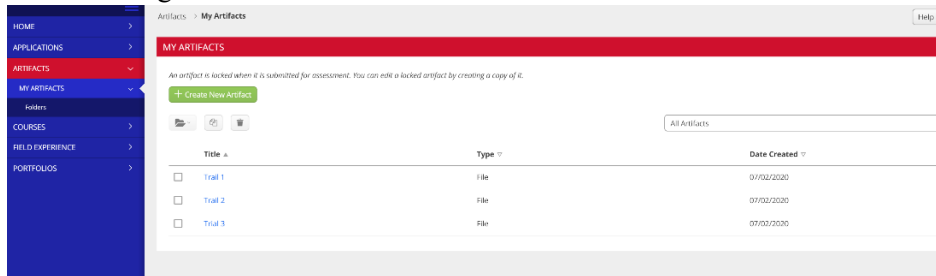


Appendix D: Creating an Artifact in TK20

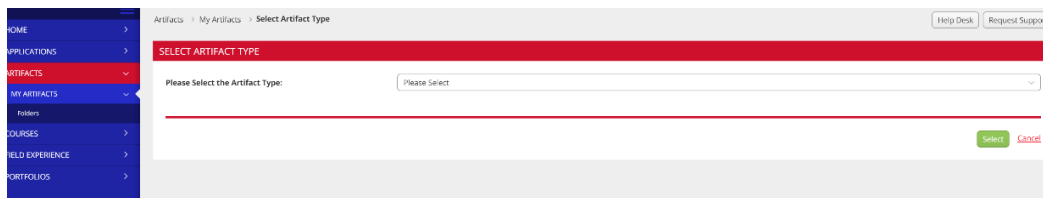
1. Select Artifacts from the left-hand menu



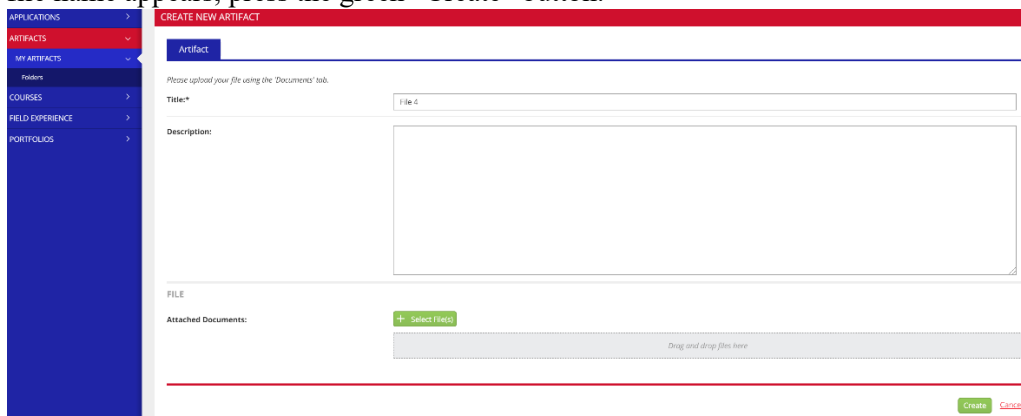
2. Click on the green +Create New Artifact button.



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 Files button to “open” a saved document. When the file name appears, press the green “Create” button.



Appendix E: Portfolio Reflection Questions

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

Domain 1: Mission, Vision, and Improvement

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

- (1.1) collaboratively design, communicate, and evaluate a district mission and vision;
- (1.2) lead district strategic planning and continuous improvement processes?

Domain 2: Ethics and Professional Norms

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

- (2.1) reflect on, communicate about, and cultivate professional dispositions and norms and professional district and school cultures;
- (2.2) evaluate and advocate for ethical and legal decisions;
- (2.3) model ethical behavior in your personal conduct and relationships and to cultivate ethical behavior in others?

Domain 3: Equity, Inclusiveness, and Cultural Responsiveness

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

- (3.1) evaluate, design, cultivate, and advocate for a supportive and inclusive district culture;
- (3.2) evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and opportunities and resources necessary to support the success and well-being of each student;
- (3.3) evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff?

Domain 4: Learning and Instruction

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

- (4.1) evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs;
- (4.2) collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success;
- (4.3) design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and wellbeing, and instructional leadership;
- (4.4) design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district?

Domain 5: Community and External Leadership

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

- (5.1) represent and support district schools in engaging diverse families in strengthening student learning in and out of school;
- (5.2) engage and effectively collaborate and communicate with (through oral, written, and digital means) diverse families, community members, partners, and other constituencies to benefit students, schools, and the district as a whole;
- (5.3) to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of business, civic, and policy community in support of their advocacy for district, school, student, and community needs?

Domain 6: Operations and Management

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

- (6.1) develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level;
- (6.2) develop, communicate, implement and evaluate a data-based district resourcing plan and supports schools in developing school level resourcing plans;
- (6.3) develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, developing, and cultivating school and district staff?

Domain 7: Policy, Governance, and Advocacy

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

- (7.1) represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education;
- (7.2) design, implement, cultivate, and evaluate effective and collaborative systems for district governance;
- (7.3) evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations;
- (7.4) evaluate and represent district needs and priorities within large policy conversations and advocate for the needs and priorities of the district at the local, state, and national level?

Appendix F: Portfolio Evaluation Rubric

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

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

Level 1—Approaching

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

Level 2—Meets.

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

Level 3—Exceeds.

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

<p>DOMAIN 1: MISSION, VISION, AND IMPROVEMENT Candidates understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community. (NELP 1)</p>			
	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
<p>1. Mission and Vision The candidate understands and demonstrates the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community. (NELP 1.1)</p>	<p>The candidate</p> <ul style="list-style-type: none"> ✓ exhibits a partial understanding of the role and importance of a district's vision and mission <p>or</p> <ul style="list-style-type: none"> ✓ exhibits partial understanding of the processes for evaluating and collaboratively developing a mission and vision 	<p>The candidate</p> <ul style="list-style-type: none"> ✓ exhibits an understanding of the role and importance of a district's vision and mission <p>and</p> <ul style="list-style-type: none"> ✓ exhibits an understanding of the processes for evaluating and collaboratively developing a district mission and vision 	<p>In addition to meeting Level 2 expectations, the candidate</p> <ul style="list-style-type: none"> ✓ effectively evaluates an existing district mission and vision statement <p>or</p> <ul style="list-style-type: none"> ✓ collaboratively design a district mission and vision that reflects a core set of values and priorities <p>or</p> <ul style="list-style-type: none"> ✓ develops a comprehensive plan for communicating a district's mission and vision
<p>2. Improvement Processes The candidate understands and demonstrates the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation. (NELP 1.2)</p>	<p>The candidate</p> <ul style="list-style-type: none"> ✓ exhibits a partial understanding of the process of continuous improvement <p>or</p> <ul style="list-style-type: none"> ✓ exhibits a partial understanding of strategic planning 	<p>The candidate</p> <ul style="list-style-type: none"> ✓ exhibits an understanding of the process of continuous improvement <p>and</p> <ul style="list-style-type: none"> ✓ exhibits an understanding of strategic planning 	<p>In addition to meeting Level 2 expectations, the candidate</p> <ul style="list-style-type: none"> ✓ effectively evaluates existing improvement processes <p>or</p> <ul style="list-style-type: none"> ✓ designs a collaborative improvement process that includes key components (i.e., data use, design, implementation, and evaluation) <p>or</p> <ul style="list-style-type: none"> ✓ develops an implementation process that supports district improvement
Comments			

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

DOMAIN 3: EQUITY, INCLUSIVENESS, AND CULTURAL RESPONSIVENESS Candidates understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture. (NELP 3)			
	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
6. District Culture The candidate understands and demonstrates the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture. (NELP 3.1)	The candidate exhibits a partial understanding of the knowledge and theory on how to evaluate, design, and cultivate a supportive and inclusive district culture	The candidate exhibits an understanding of the knowledge and theory on how to evaluate, design, and cultivate a supportive and inclusive district culture	In addition to meeting Level 2 expectations, the candidate ✓ effectively evaluates a school's culture and develops strategies for improving district culture or ✓ develops a comprehensive plan for creating a supportive and inclusive district culture
7. Equitable Access	The candidate exhibits a partial understanding of the knowledge	The candidate exhibits an understanding of the knowledge	In addition to meeting Level 2 expectations, the candidate

The candidate understands and demonstrates the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student. (NELP 3.2)	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.	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.	✓ effectively evaluates sources of inequity and bias in the allocation of educational resources and opportunities or ✓ develops district procedure and guidelines for the equitable use of educational resources and opportunities
8. Culturally Responsiveness The candidate understands and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff (NELP 3.3)	The candidate exhibits a partial understanding of the knowledge and theory used to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.	The candidate exhibits an understanding of the knowledge and theory used to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.	In addition to meeting Level 2 expectations, the candidate ✓ effectively evaluates the root causes of inequity and bias or ✓ develops a comprehensive plan to cultivate equitable, inclusive, and culturally responsive practices among teachers and staff
Comments			

DOMAIN 4: LEARNING AND INSTRUCTION Candidates understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, design, cultivate and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership. (NELP 4)			
	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
9. Curriculum The candidate understands and demonstrates the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs. (NELP 4.1)	The candidate exhibits a partial understanding of the knowledge and theory on how to evaluate, develop, and implement curriculum	The candidate exhibits an understanding of the knowledge and theory on how to evaluate, develop, and implement curriculum	In addition to meeting Level 2 expectations, the candidate ✓ evaluates a district's curriculum or ✓ evaluates the use of technology in a district's instructional programs or ✓ develops a plan for implementing a new district curriculum
10. Professional Development The candidate understands and demonstrates the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success. (NELP 4.2)	The candidate exhibits a partial understanding of the knowledge and theory concerning how to evaluate, develop, and implement the coordination and relevance of a district's systems of support, coaching, and professional development.	The candidate exhibits an understanding of the knowledge and theory concerning how to evaluate, develop, and implement the coordination and relevance of a district's systems of support, coaching, and professional development.	In addition to meeting Level 2 expectations, the candidate ✓ Evaluates the coordination, coherence, and relevance of a district's systems of support, coaching, and professional development or ✓ develops a comprehensive implementation plan for improving instructional practices, resources, technologies, and services that support student learning
11. Assessment The candidate understands and demonstrates the capacity to	The candidate exhibits a partial understanding of the requisite knowledge and theory used to	The candidate exhibits an understanding of the requisite knowledge and theory used to	In addition to meeting Level 2 expectations, the candidate

design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning, and well-being, and instructional leadership. (NELP 4.3)	design, implement, and evaluate a system of assessments and data collection, management, and analysis.	design, implement, and evaluate a system of assessments and data collection, management, and analysis.	<ul style="list-style-type: none"> ✓ develops an implementation plan for formal and informal culturally responsive and accessible assessments of student learning or ✓ interprets data from formative and summative assessments for use in educational planning or ✓ develop a professional development plan to cultivate teachers' capacity to improve instruction based on analysis of assessment data
12. Coherent System of Curriculum, Instruction, and Assessment The candidate understands and demonstrates the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district. (NELP 4.4)	The candidate exhibits a partial understanding of the requisite knowledge and theory used to design or evaluate the coordination and coherence among the district's academic and non-academic systems.	The candidate exhibits an understanding of the requisite knowledge and theory used to design or evaluate the coordination and coherence among the district's academic and non-academic systems.	In addition to meeting Level 2 expectations, the candidate <ul style="list-style-type: none"> ✓ engages faculty in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence of the district's curriculum, instruction, technology, data systems, and assessment practices or ✓ develops an implementation plan for improving coordination and coherence among the district's curriculum, instruction, technology, data systems, and assessment practices or ✓ use technology and performance management systems to monitor, analyze, implement, and evaluate the district's curriculum, instruction, technology, data systems, and assessment practices
Comments			

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

DOMAIN 6: OPERATIONS AND MANAGEMENT

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

DOMAIN 7: POLICY, GOVERNANCE, AND ADVOCACY Candidates understand and demonstrate the capacity to promote the present and future success and wellbeing of students and district personnel by applying the knowledge, skills, and commitments necessary to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations. (NELP 7)			
	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
19. Board of Education The candidate understands and demonstrates the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision. (NELP 7.1)	The candidate exhibits a partial understanding of how to represent a district and its mission, strengths, and needs to the board of education.	The candidate exhibits an understanding of how to represent a district and its mission, strengths, and needs to the board of education.	In addition to meeting Level 2 expectations, the candidate advocates for board actions that will support district needs
20. District Governance The candidate understands and demonstrates the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple	The candidate exhibits a partial understanding of how to design governance systems that engage multiple and diverse stakeholder groups.	The candidate exhibits an understanding of how to design governance systems that engage multiple and diverse stakeholder groups.	In addition to meeting Level 2 expectations, the candidate ✓ evaluates district governance and stakeholder engagement systems or

and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members. (NELP 7.2)			<ul style="list-style-type: none"> ✓ designs governance systems that engage multiple and diverse stakeholder groups or <ul style="list-style-type: none"> ✓ implements strategies that support stakeholder engagement
21. Policies, Laws, Regulations The candidate understands and demonstrates the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations. (NELP 7.3)	The candidate <ul style="list-style-type: none"> ✓ cannot evaluate the implications of educational policy for district practices or <ul style="list-style-type: none"> ✓ cannot communicate about the district, state, and national policy, laws, rules, and regulations. 	The candidate <ul style="list-style-type: none"> ✓ evaluates the implications of educational policy for district practices and <ul style="list-style-type: none"> ✓ communicates about the district, state, and national policy, laws, rules, and regulations. 	In addition to meeting Level 2 expectations, the candidate <ul style="list-style-type: none"> ✓ coordinates decisions and district practices with policies and/or regulations from local, state, and federal policy entities or <ul style="list-style-type: none"> ✓ develops a plan for the implementation of laws, rights, policies, and regulations or <ul style="list-style-type: none"> ✓ develops a plan for using digital technology in ethical and appropriate ways to foster professional learning for self and others
22. Larger Policy Conversations The candidate understands the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrates the capacity to evaluate and represent district needs and priorities within the larger policy conversations and advocate for district needs and priorities at the local, state, and national level. (NELP 7.4)	The candidate exhibits a partial understanding of how to evaluate district needs and priorities related to educational policy conversations and emerging challenges.	The candidate exhibits an understanding of how to evaluate district needs and priorities related to educational policy conversations and emerging challenges.	In addition to meeting Level 2 expectations, the candidate <ul style="list-style-type: none"> ✓ evaluates district needs related to educational policy or <ul style="list-style-type: none"> ✓ advocates for the needs and priorities of the district at the local, state, or national level.

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

Appendix G: EdD School District Administrative Leadership Summative Internship Evaluation

EdD School District Administrative Leadership Summative Internship Evaluation
The purpose of the EdD Administrative Leadership Internship Summative Evaluation is to assess candidates' knowledge and skills identified by the National Educational Leadership Preparation (NELP) Program Recognition Standards 1-8 – District Level.

The site-based mentor and the university-based mentor collaboratively complete the summative internship evaluation based on their observations of the candidate's performance and review of the candidate's progress reports. Each row in the rubric is aligned to the components of the National Educational Leadership Preparation (NELP) Program Recognition Standards 1-8 – District Level. The candidate's performance in the internship is rated as Level 1, Level 2, or Level 3 using the following general guidance.

Level 1—Approaching Standard.

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

Level 2—Meets Standard.

Level 2 represents a level of candidate performance in which the candidate understands and demonstrates the capacity to meet component expectations at an acceptable level for a candidate who is completing a district-level educational leadership preparation program and is ready to begin independently leading in a P-12 school/district.

Level 3—Exceeds Standard.

Level 3 represents a level of performance in which the candidate demonstrates performance characteristics that exceed the component's expectations by demonstrating his/her understanding and skills through effective leadership practice within a school context. This level represents exemplary practice for a candidate who is completing a district-level educational leadership preparation program and is ready to begin independently leading in a P-12 school/district.

To successfully complete the internship, an overall rating of Level 2 or higher is expected. If a candidate receives a Level 1 overall rating, the candidate and mentors will develop a professional growth plan and the candidate's internship will be extended one semester.

DOMAIN 1: MISSION, VISION, AND IMPROVEMENT

Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.
(NELP 1)

	Rubric Row	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
Mission and Vision The candidate understands and demonstrates the capacity to collaboratively design, communicate, and evaluate a district mission and vision (NELP 1.1).	1	The candidate exhibits a partial understanding of the role and importance of a district's vision and mission or exhibits partial understanding of the processes for evaluating and collaboratively developing a mission and vision.	The candidate exhibits a partial understanding of the role and importance of a district's vision and mission or exhibits partial understanding of the processes for evaluating and collaboratively developing a mission and vision.	In addition to meeting Level 2 expectations, the candidate effectively evaluates an existing mission and vision statement or collaboratively designs a district mission and vision that reflects a core set of values and priorities or develops a comprehensive plan for communicating a district's mission and vision.
Improvement Processes The candidate understands and demonstrates the capacity to lead district strategic planning and continuous improvement processes (NELP 1.2; CAEP A1.1.2).	2	The candidate exhibits a partial understanding of the process of continuous improvement or exhibits a partial understanding of strategic planning.	The candidate exhibits an understanding of the process of continuous improvement and exhibits an understanding of strategic planning.	In addition to meeting Level 2 expectations, the candidate effectively evaluates existing improvement processes or designs a collaborative improvement process that includes key components (i.e., data use, design, implementation, and evaluation) or articulates a process for strategic planning or

				develops an implementation process that supports district improvement.
DOMAIN 2: ETHICS AND PROFESSIONAL NORMS Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate professional norms and culture. (NELP 2)				
	Rubric Row	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
Professional Dispositions The candidate understands and demonstrates the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) (NELP 2.1; CAEP A1.1.6).	3	The candidate exhibits a partial understanding of the role and importance of reflective practice and professional dispositions and norms or does not effectively engage in reflective practice or does not model professional dispositions and norms (e.g., fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship).	The candidate exhibits an understanding of the role and importance of reflective practice and professional dispositions and norms and effectively engages in reflective practice and exemplifies professional dispositions and norms (e.g., fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship).	In addition to meeting Level 2 expectations, the candidate develops a plan to cultivate and communicate professional norms among diverse constituencies.
Ethical Decision Making The candidate understands and demonstrates the capacity to evaluate and advocate for ethical and legal decisions (NELP 2.2; CAEP A1.1.6).	4	The candidate exhibits a partial understanding of ethical and legal decision making.	The candidate exhibits an understanding of ethical and legal decision making.	In addition to meeting Level 2 expectations, the candidate effectively evaluates the ethical dimensions of an issue or analyzes a decision in terms of established ethical frameworks.
Ethical Behavior The candidate understands and demonstrates the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others (NELP 2.3; CAEP A1.1.6).	5	The candidate does not model ethical behavior in personal conduct and relationships.	The candidate exemplifies ethical behavior in personal conduct and relationships.	In addition to meeting Level 2 expectations, the candidate develops a plan to effectively cultivate ethical behavior in others.
DOMAIN 3: EQUITY, INCLUSIVENESS, AND CULTURAL RESPONSIVENESS Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture. (NELP 3)				
	Rubric Row	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
District Culture The candidate understands and demonstrates the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture (NELP 3.1; CAEP A1.1.1).	6	The candidate exhibits partial understanding of the knowledge and theory on how to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive district culture.	The candidate exhibits an understanding of the knowledge and theory on how to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive district culture.	In addition to meeting Level 2 expectations, the candidate effectively evaluates a district's culture and develops strategies for improving district culture or develops a comprehensive plan for creating a

				supportive and inclusive district culture.
Equitable Access The candidate understands and demonstrates the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, necessary to support the success and well-being of each student (NELP 3.2; CAEP A1.1.5).	7	The candidate exhibits a partial understanding of the knowledge and theory about how to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.	The candidate exhibits an understanding of the knowledge and theory about how to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.	In addition to meeting Level 2 expectations, the candidate effectively evaluates sources of inequity and bias in the allocation of educational resources and opportunities or develops district procedure and guidelines for the equitable use of educational resources and opportunities.
Culturally Responsiveness The candidate understands and demonstrates the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavioral support practices among teachers and staff (NELP 3.3).	8	The candidate exhibits partial understanding of the knowledge and theory used to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.	The candidate exhibits an understanding of the knowledge and theory used to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.	In addition to meeting Level 2 expectations, the candidate effectively evaluates the root causes of inequity and bias or develops a comprehensive plan to cultivate equitable, inclusive, and culturally responsive practices among teachers and staff.
DOMAIN 4: LEARNING AND INSTRUCTION Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, design, cultivate and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership. (NELP 4)				
	Rubric Row	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
Curriculum The candidate understands and demonstrates the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs (NELP 4.1; CAEP A1.1.5).	9	The candidate exhibits a partial understanding of the knowledge and theory on how to evaluate, develop, and implement curriculum.	The candidate exhibits an understanding of the knowledge and theory on how to evaluate, develop, and implement curriculum.	In addition to meeting Level 2 expectations, the candidate evaluates a district's curriculum or evaluates the use of technology in instructional programs or develops a plan for implementing a new curriculum.
Professional Development The candidate understands and demonstrates the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders (NELP 4.2; CAEP A1.1.3).	10	The candidate exhibits a partial understanding of the knowledge and theory concerning how to evaluate, develop, and implement systems of support, coaching and professional development for educators, educational professionals, and school and district leaders.	The candidate exhibits an understanding of the knowledge and theory concerning how to evaluate, develop, and implement systems of support, coaching and professional development for educators, educational professionals, and school and district leaders.	In addition to meeting Level 2 expectations, the candidate effectively evaluates the coordination and coherence among instructional practices, resources, technologies, and services that support equity, digital literacy, and the districts academic and non-academic systems or develops a comprehensive implementation plan for improving instructional practices, resources, technologies, and services that support student learning.

Assessment The candidate understands and demonstrates the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership (NELP 4.3; CAEP A1.1.3).	11	The candidate exhibits a partial understanding of the requisite knowledge and theory used to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.	The candidate exhibits an understanding of the requisite knowledge and theory used to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.	In addition to meeting Level 2 expectations, the candidate develops an implementation plan for formal and informal culturally responsive and accessible assessments of student learning or interprets data from formative and summative assessments for use in educational planning or develop a professional development plan to cultivate teachers' capacity to improve instruction based on analysis of assessment data.
Coherent Systems of Curriculum, Instruction, and Assessment The candidate understands and demonstrates the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district (NELP 4.4; CAEP A1.1.5).	12	The candidate exhibits a partial understanding of the requisite knowledge and theory used to evaluate, develop, and implement the district's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.	The candidate exhibits an understanding of the requisite knowledge and theory used to evaluate, develop, and implement the district's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.	In addition to meeting Level 2 expectations, the candidate engages faculty in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence of the district's curriculum, instruction, technology, data systems, and assessment practices or develops an implementation plan for improving coordination and coherence among the district's curriculum, instruction, technology, data systems, and assessment practices or uses technology and performance management systems to monitor, analyze, implement, and evaluate the district's curriculum, instruction, technology, data systems, and assessment practices.
DOMAIN 5: COMMUNITY AND EXTERNAL LEADERSHIP Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs. (NELP 5)				
	Rubric Row	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
Families The candidate understands and demonstrates the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school (NELP 5.1; CAEP A1.1.4).	13	The candidate does not exhibit an understanding of the importance of collaboratively engaging diverse families in strengthening student learning or does not exhibit an understanding of how to collaboratively engage	The candidate exhibits an understanding of the importance of collaboratively engaging diverse families in strengthening student learning and exhibits an understanding of how to collaboratively engage diverse families in	In addition to meeting Level 2 expectations, the candidate develops processes for gathering information about families or develops a partnership between a district's staff and families or develops a comprehensive communication plan to foster

		diverse families in strengthening student learning.	strengthening student learning.	two-way communication with families.
Community Partners The candidate understands and demonstrates the capacity to understand, engage, and effectively collaborate and communicate with (through oral, written, and digital means) diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole (NELP 5.2; CAEP A1.1.4).	14	The candidate does not exhibit an understanding of the importance of collaboratively engaging diverse community members, partners, and other constituencies or does not exhibit an understanding how to collaboratively engage diverse community members, partners, and other constituencies.	The candidate exhibits an understanding of the importance of collaboratively engaging diverse community members, partners, and other constituencies and exhibits an understanding of how to collaboratively engage diverse community members, partners, and other constituencies.	In addition to meeting Level 2 expectations, the candidate identifies diverse community resources for the district and devise a plan for using the resources to benefit the district's program and student learning or devises a plan for engaging with community members, partners, and other constituencies around a shared goal or develops a communication plan to foster two-way communication with community members, partners, and other constituencies.
Community Advocacy The candidate understands and demonstrates the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs (NELP 5.3; CAEP A1.1.4).	15	The candidate does not exhibit an understanding of how to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their district and community.	The candidate exhibits an understanding of how to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their district and community.	In addition to meeting Level 2 expectations, the candidate develops a comprehensive communication plan for advocating for district and community needs that includes conducting a needs assessment, identifying and accessing resources, gathering information about the district and policy context, and developing targeted communication
DOMAIN 6: OPERATIONS AND MANAGEMENT Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management. (NELP 6)				
	Rubric Row	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
District Operations The candidate understands and demonstrates the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision (NELP 6.1; CAEP A1.1.5).	16	The candidate does not exhibit an understanding of how to evaluate, develop, and implement management, communication, technology, governance, and operation systems at the district level.	The candidate exhibits an understanding of how to evaluate, develop, and implement management, communication, technology, governance, and operation systems at the district level.	In addition to meeting Level 2 expectations, the candidate audits the equity of school processes and operations and their impact on resource allocation, personnel decisions, and students' experiences and outcomes or analyzes and identifies strategic and tactical challenges for the district.
Resourcing The candidate understands and demonstrates the capacity to	17	The candidate does not exhibit an understanding of how to evaluate,	The candidate exhibits an understanding of how to evaluate, develop, and	In addition to meeting Level 2 expectations, the candidate

evaluate, develop, and advocate for a data-based district resourcing plan and supports school in developing their school-level resourcing plans (NELP 6.2).		develop, and advocate for a data-informed and equitable resourcing plan that supports schools in developing their school-level resourcing plans.	advocate for a data-informed and equitable resourcing plan that supports schools in developing their school-level resourcing plans.	evaluates resources needs for the district or uses data ethically and equitably to develop a multi-year resourcing plan aligned to the district's goals and priorities.
Hiring and Retaining The candidate understands and demonstrates the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity (NELP 6.3).	18	The candidate exhibits a partial understanding of how to evaluate district human resource needs and how to implement systems for hiring, retaining, supervising, evaluating, and developing personnel.	The candidate exhibits an understanding of how to evaluate district human resource needs and how to implement systems for hiring, retaining, supervising, evaluating, and developing personnel.	In addition to meeting Level 2 expectations, the candidate develops a district-level system for hiring, retaining, developing, and supervising school/district personnel or evaluates candidate's materials for instructional or leadership positions.
DOMAIN 7: POLICY, GOVERNANCE, AND ADVOCACY Candidates understand and demonstrate the capacity to promote the present and future success and well-being of students and district personnel by applying the knowledge, skills, and commitments necessary to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations. (NELP 7)				
	Rubric Row	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
Board of Education The candidate understands and demonstrates the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision (NELP 7.1; CAEP A1.1.4).	19	The candidate exhibits a partial understanding of how to cultivate a positive, responsive relationship with the Board of Education.	The candidate exhibits an understanding of how to cultivate a positive, responsive relationship with the Board of Education.	In addition to meeting Level 2 expectations, the candidate represents the district and its mission, strengths, and needs to the board of education or advocates for board action that will support the mission and vision of the district and meet student needs.
District Governance The candidate understands and demonstrates the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members (NELP 7.2; CAEP A1.1.4).	20	The candidate exhibits a partial understanding of the importance of effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups.	The candidate exhibits an understanding of the importance of effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups.	In addition to meeting Level 2 expectations, the candidate evaluates the district governance and stakeholder engagement systems.
Policies, Laws, Regulations The candidate understands and demonstrates the capacity to evaluate, implement, and communicate district, state, and national policy, laws, rules, and regulations (NELP 7.3; CAEP A1.1.6).	21	The candidate exhibits a partial understanding of evaluating the implications of educational policy for district practices or exhibits a partial understanding of coordinating decisions and	The candidate exhibits an understanding of evaluating the implications of educational policy for district practices and exhibits an understanding of	In addition to meeting Level 2 expectations, the candidate evaluates the implications of educational policy for district practices or communicates about district, state, and national policy, laws, rules, and regulations.

		district policies with policies and/or regulations from local, state, and federal policy entities.	coordinating decisions and district policies with policies and/or regulations from local, state, and federal policy entities.	
Larger Policy Conversations The candidate understands the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrates the capacity to evaluate and represent district needs and priorities within the larger policy conversations and advocate for district needs and priorities at the local, state, and national level (NELP 7.4; CAEP A1.1.6).	22	The candidate exhibits a partial understanding of the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations on district needs and priorities.	The candidate exhibits an understanding of the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations on district needs and priorities.	In addition to meeting Level 2 expectations, the candidate evaluates the district needs and priorities with regard to educational policy conversations and emerging challenges.
	Overall Rating			
		Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
		The candidate earned a Level 1 rating on 3 or more indicators.	The candidate earned a Level 2 or Level 3 rating on 20 or more indicators.	The candidate earned a Level 3 rating on 18 or more indicators. The candidate earned no Level 1 ratings.