



SCHOOL OF EDUCATION **EDUCATIONAL LEADERSHIP PROGRAM**

MSED Handbook for Building Level Administrator Licensure

W.W. Wright Education Building | School of Education

201 North Rose Avenue | Bloomington, IN 47405



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WELCOME

We are pleased to welcome you to the Building-Level Administrator Licensure Program at Indiana University Bloomington. Your admission to this program is an opportunity for you to learn how to transform schools through the leadership of innovative teaching and learning. As a graduate of this program, you will join our alumni in Indiana and around the globe. In addition to preparing leaders for Indiana's schools, our fully online program is preparing leaders for schools throughout the United States and abroad.

Our program focuses on providing a strong theoretical framework coupled with embedded field experiences to give students a well-rounded experience grounded in data informed decision making and continuous improvement. We have a mix of professors with strong research backgrounds as well as experienced K-12 leaders in adjunct and clinical roles.

Best wishes on your studies! Please let us know how we can support you.

Overview of the Educational Leadership Program

The Educational Leadership Program is housed within the Department of Educational Leadership and Policy Studies in the School of Education at Indiana University Bloomington. Students in our program work in a variety of public, charter, and private school settings. Some students also work in roles outside PK-12 education, such as higher education, state education agencies, and non-profit organizations.

The program includes tenured, tenure-track, clinical, lecturer, and adjunct faculty whose research, teaching and professional experience have earned them distinction as accomplished professionals in the field of education.

Presently, our faculty includes:

- Dr. Chad Lochmiller, Professor
- Dr. Sylvia Martinez, Professor
- Dr. Michele Moore, Clinical Assistant Professor
- Dr. Frank Perrone, Associate Professor
- Dr. Andrea Walton, Associate Professor
- Dr. Quentin Wheeler-Bell, Associate Professor
- Dr. Nikki Woodson, Visiting Clinical Assistant Professor

Core Adjunct Faculty are:

- Dr. Teresa Brown, Superintendent of Madison Consolidated Schools
- Dr. Melissa Briscoe, Retired Alexandria Superintendent and Principal
- Dr. Chris Finley, Assistant Superintendent of Avon Community Schools
- Dr. Laura Hammack, Superintendent of Beech Grove City Schools

The Educational Leadership Program offers three graduate degrees: a fully online Master of Science in Education (M.S.Ed.), an Education Specialist Degree (Ed.S.), and a Doctor of Education (Ed.D.). The program offers two graduate certificates: Education Law and Improvement Science. Finally, the program offers three licensure programs focused on building-level/school administration, special education program administration (i.e., exceptional needs licensure), and district-level administration (i.e., the superintendency). These licensure programs can be earned individually or with a degree.

As part of its commitment to the State of Indiana, the program serves as sponsor of one regional study council. The Southern Hills Study Council (SHSC) represents member school corporations in Southern Indiana. The study council serves as an important conduit between university faculty and educational administrators and facilitates collaborative learning and field-based engagement. Our faculty members serve on the University Superintendent Search Team, a group of university faculty members from across the state who devote time to helping school boards recruit and select their next superintendent. This service has existed for almost 60 years and is a key partnership with our PK-12 institutions across the state.

Overview of the Building-Level Licensure Program

The Building-Level Licensure Administrator Program at Indiana University Bloomington is a 24- credit fully online program that meets or exceeds requirements set forth in the National Educational Leadership Preparation (NELP) Program Standards. The NELP standards define what candidates for building-level licensure must know and be able to do in order to meet the demands of today's educational environment. The Building-Level Administrator Licensure Program is fully embedded within the 36- credit MSED in Educational Leadership, allowing candidates to earn both building-level licensure and a Master's degree in educational leadership. Candidates may, depending on course availability, complete the licensure only program in four semesters. Most students will take the assessment required by the State of Indiana to earn building-level licensure during the second semester of the practicum.

The program curriculum was designed to adhere to the problems, challenges, and opportunities that educational leaders face within the realm of their practice. This orientation ensures that graduates are prepared for the challenges of leading tomorrow's schools and that they have acquired a well-developed set of skills to support improvements in teaching and learning. To this end, you will complete coursework

that focuses on instructional leadership, supervision, and development; school improvement; school and community relations; and school budgeting and operations.

Conceptually, the program is divided into three distinct phases: coursework, internship, and state assessment of leadership proficiency. During the coursework phase of the program, students are introduced to current research and best practice related to the work for educational leaders generally and building administrators specifically. Courses are taught by tenured, tenure-track, clinical, and adjunct faculty who have expertise in educational leadership. This introduction serves as a foundation that is then refined through an extensive 240-hour internship. During the internship, which constitutes the second phase of the program, students work under the supervision of a practicing school principal who acts as mentor. Finally, after completing all of the necessary coursework and during the internship, students can complete the official licensure test. Once a student completes this test, the Indiana Department of Education will confirm with Indiana University that the student has completed all necessary requirements (i.e., coursework and internship) to receive building-level licensure. Given the online nature of the program, students who reside in other states may wish to inquire with their state education agency in order to confirm the steps necessary to obtain administrative licensure. Indiana is recognized by many states through their licensing reciprocity programs.

Course Requirements for the MSED Degree (36 hours):

A500 Introduction to Educational Leadership
A510 School and Community Relations
A515 Instructional Leadership, Supervision, and Development
A608 Legal and Ethical Perspectives on Education
A624 Educational Leadership: The Principalship K-12
A629 Continuous School Improvement and Data-Informed Decision Making
A635 Public School Budgeting and Accounting
A695 Practicum in Educational Leadership (2 semesters, 6 credits)
9 hours in strand coursework

Building Level Licensure Only (24 hours):

A510 School and Community Relations
A515 Instructional Leadership, Supervision, and Development
A608 Legal and Ethical Perspectives on Education
A624 Educational Leadership: The Principalship K-12
A629 Continuous School Improvement and Data-Informed Decision Making

A635 Public School Budgeting and Accounting
A695 Practicum in Educational Leadership (2 semesters, 6 credits)

Overview of the Practicum in Educational Leadership (A695)

The Practicum in Educational Leadership (hereafter, “internship”) serves as the capstone for students enrolled in the MSED in Educational Leadership and is especially important for students admitted to the principal licensure program as it represents a requirement for building level licensure in the State of Indiana. The internship is considered a culminating activity that brings together the student’s learning from the entire program and presents relevant opportunities to apply this learning in a practice-based context.

National Educational Leadership Preparation (NELP) Program Standards

The Educational Leadership Program meets or exceeds the requirements of the National Educational Leadership Preparation (NELP) Program Standards. Those standards are found at the link below:

<https://www.npbea.org/wp-content/uploads/2018/11/NELP-Building-Standards.pdf>

These standards define which experiences candidates for administrative licensure must have completed to be effective as building-level administrators. Seven of the standards relate to specific, research-based knowledge and leadership skills that a candidate must acquire throughout their program experience. Broadly, these standards include:

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

Ethics and Professional Norms (NELP 2). Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

Equity, Inclusiveness, and Cultural Responsiveness (NELP 3). Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each

student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

Learning and Instruction (NELP 4). Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

Community and External Leadership (NELP 5). Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

Operations and Management (NELP 6). Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

Building Professional Capacity (NELP 7). Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

The eighth standard defines the content and structure of an effective administrative internship. Specifically, this standard states:

Internship (NELP 8). Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.

According to the NELP standards, an internship must include a “variety of coherent, authentic field and/or clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders, synthesize and apply the content knowledge, and develop and refine the professional skills articulated in each of the components included in NELP building-level program standards 1–7” (NELP 8.1). Further, the internship must provide “a minimum of six months of concentrated (10–15 hours per week) internship or clinical experiences that include authentic leadership activities within a school setting” (NELP 8.2). The internship must be supervised by a “mentor who has demonstrated effectiveness as an educational leader within a building setting; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and has received training from the supervising institution” (NELP 8.3).

Expectations of the Principal Internship

To satisfy requirements for building licensure, the Educational Leadership Program requires an intern to complete 240 internship hours conducted under the supervision of a practicing school principal who serves as an internship mentor and a university supervisor employed by the IU School of Education. The internship experience must span a minimum of 6 months (i.e., two consecutive semesters) and involve no fewer than 10 to 15 hours per week of supervised and independent learning activities. Interns are responsible for preparing an internship plan that includes opportunities to observe, participate, and lead activities that are consistent with the professional responsibilities of a building principal or assistant principal. Students who are pursuing the Graduate Certificate in Improvement Science in addition to their principal licensure, should ensure that their internship and portfolio includes no fewer than 40 hours directly addressing issues related to school improvement (e.g., school improvement planning; data analysis; facilitation of Professional Learning Communities; engagement with diverse families or community stakeholders; delivery of professional development; review of curriculum or instructional materials). Leading continuous improvement in schools is a central responsibility for school principals and should figure prominently in the intern’s field-based learning.

In addition, interns should plan to observe leaders working in settings that are different from their own. For example, interns working primarily in the high school setting should devote five to 10 hours of their internship experience in observing a principal working in an elementary school setting. The comparative opportunities provided between these two settings enhance intern’s recognition of the similarities and differences in school leadership across school settings.

Eligibility for the Principal Internship

To be eligible for the principal internship at Indiana University Bloomington, a student must complete two required steps before beginning their internship experience.

1. **Students pursuing principal licensure must declare their intent to do so no later than the end of their first semester of the program.** To complete this step, students must apply for the principal licensure program through the link provided by their advisor or educlead@iu.edu. The purpose of the application is to identify the student as a candidate for licensure.
2. **Students must complete a third semester core course review with the program advisor or faculty member in the Educational Leadership Program.** This review will be conducted after a student has completed four core courses: A510, A608, A624, A635. The purpose of the third semester core course review is to monitor the student's progression in their coursework. At the time of their third semester review, students must be in good academic standing. Good academic standing is defined as maintaining a 3.0 cumulative GPA in all licensure coursework and having passed the required anchor or final assessments in the four classes identified above. Due to timing of coursework, this review might be taken as soon as the end of the second semester of the program if the above four classes have been completed.

Enrolling in the Principal Internship

Students must enroll in two consecutive semesters of A695 and complete a total of 6 credits. Students must email educlead@iu.edu to get permission to enroll in the practicum. The third semester core course review will be conducted PRIOR to enrollment permission. Given the time involved, all students wanting to enroll in the practicum must request permission SIX WEEKS prior to the semester start date.

Students must complete all assignments, have 120-hours of field work, and pass all work at the 75% or higher benchmark in first semester of the practicum in order to enroll in the second semester.

Identifying an Internship Mentor

Before beginning their internship experience, students must identify an internship mentor. The mentor is a key individual in the intern's professional growth and should be selected carefully. The internship mentor is most often the intern's own building principal or assistant principal. In rare circumstances, an intern may request that a different principal act as their mentor. Mentors should have a building administrator or superintendent license to supervise students in the practicum.

The intern is responsible for submitting a Mentor Agreement during the first week of their first semester A695 practicum course. This agreement designates the intern's mentor as well as establishes the support of the intern's school and school district. The Mentor Agreement is submitted online with a link provided in the A695 course during the first semester. Appendix A provides a copy of the Mentor Agreement that students will complete online.

The mentor's role in the internship involves providing meaningful professional experiences for the intern throughout the duration of the internship. It also involves providing objective feedback to the program about the intern's performance as a candidate for administrative licensure. To this end, the intern mentor will complete an assessment of the intern's performance that will be submitted directly to the program at the conclusion of the first section of A695 and another assessment of the intern's performance that will be submitted directly to the university supervisor at the conclusion of the second section of A695. Both of these reviews will be conducted via the Watermark system.

Documenting Principal Internship Experiences

Interns must document their internship experience in order to successfully complete the requirements of the building-level licensure program. This documentation should be done in the form of an hour log that bears the signature of the intern and their mentor. The intern submits these hours twice a semester (i.e., four times) during the internship experience through Indiana University's Canvas Learning Management System. The log must detail the date, time, and location of the activity as well as the intent of the activity (e.g., observation, participation, leadership, or school improvement). The intern should also identify the NELP Standard(s) to which the activity applies. Appendix B provides a copy of the hour log that students should use to maintain a record of their hours. Hours should be recorded in .25-hour increments.

To support interns in achieving the expected hours, the program requires students to take two consecutive semesters of A695 (i.e., 6-credits). A695 is offered in either Fall-Spring or Spring- Fall sequences. It is not offered in the summer. These courses are typically completed in the final two semesters of the student's program. However, faculty recognize that some students will be unable to accommodate the time requirements given professional responsibilities. To accommodate these students, the faculty allows students to extend their internship experience to three consecutive semesters. If you are interested in pursuing this option, please contact the faculty advisor for approval. A sample of the internship hour log is provided as an Appendix.

Identifying Activities that Support Success in the Internship Experience

Throughout the internship experience, the intern will work under the supervision of an internship mentor to engage in a variety of professional experiences that broadly reflect the roles, responsibilities, and expectations for a building administrator in a school setting. As scholars at the Southern Regional Education Board have previously stated, "Quality internships demand careful planning, coordination with local school systems, and close supervision by knowledgeable experts who have a track record as successful school leaders" (Fry, Bottoms, & O'Neill, 2005, p. 3). To support a high-quality internship experience, the intern and their mentor should take care to select experiences that provide opportunities for the intern to *observe, participate, and lead*.

Activities that Require Observation and Reflection

Opportunities to observe a mentor principal engage in relevant leadership activities represent an important aspect of an effective internship. Seeing principals lead staff meetings, facilitating professional learning, or engaging with parents and families helps interns envision their future work in key leadership roles, understand the professional norms associated with the principalship, and become familiar with professional communication. Yet, observation alone is not sufficient to ensure intern learning. Instead, interns should augment their observations with reflective conversations with their mentor. This conversation should focus on unpacking the why and how of the experience as well as to glean important tips, techniques, or strategies that might not have been apparent to the intern during the observation.

Activities that Invite the Intern's Participation

Participation is at the heart of an internship experience. Interns should be invited and welcomed into the principal's work to the extent that their schedule and professional duties allow. For example, interns should be engaged as active members of the school's leadership team throughout the internship experience as well as invited to participate in activities that principals within the district setting normally would. This might include conversations between the principal and his or her supervisor, disciplinary conferences, special education meetings, budgeting and school staffing conversations, professional learning community meetings, and parent teacher association meetings among others. As a participant in these activities, the intern should be invited to participate to the degree the intern mentor is comfortable or circumstances allow.

Activities that Utilize the Intern's Leadership

Leadership opportunities are critical for the intern's development. Thus, interns should be provided leadership opportunities at regular intervals throughout the internship experience. Leadership opportunities allow the intern to practice leadership skills acquired in their coursework, make meaningful connections between leadership theory and administrative practice, as well as to become familiar with the unique dynamics of schools as professional communities. For example, consider the six field projects that are currently required: a technology audit, supporting all learners teacher survey, teacher observations, leading of a school-wide professional development, budget review, and learning conversations with school leaders. Leadership opportunities should be negotiated with the intern's mentor. At a minimum, IU faculty expect that interns will be given opportunities to (1) lead one schoolwide staff meeting; (2) direct one professional development activity with teachers; (3) make one presentation to a group of parents, families, or stakeholders; and (4) facilitate one meeting of the school leadership team.

Activities that Focus the Intern on Issues of School Improvement

Interns who are pursuing the Graduate Certificate in Improvement Science should engage in no fewer than 40 hours of school improvement focused activities as part of their internship experience. These activities relate directly to the improvement of teaching and learning as well as efforts to achieve goals set forth in the school's improvement plan. With support of their internship mentor, interns might wish to complete an analysis of student achievement or discipline data; work with teachers to identify a problem of practice and develop a Plan-Do-Study-Act (PDSA) cycle; facilitate a professional development session aimed at one or more of the school's improvement priorities; work with classroom teachers to implement formative assessment practices; or facilitate conversations of a Professional Learning Community among other activities.

Distribution of Internship Hours

Interns should complete no fewer than 240 hours of supervised internship activities that include observation, participation, and leadership. These activities should generally align with the responsibilities of a school principal and be closely tied to the leadership skills noted in the NELP Standards.

Professionalism and Confidentiality

The internship experience requires that the intern act, dress, and engage professionally at all times. Professional conduct includes attending meetings as planned, maintaining a positive working relationship with the internship mentor, and discussing opportunities or challenges related to the internship in a timely manner. At times, the intern will have access to confidential information. The intern should take the utmost care to maintain the confidentiality of the information as well as to avoid disclosing the information. The Trustees of Indiana University are not liable for the disclosure of information obtained during the internship experience. The responsibility for maintaining confidentiality rests squarely on the intern and thus it is in the intern's best interest to treat *all information acquired during the internship* as confidential. This means not discussing information obtained during the internship with peers in the school under any circumstances.

Preparing the Internship Portfolio

The internship portfolio is designed as an opportunity to reflect on the compilation of experiences that the intern completed throughout the duration of their internship experience. As such, the portfolio does not simply summarize the activities the intern completed but instead provides an opportunity for the intern to reflect on these experiences and make explicit connections to NELP Standards 1 through 7. The instructor of the internship course (i.e., faculty supervisor) will review the intern's portfolio and rate their reflections for each standard using a rubric aligned to the NELP Standards. The program requires that a preponderance of evidence submitted by the intern meets or exceeds NELP standards as defined by rubrics developed by the program's faculty.

Organizing and Submitting the Internship Portfolio

The internship portfolio is considered a professional document and should demonstrate clearly your capacity to engage in building-level leadership. The portfolio will be submitted through the Watermark system during the final semester of the practicum. Each section of the portfolio should be uploaded as a single PDF document.

The portfolio should be organized into clearly defined sections.

Learning Plan

Log of Internship Hours

Reflections Aligned to NELP Standards

Component 1.1

Component 1.2

Component 2.1

Component 3.1

Component 3.2

Component 3.3

Component 4.1

Component 4.2

Component 4.3

Component 4.4

Component 5.1

Component 5.2

Component 6.1

Component 6.2

Component 6.3

Component 7.2

Component 7.3

Component 7.4

Field Projects

Project X. Title

Project X. Title

Project X. Title

Project X. Title

Project X. Title

Project X. Title

Intern's Self-Assessment

Artifacts Collected During Internship

Current Professional Resume

Preparing Your Portfolio Reflections Based on the NELP Standards

When preparing a reflection aligned to one of the NELP Standards, it is important to identify which standard the reflection applies as well as the components of the standard you are referring to. Please refer to the standard rubrics, which have been provided in the Appendix. Below, we provide an example of the kind of reflection we are seeking. Each reflection should provide sufficient context for the faculty supervisor to understand why a particular was selected as well as which NELP standards you hoped to acquire more understanding about by selecting the activity.

Sample Reflection for NELP Standard 1.1.

NELP Standard 1.1 emphasizes evaluating, developing, and communicating the school mission and vision through data use, technology, equity, diversity, digital citizenship, and community. I demonstrated my proficiency in this standard through three key activities conducting a comprehensive budget review, crafting faculty meeting agendas aligned with our school vision, and designing professional development sessions specific to our school's goals.

The first way that I demonstrated my understanding of Standard 1.1 was through an evaluation of the school budget. In this process, I focused on ensuring that our financial allocations reflected our mission statement (see field project one). Our mission statement goals state

that our students will be provided with a nurturing learning environment and the opportunity to reach their own goals. Evaluating the school budget allowed me to analyze how we are using the ECA funding account to make purchases that benefit hands-on learning in all classrooms such as general education, special education, and special areas. This process required me to use financial data as a tool for promoting equitable access to resources and opportunities.

The second way I demonstrated my understanding of Standard 1.1 involved developing faculty meeting agendas that were designed to appropriately and effectively communicate district updates as well as school-wide data (see artifact #17). While drafting the faculty meeting agendas, I consistently referred to our school vision statement which emphasizes the creation of a nurturing educational environment. By keeping our school vision statement in mind while creating the faculty agendas, I was able to present school and district-wide data that was relevant to our staff and student goals. By using data dashboards and digital presentation tools, I was able to facilitate meaningful conversations around student performance, attendance trends, and behavioral data. These meetings allowed us to celebrate progress and identify gaps where additional supports were needed, particularly for underrepresented student groups. This approach supported shared ownership of our school vision, allowing staff to see how data-informed practices contribute to student and staff success.

The third way I met Standard 1.1 was by analyzing findings from the equity audit to create a series of professional development sessions that resonated with our mission and vision statement (see field project six). Through these professional development sessions, I referred to and utilized content in the book, *Energy Bus*. These sessions were interactive and encouraged staff to reflect on how their roles contribute to the collective mission and vision. Using these tools and practices allowed for a discussion and breakdown of our current vision statement and how it may need to be redeveloped to meet the new needs and priorities of our school community. Digital tools such as Google Slides and Google Forms allowed for collaboration as well as facilitated reflective feedback which further supported digital literacy among our staff. I demonstrated my ability to evaluate and develop the school vision through professional development geared at reflective and engaging communication strategies.

Collectively, these experiences embody the key elements of NELP Standard 1.1 by demonstrating my ability to evaluate, develop, and communicate the school mission and vision statement through analyzation of the school budget, creation of relevant and crucial faculty meeting agendas, and professional development sessions that communicate our school and community needs. Lastly, these experiences demonstrate my commitment to ensuring that our mission is not only aspirational but grounded in data and driven by a shared commitment to equity.

Selecting Relevant Artifacts

Throughout the internship, a candidate for licensure should retain copies of artifacts that align to each of the NELP Standards. The artifacts should be included in the student's portfolio and, where possible, clearly linked to one of the NELP standards. Artifacts can include copies

of meeting agendas, Microsoft PowerPoint presentations, write-ups of classroom observations, analyses of student achievement data, student work samples, school handbooks, master schedules, etc. The purpose of providing artifacts is to demonstrate that the internship has involved sufficiently rigorous activities as well as to provide evidence that the activities reported on the internship log were completed.

As the intern selects artifacts for their final internship portfolio, select artifacts judiciously so that they are representative of each NELP Standard. Each artifact collected should document the intern’s engagement in the school as well as leadership of specific school activities.

Documenting Internship Hours

As part of the internship experience, each intern is responsible for documenting time spent engaged in internship activities. The intern must provide this documentation in order to earn a final grade in the internship course as well as to secure university support for licensure. One of the challenges befalling many interns is how to appropriately distinguish between internship activities that are unique from their daily professional responsibilities as classroom teachers and education professionals. While it may be tempting to count all professional activities toward the hour requirement, this is not an appropriate practice. Rather, internship hours should be considered unique and additional to professional activities that the intern would otherwise undertake. For example, an intern who regularly participates in a Professional Learning Community should not count their regular participation toward their internship experience. Rather, they should only count the time that is directly related to their administrative internship and during which they are facilitating, directing, or otherwise supporting the PLC in a manner that is consistent with the role of a school principal.

Selecting Internship Activities

To guide you in selecting activities for your administrative internship, we provide a list of possible activities that have appeared on internship logs submitted by our program graduates as well as those published in guidance located online. The list is meant to inform – not specify – your internship activities. Indeed, any activities you undertake should be selected in consultation with your internship mentor. With the support of his or her mentor, each intern will prepare a Learning Plan that describes the activities he or she will undertake during the course of their internship experience. These activities should be described briefly in the plan and assigned to a particular NELP Standard.

Table 1.

Illustrative Internship Activities

Administrative Decision-Making
· Interviewed principal about how decisions influence staff, the leadership team, and students · Reflected with the principal about decisions that are within the principal and school's purview, and which are traditionally housed in the district office
Business Operations and Budget Management
· Worked with the principal to develop the school's budget · Interviewed the principal about differences in education and operation fund resources · Worked with school secretary to monitor expenditures throughout the academic year · Met with custodian to discuss purchasing and requisition procedures · Worked with principal to project student enrollment by grade level, class, etc.
Community and Media Relations
· Reflected with the principal on the role that a principal has and does not have in responding to the community and media · Met with principal to understand how and when to advocate for school referenda · Attended meetings with Chamber of Commerce, local service organizations, and other non-profit organizations to understand their role in school improvement activities and student support · Met with leaders of churches, synagogues, and other religious entities to discuss support for students, families, and communities
Conflict Mediation and Communication
· Talked with principal about preparing for courageous conversations · Met with principal to discuss relationships with staff, teachers, parents, families, and the community · Met with union steward to discuss relationship with the local teachers association
Cross Grade Level Experiences
· Observed classroom instruction in different school settings · Participated in PLC meetings at different grade levels and in different content areas

Discipline
· Interviewed the principal and his approach to discipline · Worked with principal to manage student discipline issues (e.g., establishing expectations, discipline, suspension, HIB, Title IV, etc.) · Worked with parents, families and students who are struggling with discipline issues · Met with principal to discuss staff discipline issues (e.g., distinguishing discipline from performance; following contractual obligations, disciplinary strategies)
District Office Relationships
· Observed district level leadership meetings · Engaged with district principal supervisors · Spoke with human resource director about future administrative hiring expectations · Attended a school board meeting
Event Management and Supervision
· Completed bus, recess, and lunch duty (limited to no more than 2 logged hours) · Coordinated after school event supervision (e.g., athletics, music, drama, etc.)
Facility Management
· Touring the school facility with the school custodian to understand key mechanical systems · Meet with district security personnel to discuss safety procedures, resources, and protocols · Coordinate and observe school lunch processes with the Cafeteria Manager
Handbooks, Agreement, and School Policies
· Review and revise student and staff handbooks with direction of the intern mentor · Review and develop training about athletic and activity code · Review employee contracts and bargaining agreements · Review school board policies · Review state laws applicable to student attendance, discipline, etc.

Hiring Classified and Certificated Staff
· Worked with principal to develop a position announcement · Engaged with members of the search committee to review, screen, and reference check applicants · With principal, developed a new teacher orientation for the school · Reviewed staffing needs for specific grade levels
Master Schedule
· Worked with school secretary to develop class assignments · Developed a new lunch rotation · Worked with special education teacher to schedule paraprofessionals
Parent Engagement
· Coordinating with the principal to conduct home visits · Developed presentation for the school's open house · Meeting with representatives of the PTO/PTA to develop a fundraising plan
School Safety
· With the principal, viewed the school's safety plans · Under the supervision of the principal, coordinate a school fire drill reviewed and revised the school's emergency preparedness plans · Developed an active shooter training presentation for classroom teachers and school staff
Special Education and Special Services
· Participated in an IEP meeting with the special education teacher and classroom teacher · Reviewed 504 plans for students · Met with the district's special education director to discuss special education due process procedures

Student Leadership and Government
· Met with newly elected student government leaders to discuss the school's activity code · Reviewed the student body finance rules with the school's bookkeeper
Student Health Issues
· Met with school nurse to discuss appropriate accommodations and sensitivity to student health needs · Reviewed school procedures for dealing with a serious injury
Support Services
· Met with school clerk to discuss food service program and related costs · Met with district transportation director to discuss bus driver licensing requirements

Appendix A. Illustrative Log of Internship Hours

Log of Internship Hours for MM/DD/YY to MM/DD/YY		
Intern Name	Mentor Name	Academic Term

Date	Activity	Short Description of Activity	NELP Standards	Supervised by Mentor	Intern Role (Participate, Observe, Lead, Improve)	Number of Hours Completed
MM/DD/YY	PLC Meeting with 4 th Grade Team	I observed the meeting to determine how new communication norms were being used by teachers.	7.1, 7.2	No	Observe	0.5

MM/DD/YY	Parent Community Meeting	I participated in a community meeting with John Doe, Director of the Boys and Girls Club		No	Participate	2.0
MM/DD/YY	School Improvement Planning Committee	I co-led a data discussion with the committee focused on Reading scores from our benchmark.	1.2	Yes	Lead	1.0
MM/DD/YY	Analysis of 4 th Grade Writing Assessment Data	I analyzed assessment data from 4 th grade students		No	Improve	2.0
Total Hours Completed						

By signing this document, I affirm that the internship activities listed above have been completed and the number of hours reported is accurate based on the intern's participation in these activities.

Signature of Internship Mentor

Date

Internship Mentor Assessment Rubric
Practicum in Educational Leadership (A695)
Indiana University Bloomington • School of Education

Name of Intern: _____ **UID:** _____

	Does Not Meet Standard	Approaches Standard	Meets Standard	Exceeds Standard
A candidate for administrative licensure understands and has the capacity the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community. (NELP 1.1)	☐ The intern does not demonstrate the capacity to evaluate a school mission and vision statement.	☐ The intern demonstrates the capacity to evaluate a school mission and vision statement but can use data in their evaluation nor demonstrated that they can identify gaps between current practice and core values.	☐ The intern demonstrates the capacity to evaluate a school mission and vision statement using data but cannot identify gaps between current practice and core values.	☐ The intern demonstrates that they can evaluate a school mission and vision statement using data and can identify gaps between current practice and core values that, if resolved, would develop the school's capacity or service to students.
A candidate for administrative licensure understands and has the capacity the capacity to lead improvement processes that	☐ The intern did not demonstrate that they participated in or led data-based improvement processes.	☐ The intern participated in improvement processes at the school-level but did not demonstrate the capacity to use data	☐ The intern participated in improvement processes at the school-level that demonstrate their capacity to use data	☐ The intern participated in and potentially led improvement processes at the school-level that demonstrated their

include data use, design, implementation, and evaluation. (NELP 1.2)		to design, implement, or evaluate a continuous improvement process focused on instructional strategies that would potentially drive improved academic achievement outcomes.	but did not demonstrate that they can design, implement, or evaluate a continuous improvement process focused on instructional strategies that would potentially drive improved academic achievement outcomes.	capacity to use data to design, implement, or evaluate a continuous improvement process focused on instructional strategies that would potentially drive improved academic achievement outcomes.
A candidate for administrative licensure understands and has the capacity the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult. (NELP 2.1)	☐ The intern does not demonstrate the capacity to reflect on professional dispositions and norms in practices that support the educational success and well-being of each student and adult.	☐ The intern demonstrates the capacity to reflect on professional dispositions and norms in practices, but has not modeled these norms in their professional practice nor worked with others to enact these norms in ways that support the educational success and well-being of each student and adult.	☐ The intern demonstrates the capacity to reflect on and model professional dispositions and norms in their professional practice but has not worked with others in the school site to enact these norms in ways that support the educational success and well-being of each student and adult.	☐ The intern demonstrates that they reflect and model professional dispositions and norms in their practice and work with others in the school site to enact these norms in ways that support the educational success and well-being of each student and adult.

A candidate for administrative licensure understands and has the capacity the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture. (NELP 3.1)	☐ The intern does not demonstrate the capacity to evaluate a supportive and inclusive school culture.	☐ The intern demonstrates the capacity to evaluate a supportive and inclusive school culture but cannot use data to identify gaps between the school's current culture and one that is more supportive and inclusive nor advocate for changes that would make the school culture more inclusive or supportive.	☐ The intern demonstrates the capacity to evaluate a supportive and inclusive school culture and can use data to identify gaps between the school's current culture and one that is more supportive and inclusive but cannot advocate for changes that would make the school culture more inclusive or supportive.	☐ The intern demonstrates the capacity to evaluate a school culture using data to identify gaps between the school's current culture and one that becomes more supportive and inclusive and further demonstrates that they can advocate for changes would make the school culture more inclusive or supportive.
A candidate for administrative licensure understands and has the capacity the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student. (NELP 3.2)	☐ The intern does not demonstrate the capacity to evaluate the equity of educational resources, technologies, or opportunities.	☐ The intern demonstrates the capacity to evaluate the equity of educational resources, technologies, or opportunities but cannot demonstrate how this evaluation would lead to the cultivation of resources needed to support the educational success and well-being of each student in the school.	☐ The intern demonstrates the capacity to evaluate the equity of educational resources, technologies, or opportunities and demonstrate how this evaluation would lead to the cultivation of resources needed to support the educational success and well-being of each student in the school but has not yet advocated for	☐ The intern demonstrates the capacity to evaluate the equity of educational resources, technologies, or opportunities and demonstrate how this evaluation would lead to the cultivation of resources needed to support the educational success and well-being of each student in the school and has begun to advocated for

			resources that contribute to student success or more equitable opportunities for students.	resources that contribute to student success or more equitable opportunities for students.
A candidate for administrative licensure understands and has the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff. (NELP 3.3)	☐ The intern does not demonstrate the capacity to evaluate instruction and professional staff behaviors.	☐ The intern demonstrates the capacity to evaluate instruction and professional staff behaviors but has not demonstrated the capacity to assess whether instruction or professional behaviors are equitable, inclusive, and culturally responsive nor how they would nurture culturally responsive instruction and professional practices among teachers and staff.	☐ The intern demonstrates the capacity to evaluate instruction and professional staff behaviors and demonstrates that they can assess whether instruction or professional behaviors are equitable, inclusive, and culturally responsive but has not demonstrated that they can nurture culturally responsive instruction and professional practices among teachers and staff that lead to more equitable, inclusive, and culturally responsive behaviors.	☐ The intern demonstrates the capacity to evaluate instruction and professional staff behaviors and demonstrates that they can assess whether instruction or professional behaviors are equitable, inclusive, and culturally responsive and can nurture culturally responsive instruction and professional practices among teachers and staff that lead to more equitable, inclusive, and culturally responsive behaviors.
A candidate for administrative licensure understands	☐ The intern does not demonstrate the capacity to	☐ The intern demonstrates the capacity to evaluate	☐ The intern demonstrates the capacity to evaluate	☐ The intern demonstrates that they can evaluate

and has the capacity the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs. (NELP 4.1)	evaluate curricula and other supports for academic and non-academic student programs.	curricula and other supports for academic and non-academic student programs but does not demonstrate that they can identify high-quality, technology-rich curricula, how these programs have been implemented in a school, but has not demonstrated that they can take actions to integrate these curricula and supports in academic and non-academic student programs.	curricula and other supports for academic and non-academic student programs and that they can identify high-quality, technology-rich curricula, how these programs have been implemented in a school, but has not demonstrated that they can take actions to integrate these curricula and supports in academic and non-academic student programs.	curricula and other supports for academic and non-academic programs which can become part of a high-quality, technology-rich curricula and have demonstrated that they can take actions to integrate such program in academic and non-academic student programs.
A candidate for administrative licensure understands and has the capacity the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy,	☐ The intern does not demonstrate capacity to evaluate the equity of academic and non-academic instructional practices, resources, technologies, and services.	☐ The intern demonstrates the capacity to evaluate the equity of academic and non-academic instructional practices, resources, technologies, and services but does not demonstrate how these practices, resources, technologies, or service might be	☐ The intern demonstrates the capacity to evaluate the equity of academic and non-academic instructional practices, resources, technologies, and services and demonstrates how these practices, resources, technologies, or service might be	☐ The intern demonstrates the capacity to evaluate the equity of academic and non-academic instructional practices, resources, technologies, and services and demonstrates how these practices, resources, technologies, or service might be

and the school's academic and non-academic systems. (NELP 4.2)		developed or implemented in a more equitable and high-quality manner.	developed but has not demonstrated that they can take actions to implement these practices, resources, technologies, or services in a more equitable and high-quality manner.	developed and has demonstrated that they can take actions to implement these practices, resources, technologies, or services in a more equitable and high-quality manner.
A candidate for administrative licensure understands and has the capacity the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being. (NELP 4.3)	☐ The intern does not demonstrate the capacity to evaluate assessments used to inform instructional improvement, student learning, and well-being.	☐ The intern demonstrates the capacity to evaluate assessments but cannot demonstrate how these assessments can be used to inform instructional improvement, student learning, and well-being nor how they might be used to assess gaps between current practice and culturally responsive practices in a school.	☐ The intern demonstrates the capacity to evaluate assessments and use these assessments to inform instructional improvement, student learning, and well-being but cannot demonstrate how they might use data from these assessments to identify gaps between current practice and culturally responsive practices in a school.	☐ The intern demonstrates the capacity to evaluate assessments and use these assessments to inform instructional improvement, student learning, and well-being and demonstrates how they might use data from these assessments to identify gaps between current practice and culturally responsive practices in a school.
A candidate for administrative licensure understands and has the capacity the capacity to collaboratively evaluate, develop,	☐ The intern does not demonstrate the capacity to evaluate the school's curriculum, instruction,	☐ The intern demonstrates the capacity to evaluate the school's curriculum, instruction, technology, data	☐ The intern demonstrates the capacity to evaluate the school's curriculum, instruction, technology, data	☐ The intern demonstrates the capacity to evaluate the school's curriculum, instruction, technology, data

and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner. (NELP 4.4)	technology, data systems, and assessment practices.	systems, and assessment practices but cannot determine whether these systems have been implemented in a coherent, equitable, or systematic manner nor how they might better develop these systems.	systems, and assessment practices and can determine whether these systems have been implemented in a coherent, equitable, or systematic manner but has not demonstrated how they might better develop these systems to support student learning and achievement.	systems, and assessment practices and can determine whether these systems have been implemented in a coherent, equitable, or systematic manner and has demonstrated how they might better develop these systems to support student learning and achievement.
A candidate for administrative licensure understands and has the capacity to collaboratively engage diverse families in strengthening student learning in and out of school. (NELP 5.1)	☐ The intern does not demonstrate the capacity to engage diverse families in ways that strengthen student learning in and out of school.	☐ The intern demonstrates the capacity to engage diverse families but cannot do so in ways that strengthen student learning in and out of school through collaboration.	☐ The intern demonstrates the capacity to engage diverse families and can do so in ways that strengthen student learning in and out of school through collaboration but has not taken steps to sustain these relationships.	☐ The intern demonstrates the capacity to engage diverse families and can do so in ways that strengthen student learning in and out of school through collaboration and has taken steps to sustain these relationships in the school or internship site.
A candidate for administrative licensure understands and has the capacity to collaboratively	☐ The intern does not demonstrate the capacity to engage with diverse	☐ The intern demonstrates the capacity to engage with diverse community	☐ The intern demonstrates the capacity to engage with diverse community	☐ The intern demonstrates the capacity to engage with diverse community

engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development. (NELP 5.2)	community members, partners, and other constituencies.	members, partners, and other constituencies but cannot leverage these relationships in ways that benefit school improvement and student development.	members, partners, and other constituencies and leverage these relationships in a collaborative way that benefits student development but has not leveraged these relationships in ways that contribute to school improvement.	members, partners, and other constituencies and leverage these relationships in a collaborative way that benefits student development and has leveraged these relationships in ways that contribute to school improvement.
A candidate for administrative licensure understands and has the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school. (NELP 6.1)	☐ The intern does not demonstrate the capacity to evaluate management, communication, technology, governance, and operation systems within a school.	☐ The intern demonstrates the capacity to evaluate management, communication, technology, governance, and operation systems within a school but cannot leverage these systems to promote student learning or the school mission or vision.	☐ The intern demonstrates the capacity to evaluate management, communication, technology, governance, and operation systems within a school and can leverage these systems to promote student learning but not in ways that promote the school mission or vision.	☐ The intern demonstrates the capacity to evaluate management, communication, technology, governance, and operation systems within a school and can leverage these systems to address student learning needs or promote the mission and vision of the school.
A candidate for administrative licensure understands and has the capacity to evaluate, develop, and advocate for a	☐ The intern does not demonstrate the capacity to evaluate a school resourcing plan.	☐ The intern demonstrates the capacity to evaluate a school resourcing plan but cannot use data to determine	☐ The intern demonstrates the capacity to evaluate a school resourcing plan and use data to determine whether	☐ The intern demonstrates the capacity to evaluate a school resourcing plan and use data to determine whether

data-informed and equitable resourcing plan that supports school improvement and student development. (NELP 6.2)		whether resource plans are equitable and supportive of school improvement.	the resource places are equitable and supportive of school improvement but has not shown the capacity to deploy resources in ways that would support school improvement or lead to student development.	the resource places are equitable and supportive of school improvement and shown the capacity to deploy resources in ways that would support school improvement or lead to student development.
A candidate for administrative licensure understands and has the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being. (NELP 6.3)	☐ The intern does not demonstrate the capacity to evaluate the implementation of laws, rights, policies, and regulations.	☐ The intern demonstrates the capacity to reflect on the implementation of laws, rights, policies, and regulations but cannot evaluate the implementation of nor communicate about these laws, rights, policies, and regulations to promote student and adult success and well-being.	☐ The intern demonstrates the capacity to reflect on and evaluate the implementation of laws, rights, policies, and regulations and can evaluate the implementation of these laws, rights, policies, and regulations but cannot communicate about them in ways that promote student and adult success and well-being.	☐ The intern demonstrates the capacity to reflect on and evaluate the implementation of laws, rights, policies, and regulations and can evaluate the implementation of these laws, rights, policies, and regulations and communicate about them in ways that promote student and adult success and well-being.
A candidate for administrative licensure understands and has the capacity to develop and engage staff in a	☐ The intern does not demonstrate the capacity to develop a professional school culture.	☐ The intern demonstrates the capacity to develop a professional school culture that promotes improvement,	☐ The intern demonstrates the capacity to develop a professional school culture that promotes improvement,	☐ The intern demonstrates the capacity to develop a professional school culture that promotes improvement,

collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school. (NELP 7.2)		teacher retention, and student success but does not demonstrate how to undertake this in a collaborative manner.	teacher retention, and student success and demonstrates that they can undertake this in a collaborative manner but has not leveraged the professional culture so that it contributes to the success and well-being of students and adults in the school.	teacher retention, and student success and demonstrates that they can undertake this in a collaborative manner and has leveraged the professional culture so that it contributes to the success and well-being of students and adults in the school.
A candidate for administrative licensure understands and has the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success. (NELP 7.3)	☐ The intern does not demonstrate the capacity to engage teachers or staff in professional learning.	☐ The intern demonstrates the capacity to engage in professional learning but cannot make connections between teachers and staff professional learning and plans for school improvement that contribute to student success.	☐ The intern demonstrates the capacity to engage in professional learning and makes connections between teachers and staff professional learning and plans for school improvement that contribute to student success but has not leveraged this learning to increase the capacity of the school to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school	☐ The intern demonstrates the capacity to engage in professional learning and makes connections between teachers and staff professional learning and plans for school improvement that contribute to student success and has leveraged this learning to increase the capacity of the school to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school

			improvement, and student success.	improvement, and student success.
A candidate for administrative licensure understands and has the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success. (NELP 7.4)	☐ The intern does not demonstrate the capacity to evaluate systems of supervision, support, and evaluation for classroom teachers and staff.	☐ The intern demonstrates the capacity to evaluate system of supervision, support, and evaluation for classroom teachers and staff but cannot not demonstrate how these systems might support school improvement or contribute to student success.	☐ The intern demonstrates the capacity to evaluate a system of supervision, support, and evaluation for classroom teachers and staff and demonstrates how these systems promote school improvement but cannot further develop these systems to promote student success.	☐ The intern demonstrates the capacity to evaluate a system of supervision, support, and evaluation for classroom teachers and staff and demonstrates how these systems promote school improvement or could be developed to promote student success.

By signing this assessment, we affirm that the ratings listed above fully and accurately reflect the intern's capacity as a candidate for administrative licensure.

Signature of Administrative Intern

Date

Signature of Administrative Mentor

Date

Appendix C: Self-Assessment

Intern Self-Assessment Rubric Practicum in Educational Leadership (A695) Indiana University Bloomington • School of Education

Name of Intern: _____

UID: _____

	Does Not Meet Standard	Approaches Standard	Meets Standard	Exceeds Standard
A candidate for administrative licensure understands and has the capacity the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community. (NELP 1.1)	☐ The intern does not demonstrate the capacity to evaluate a school mission and vision statement.	☐ The intern demonstrates the capacity to evaluate a school mission and vision statement but can use data in their evaluation nor demonstrated that they can identify gaps between current practice and core values.	☐ The intern demonstrates the capacity to evaluate a school mission and vision statement using data but cannot identify gaps between current practice and core values.	☐ The intern demonstrates that they can evaluate a school mission and vision statement using data and can identify gaps between current practice and core values that, if resolved, would develop the school's capacity or service to students.
A candidate for administrative licensure understands and has the capacity the capacity to lead improvement processes that	☐ The intern did not demonstrate that they participated in or led data-based improvement processes.	☐ The intern participated in improvement processes at the school-level but did not demonstrate the capacity to use data	☐ The intern participated in improvement processes at the school-level that demonstrate their capacity to use data	☐ The intern participated in and potentially led improvement processes at the school-level that demonstrated their

include data use, design, implementation, and evaluation. (NELP 1.2)		to design, implement, or evaluate a continuous improvement process focused on instructional strategies that would potentially drive improved academic achievement outcomes.	but did not demonstrate that they can design, implement, or evaluate a continuous improvement process focused on instructional strategies that would potentially drive improved academic achievement outcomes.	capacity to use data to design, implement, or evaluate a continuous improvement process focused on instructional strategies that would potentially drive improved academic achievement outcomes.
A candidate for administrative licensure understands and has the capacity the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult. (NELP 2.1)	☐ The intern does not demonstrate the capacity to reflect on professional dispositions and norms in practices that support the educational success and well-being of each student and adult.	☐ The intern demonstrates the capacity to reflect on professional dispositions and norms in practices, but has not modeled these norms in their professional practice nor worked with others to enact these norms in ways that support the educational success and well-being of each student and adult.	☐ The intern demonstrates the capacity to reflect on and model professional dispositions and norms in their professional practice but has not worked with others in the school site to enact these norms in ways that support the educational success and well-being of each student and adult.	☐ The intern demonstrates that they reflect and model professional dispositions and norms in their practice and work with others in the school site to enact these norms in ways that support the educational success and well-being of each student and adult.

A candidate for administrative licensure understands and has the capacity the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture. (NELP 3.1)	☐ The intern does not demonstrate the capacity to evaluate a supportive and inclusive school culture.	☐ The intern demonstrates the capacity to evaluate a supportive and inclusive school culture but cannot use data to identify gaps between the school's current culture and one that is more supportive and inclusive nor advocate for changes that would make the school culture more inclusive or supportive.	☐ The intern demonstrates the capacity to evaluate a supportive and inclusive school culture and can use data to identify gaps between the school's current culture and one that is more supportive and inclusive but cannot advocate for changes that would make the school culture more inclusive or supportive.	☐ The intern demonstrates the capacity to evaluate a school culture using data to identify gaps between the school's current culture and one that becomes more supportive and inclusive and further demonstrates that they can advocate for changes would make the school culture more inclusive or supportive.
A candidate for administrative licensure understands and has the capacity the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student. (NELP 3.2)	☐ The intern does not demonstrate the capacity to evaluate the equity of educational resources, technologies, or opportunities.	☐ The intern demonstrates the capacity to evaluate the equity of educational resources, technologies, or opportunities but cannot demonstrate how this evaluation would lead to the cultivation of resources needed to support the educational success and well-being of each student in the school.	☐ The intern demonstrates the capacity to evaluate the equity of educational resources, technologies, or opportunities and demonstrate how this evaluation would lead to the cultivation of resources needed to support the educational success and well-being of each student in the school but has not yet advocated for	☐ The intern demonstrates the capacity to evaluate the equity of educational resources, technologies, or opportunities and demonstrate how this evaluation would lead to the cultivation of resources needed to support the educational success and well-being of each student in the school and has begun to advocated for

			resources that contribute to student success or more equitable opportunities for students.	resources that contribute to student success or more equitable opportunities for students.
A candidate for administrative licensure understands and has the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff. (NELP 3.3)	☐ The intern does not demonstrate the capacity to evaluate instruction and professional staff behaviors.	☐ The intern demonstrates the capacity to evaluate instruction and professional staff behaviors but has not demonstrated the capacity to assess whether instruction or professional behaviors are equitable, inclusive, and culturally responsive nor how they would nurture culturally responsive instruction and professional practices among teachers and staff.	☐ The intern demonstrates the capacity to evaluate instruction and professional staff behaviors and demonstrates that they can assess whether instruction or professional behaviors are equitable, inclusive, and culturally responsive but has not demonstrated that they can nurture culturally responsive instruction and professional practices among teachers and staff that lead to more equitable, inclusive, and culturally responsive behaviors.	☐ The intern demonstrates the capacity to evaluate instruction and professional staff behaviors and demonstrates that they can assess whether instruction or professional behaviors are equitable, inclusive, and culturally responsive and can nurture culturally responsive instruction and professional practices among teachers and staff that lead to more equitable, inclusive, and culturally responsive behaviors.
A candidate for administrative licensure understands	☐ The intern does not demonstrate the capacity to	☐ The intern demonstrates the capacity to evaluate	☐ The intern demonstrates the capacity to evaluate	☐ The intern demonstrates that they can evaluate

and has the capacity the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs. (NELP 4.1)	evaluate curricula and other supports for academic and non-academic student programs.	curricula and other supports for academic and non-academic student programs but does not demonstrate that they can identify high-quality, technology-rich curricula, how these programs have been implemented in a school, but has not demonstrated that they can take actions to integrate these curricula and supports in academic and non-academic student programs.	curricula and other supports for academic and non-academic student programs and that they can identify high-quality, technology-rich curricula, how these programs have been implemented in a school, but has not demonstrated that they can take actions to integrate these curricula and supports in academic and non-academic student programs.	curricula and other supports for academic and non-academic programs which can become part of a high-quality, technology-rich curricula and have demonstrated that they can take actions to integrate such program in academic and non-academic student programs.
A candidate for administrative licensure understands and has the capacity the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy,	☐ The intern does not demonstrate capacity to evaluate the equity of academic and non-academic instructional practices, resources, technologies, and services.	☐ The intern demonstrates the capacity to evaluate the equity of academic and non-academic instructional practices, resources, technologies, and services but does not demonstrate how these practices, resources, technologies, or service might be	☐ The intern demonstrates the capacity to evaluate the equity of academic and non-academic instructional practices, resources, technologies, and services and demonstrates how these practices, resources, technologies, or service might be	☐ The intern demonstrates the capacity to evaluate the equity of academic and non-academic instructional practices, resources, technologies, and services and demonstrates how these practices, resources, technologies, or service might be

and the school's academic and non-academic systems. (NELP 4.2)		developed or implemented in a more equitable and high-quality manner.	developed but has not demonstrated that they can take actions to implement these practices, resources, technologies, or services in a more equitable and high-quality manner.	developed and has demonstrated that they can take actions to implement these practices, resources, technologies, or services in a more equitable and high-quality manner.
A candidate for administrative licensure understands and has the capacity the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being. (NELP 4.3)	☐ The intern does not demonstrate the capacity to evaluate assessments used to inform instructional improvement, student learning, and well-being.	☐ The intern demonstrates the capacity to evaluate assessments but cannot demonstrate how these assessments can be used to inform instructional improvement, student learning, and well-being nor how they might be used to assess gaps between current practice and culturally responsive practices in a school.	☐ The intern demonstrates the capacity to evaluate assessments and use these assessments to inform instructional improvement, student learning, and well-being but cannot demonstrate how they might use data from these assessments to identify gaps between current practice and culturally responsive practices in a school.	☐ The intern demonstrates the capacity to evaluate assessments and use these assessments to inform instructional improvement, student learning, and well-being and demonstrates how they might use data from these assessments to identify gaps between current practice and culturally responsive practices in a school.
A candidate for administrative licensure understands and has the capacity the capacity to collaboratively evaluate, develop,	☐ The intern does not demonstrate the capacity to evaluate the school's curriculum, instruction,	☐ The intern demonstrates the capacity to evaluate the school's curriculum, instruction, technology, data	☐ The intern demonstrates the capacity to evaluate the school's curriculum, instruction, technology, data	☐ The intern demonstrates the capacity to evaluate the school's curriculum, instruction, technology, data

and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner. (NELP 4.4)	technology, data systems, and assessment practices.	systems, and assessment practices but cannot determine whether these systems have been implemented in a coherent, equitable, or systematic manner nor how they might better develop these systems.	systems, and assessment practices and can determine whether these systems have been implemented in a coherent, equitable, or systematic manner but has not demonstrated how they might better develop these systems to support student learning and achievement.	systems, and assessment practices and can determine whether these systems have been implemented in a coherent, equitable, or systematic manner and has demonstrated how they might better develop these systems to support student learning and achievement.
A candidate for administrative licensure understands and has the capacity to collaboratively engage diverse families in strengthening student learning in and out of school. (NELP 5.1)	☐ The intern does not demonstrate the capacity to engage diverse families in ways that strengthen student learning in and out of school.	☐ The intern demonstrates the capacity to engage diverse families but cannot do so in ways that strengthen student learning in and out of school through collaboration.	☐ The intern demonstrates the capacity to engage diverse families and can do so in ways that strengthen student learning in and out of school through collaboration but has not taken steps to sustain these relationships.	☐ The intern demonstrates the capacity to engage diverse families and can do so in ways that strengthen student learning in and out of school through collaboration and has taken steps to sustain these relationships in the school or internship site.
A candidate for administrative licensure understands and has the capacity to collaboratively	☐ The intern does not demonstrate the capacity to engage with diverse	☐ The intern demonstrates the capacity to engage with diverse community	☐ The intern demonstrates the capacity to engage with diverse community	☐ The intern demonstrates the capacity to engage with diverse community

engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development. (NELP 5.2)	community members, partners, and other constituencies.	members, partners, and other constituencies but cannot leverage these relationships in ways that benefit school improvement and student development.	members, partners, and other constituencies and leverage these relationships in a collaborative way that benefits student development but has not leveraged these relationships in ways that contribute to school improvement.	members, partners, and other constituencies and leverage these relationships in a collaborative way that benefits student development and has leveraged these relationships in ways that contribute to school improvement.
A candidate for administrative licensure understands and has the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school. (NELP 6.1)	☐ The intern does not demonstrate the capacity to evaluate management, communication, technology, governance, and operation systems within a school.	☐ The intern demonstrates the capacity to evaluate management, communication, technology, governance, and operation systems within a school but cannot leverage these systems to promote student learning or the school mission or vision.	☐ The intern demonstrates the capacity to evaluate management, communication, technology, governance, and operation systems within a school and can leverage these systems to promote student learning but not in ways that promote the school mission or vision.	☐ The intern demonstrates the capacity to evaluate management, communication, technology, governance, and operation systems within a school and can leverage these systems to address student learning needs or promote the mission and vision of the school.
A candidate for administrative licensure understands and has the capacity to evaluate, develop, and advocate for a	☐ The intern does not demonstrate the capacity to evaluate a school resourcing plan.	☐ The intern demonstrates the capacity to evaluate a school resourcing plan but cannot use data to determine	☐ The intern demonstrates the capacity to evaluate a school resourcing plan and use data to determine whether	☐ The intern demonstrates the capacity to evaluate a school resourcing plan and use data to determine whether

data-informed and equitable resourcing plan that supports school improvement and student development. (NELP 6.2)		whether resource plans are equitable and supportive of school improvement.	the resource places are equitable and supportive of school improvement but has not shown the capacity to deploy resources in ways that would support school improvement or lead to student development.	the resource places are equitable and supportive of school improvement and shown the capacity to deploy resources in ways that would support school improvement or lead to student development.
A candidate for administrative licensure understands and has the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being. (NELP 6.3)	☐ The intern does not demonstrate the capacity to evaluate the implementation of laws, rights, policies, and regulations.	☐ The intern demonstrates the capacity to reflect on the implementation of laws, rights, policies, and regulations but cannot evaluate the implementation of nor communicate about these laws, rights, policies, and regulations to promote student and adult success and well-being.	☐ The intern demonstrates the capacity to reflect on and evaluate the implementation of laws, rights, policies, and regulations and can evaluate the implementation of these laws, rights, policies, and regulations but cannot communicate about them in ways that promote student and adult success and well-being.	☐ The intern demonstrates the capacity to reflect on and evaluate the implementation of laws, rights, policies, and regulations and can evaluate the implementation of these laws, rights, policies, and regulations and communicate about them in ways that promote student and adult success and well-being.
A candidate for administrative licensure understands and has the capacity to develop and engage staff in a	☐ The intern does not demonstrate the capacity to develop a professional school culture.	☐ The intern demonstrates the capacity to develop a professional school culture that promotes improvement,	☐ The intern demonstrates the capacity to develop a professional school culture that promotes improvement,	☐ The intern demonstrates the capacity to develop a professional school culture that promotes improvement,

collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school. (NELP 7.2)		teacher retention, and student success but does not demonstrate how to undertake this in a collaborative manner.	teacher retention, and student success and demonstrates that they can undertake this in a collaborative manner but has not leveraged the professional culture so that it contributes to the success and well-being of students and adults in the school.	teacher retention, and student success and demonstrates that they can undertake this in a collaborative manner and has leveraged the professional culture so that it contributes to the success and well-being of students and adults in the school.
A candidate for administrative licensure understands and has the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success. (NELP 7.3)	☐ The intern does not demonstrate the capacity to engage teachers or staff in professional learning.	☐ The intern demonstrates the capacity to engage in professional learning but cannot make connections between teachers and staff professional learning and plans for school improvement that contribute to student success.	☐ The intern demonstrates the capacity to engage in professional learning and makes connections between teachers and staff professional learning and plans for school improvement that contribute to student success but has not leveraged this learning to increase the capacity of the school to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school	☐ The intern demonstrates the capacity to engage in professional learning and makes connections between teachers and staff professional learning and plans for school improvement that contribute to student success and has leveraged this learning to increase the capacity of the school to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school

			improvement, and student success.	improvement, and student success.
A candidate for administrative licensure understands and has the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success. (NELP 7.4)	☐ The intern does not demonstrate the capacity to evaluate systems of supervision, support, and evaluation for classroom teachers and staff.	☐ The intern demonstrates the capacity to evaluate system of supervision, support, and evaluation for classroom teachers and staff but cannot not demonstrate how these systems might support school improvement or contribute to student success.	☐ The intern demonstrates the capacity to evaluate a system of supervision, support, and evaluation for classroom teachers and staff and demonstrates how these systems promote school improvement but cannot further develop these systems to promote student success.	☐ The intern demonstrates the capacity to evaluate a system of supervision, support, and evaluation for classroom teachers and staff and demonstrates how these systems promote school improvement or could be developed to promote student success.

By signing this assessment, I affirm that the ratings listed above fully and accurately reflect my capacity as a candidate for administrative licensure.

Signature of Administrative Intern

Date