Key Assessment 4: Internship Project
Directions to the Candidate
Rubric for Scoring

Key Assessment 4: Internship Project is aligned to NELP Standard Elements and includes alignment to:

NELP Component 1.1: Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

NELP Component 1.2: Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

NELP Component 2.1: Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model dispositions and professional norms (e.g., equity, fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning, digital citizenship) that support the educational success and well-being of each student and adult.

NELP Component 2.2: Program completers understand and demonstrate the capacity to evaluate, communicate about, cultivate, and advocate for ethical and legal decisions.

NELP Component 3.2: Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.

NELP Component 3.3: Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

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

Learning Goals:

The **Internship Project** provides evidence that the candidate has knowledge and skills to:
- Collaboratively develop, articulate, implement, and steward a shared vision of learning for a school;
- Explain stewardship of the school's vision and use the distributed leadership approach in implementing a building action improvement plan;
- Identify strategies and practices that help build the school's capacity for continuous improvement, especially as it relates to building capacity of faculty or staff;
- Design and implement a building action plan aimed to help the school achieve a school improvement plan goal(s), using data collection and analysis to identify the building action

plan goals after assessing organizational effectiveness;

- Monitor and evaluate progress of the building action plan, identifying where revisions are needed for the plan to make an impact on goal attainment;
- Promote school-based policies and procedures that protect the welfare and safety of students and staff;
- Provide examples of fairness, integrity, and transparency in leadership roles;
- Reflect on ethical behavior related to leadership experiences;
- Share stories of modeling self-awareness, reflective practice, transparency, and ethical behavior as related to his or her leadership and management roles within the school;
- Reflect on the potential moral and legal consequences of decision making in the school.
- Advocate for a school culture that promotes democracy, equity, and diversity;
- Analyze and provide a critique of school policies and practices through the lens of social justice to ensure that ALL student needs are being served and to promote respect between and among ALL students.

Directions to the Candidate:

For this **Internship Project**, you are expected to demonstrate building-level leadership skills in a school level internship/clinical practice setting. The first part of the project requires that you engage in a series of activities in strategic leadership, including designing and implementing a building-level action plan. The action plan activities require that you design and implement a plan to help the school achieve one (or more improvement goals). The next major part of the internship experiences require that you prepare to manage discipline in the school, which means that you will use the school's discipline process and technology related to it. Then, you will handle a discipline referral and design a flow chart of the process you used. The last part of the internship project requires that you demonstrate how to act with integrity, fairness, and engage in ethical practice by designing a video in which you reflect on your role as a leader to ensure that student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school.

To complete your Internship Project, you will do the following activities:

I.   **ENGAGE IN THESE INTERNSHIP ACTIVITIES**:

STRATEGIC LEADERSHIP ACTIVITIES

A. Learn and articulate the school's vision and mission statements and design the process the school uses for creating the vision and mission statements.
   - Interview the administrative team and school improvement team members to learn how the school's vision and mission were established to understand the degree to which it was collaboratively developed.
   - After you learn more about the shared vision process, talk to the principal about the relationship of the school's vision and the district's vision.
   - Discuss with the administrative team how they steward the school's vision and the role of distributed leadership in doing so. Make notes to include in narrative report.
B. Study the school's report card and student performance data (by subject area, by teacher, and through the lens of student subgroups) from the last three years.
C. Study the school's improvement plan to identify strategies and practices that the school uses to build organizational capacity to promote continuous and sustainable school improvement. Make notes to include in narrative report.
   - Interview administrative team members to learn how they designed the school improvement plan and research-based strategies they use in planning and implementing the plan.
   - Interview the administrative team to learn about major transformation that needs to take place to help the school achieve its goals.
D. Attend one or more school improvement meetings. Get to know each person who serves and leadership skills they contribute to the overall team. Make notes from this experience.

ACTION PLAN ACTIVITIES

E. Plan one of your internship building action plans to help achieve one or more of the school's goals.

   - Decide, in collaboration with your principal, which school goal you will focus on for your building action plan.
   - Research evidence-based strategies that have been used to achieve the school goal you have selected.
   - In planning the building action plan, collect and use data that will help guide you in goal setting and benchmarking for the action plan.
   - Assess the school's organizational effectiveness to achieve goals.

- Seek support and involvement from the school improvement team in designing and implementing a vision for the building action plan, as well as tactics and strategies to achieve goals of the building action plan. Describe who was specifically involved in decision making in the planning process. Keep notes about who was involved in decision making regarding your action plan.
- Use evidence-centered research strategies and strategic planning processes in designing and preparing your building action plan to include specific, measurable, attainable, relevant, and timely (SMART) goals.
- Share the building action plan with the school improvement team.
- Plan to use distributive leadership to lead the implementation of the building action plan, monitor progress towards achieving goals of the action plan, and communicate progress of the building action plan to the school improvement team.
    i. Write a plan to guide you in leading the implementation team.
    ii. Write the monitoring plan that identifies benchmarks to use in guiding decisions about tweaking tactics and strategies to achieve the goal.
    iii. Describe the process of using distributed leadership in leading school improvement through implementing your action plan.

PREPARING TO MANAGE DISCIPLINE ACTIVITIES

F. The next activity you will need to engage in is the administration of one or more disciplinary incidents in the internship school.
- To be prepared for your role in managing a discipline referral, plan with the principal a timeline for managing a discipline referral.
- Study the school's discipline handbook to understand district and school policies related to discipline and school safety. Explore various approaches to discipline to understand the approach the school is using, such as restorative justice or Positive Behavior Interventions and Supports (PBIS), etc.
- Plan how you will promote school-based policies and procedures to protect the welfare and safety of students and staff. Make notes from this reflection.
- Interview the principal about the role of the school's values and their concern for equity and diversity in the discipline process. Make notes from these meetings, studies, and experiences.

G. Work with the administrative team to be able to describe the design of the school's comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment. Make notes from these experiences.

H. Then, learn the school's process in applying the school's discipline code of conduct.

- Be sure to learn the role of technology in reporting discipline incidents and supporting teachers, administrators, students, and families in understanding, communicating, and administering the discipline process.
- In learning the process, identify when and how parents are contacted in the discipline process. Make notes, especially from the observation of technology use.
- Evaluate the school's discipline management plan to make recommendations for improvement.

MANAGING A DISCIPLINE REFERRAL ACTIVITIES

I. Then, with the guidance of the principal (or designee), lead the administration of discipline by handling a discipline referral (one or more) using the school's process.
J. Implement a discipline referral using the school's discipline management plan.
K. Create a flow chart of the process that you used to manage the referral.

II. **WRITE THE NARRATIVE**
A. Organize your notes and artifacts from the strategic leadership activities, action plan activities, preparing to manage discipline, and managing a discipline referral activities.
B. In Part I: organize your written narrative to include:

- A description of the school's vision and how it relates to learning and respect for the school's key stakeholders;
- Your plan for designing and supporting a collaborative process for developing and implementing a school's vision and how you worked with the improvement team to identify a shared vision for the plan;
- Your comprehensive plan for communicating a school's vision to appropriate school stakeholders;
- Your description of how you and your leadership team will steward the school's vision;
- Your explanation of the processes that the school uses in creating school-based strategic and tactical goals for the school improvement plan;
- Presentation of your building action plan with strategic and tactical goals;
- Your explanation of research and strategic planning processes that you used in designing your building action plan, including data collected and analyzed in setting the plan's goals;
- Your explanation of the how you collaboratively developed an

implementation plan to achieve your building action plan's goals, including a description of data that informed the benchmarks for achieving SMART goals;

- Your description of who was specifically involved in decision making in the school improvement process.
- Identification of strategies, practices, or tactics that contribute to building the school's capacity to promote continuous and sustainable school improvement, including those that you used in your action plan;
- Your explanation of how your building action plan involved improvement or transformational change at the school;
- Your description of your plan to monitor the implementation of the goals of the building action plan;
- Your explanation of the evaluation process you used to assess the effectiveness, or impact, of the building action plan on school improvement.
- Summarize the relationship of the building action plan and stewardship of the school's vision, emphasizing your role of distributed leadership in leading school improvement by implementing your action plan.

C. In Part II: Discipline Management Narrative, organize your written narrative to include:
- A description of the school's comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment.
- Your evaluation of the school's discipline management plan.
- Your suggestions for improvement in the school's discipline management plan.
- Your reflection on handling a discipline referral and alignment of what you did in relation to the school's policies and procedures related to discipline management.
- A description of various roles of school staff and faculty that emphasize the leadership capabilities of each in promoting a safe school and building student behaviors to prevent discipline violations, as well as suggestions for building capacity of students, faculty, staff to promote a safe and orderly school.

III.   PLAN AND FILM THE LEADER VIDEO:

ENGAGE IN THESE ACTIVITIES:

A. Plan the five-six minute video, analyzing and reflecting on your role as an ethical leader, using the following guide:
- Open the video with a brief introduction (name, current role, passion, etc.) and a brief description of your internship school.
- Articulate your leadership platform related to ethical standards and

practices in relationship to managing discipline and leading school improvement.
- Share one or more stories that illustrate a leadership decision you made in terms of ethical practice.
- Reflect on your role in handling a discipline referral. What did you learn from the experience? What principles of integrity and fairness did you apply to
   ensure students' academic and social success? What might you do differently next time?
- Analyze leadership decisions in terms of established ethical practices in your internship school.
   - Evaluate the school's academic and management policies and procedures that support democratic values, equity, and diversity issues.
   - Reflect on moral and legal consequences of decision making in the school, by explaining moral and legal issues in administering discipline.
   - Evaluate school strategies to prevent difficulties related to moral and legal issues involved in discipline management.
   - From your evaluation of school policies and procedures related to discipline, describe evidence of the school's values, democratic values, equity, and appreciation of diversity.
   - Review and critique school policies, programs, and practices to describe the extent to which student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school.
   - School leadership is complex and dynamic. Describe your level of resiliency to uphold core values and persist in the face of adversity.
   - Describe your next action steps to continue your development as a school leader.
   - Write your video script based on the activities described in Section III.
   B. Film the video.
   - Wear professional dress.
   - Include props, pictures, scenes from your school, as you choose.

IV.   **SUBMIT THE WRITTEN NARRATIVE AND VIDEO LINK AS A WORD DOCUMENT,** following specific instructions from your University Internship Supervisor.
   A. You will submit the written narrative and link to your leader video as ONE word document.
   B. The final product (one Word document) of this assignment will be submitted in Anthology/Chalk and Wire. Study the assessment rubric in checking your assignment to ensure that you will meet proficiency or accomplished expectations, as a "developing" will result in your having to develop a study plan to prepare for an oral assessment. You will submit a written narrative and link to a leader video as the final product of this assignment.
   C. Supporting documentation referenced in the Word document may be submitted in Anthology/Chalk and Wire as additional documents.

(2f) Scoring Guide

Rubric for Assessment 4: Internship Project
Directions for Assessor: For each assessment task, identify the level of proficiency and assign a score for each assessment task: "1" for "Developing," "2" for "Proficient," or "3" for "Accomplished." The proficient column in the rubric is the baseline for an acceptable performance.
If an intern scores "developing" or ""1" in any assessment task, the intern will need to schedule a conference with Program Coordinator to plan for an oral assessment. A candidate must earn a 2.0 average for a passing score, with no "1" on any element in the rubric.

| Assessment Tasks | Developing

1 | Proficient

2 | Accomplished

3 |
|---|---|---|---|
| NELP Component 1.1: Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community. | | | |
| Learn and articulate the school's vision and mission statements and design the process for creating these statements.

Describe the school's vision and how it relates to learning and respect for the school's key stakeholders.

Describe the plan for designing and supporting a collaborative process for developing and implementing your school's vision and how you worked with the improvement team to identify a shared vision for your building-level action plan.

Describe how you and your leadership team will steward the school's vision.
 (NELP 1.1) | The intern is unable to do one or more of the following:

Articulate the school's vision of learning;

 Describe how the vision relates to respect for students and their families and the school's key stakeholders;

Design and support a collaborative process for developing and implementing a school's shared vision related to his or her action plan;

Describe his or her plan for a leadership team to steward the school's vision. | The intern demonstrates skills in visioning by:

Articulating the school's vision of learning;

 Describing how the vision relates to respect for students and their families and the school's key stakeholders;

Designing and supporting a collaborative process for developing and implementing a school's shared vision related to his or her action plan;

Describing his or her plan for a leadership team to steward the school's vision. | The intern demonstrates exceptional skills in visioning, by:

Articulating the school's vision of learning, applying examples of how the school's leadership team stewards the vision.

Describing how the vision relates to respect for students and their families and the school's key stakeholders, applying examples from his or her internship activities.

Designing and supporting a collaborative process for developing and implementing a school's shared vision related to his or her action plan, applying examples from his or her internship activities.

Describing his or her plan for a leadership team to steward the school's vision. |
| NELP Component 1.1: Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community. | | | |
| Explain the processes that | The intern is unable to | The intern demonstrates | The intern demonstrates |

the school uses in creating school-based strategic and tactical goals for the school improvement plan. Explain research and strategic planning processes that you used in designing your building action plan, including data collected and analyzed in setting the plan's goals. Design a building-level action plan that includes specific, measurable, attainable, relevant, and timely (SMART) goals. Write the monitoring plan that identifies benchmarks to use in guiding decisions about tweaking tactics and strategies to achieve the goals. Plans to lead the implementation of the building action plan, monitor progress towards achieving goals of the action plan, and communicates progress of the building action plan to the school improvement team. (NELP 1.1)	do one or more of the following: Explain processes that the school uses in creating school-based strategic and tactical goals for the school Explain research and strategic planning processes that he or she used in designing a building action plan, including data collected and analyzed in setting the plan's goals. Design a building-level action plan that includes specific, measurable, attainable, relevant, and timely (SMART) goals. Lead the implementation of the building action plan, monitor progress towards achieving goals of the action plan, and communicate progress of the building action plan to the school improvement team. Design a monitoring plan to identify benchmarks to use in guiding decisions about tweaking tactics and strategies to achieve the goals.	skills in: Explaining 1-2 processes that the school uses in creating school-based strategic and tactical goals for the school improvement plan. Explaining and using research and strategic planning processes in designing a building action plan. Designing a building-level action plan that includes 1-2 specific, measurable, attainable, relevant, and timely (SMART) goals. Designing a monitoring plan that identifies one benchmark to use in guiding decisions about tweaking tactics and strategies to achieve the goals. Leading the implementation of the building action plan by monitoring progress of each goal in the action plan and communicating progress of the building action plan to the school improvement team.	exceptional skills in: Explaining more than 2 processes that the school uses in creating school-based strategic and tactical goals for the school improvement plan, with examples from the internship experience. Explaining and using research and strategic planning processes in designing a building action plan. Designing a building-level action plan that includes more than 2 specific, measurable, attainable, relevant, and timely (SMART) goals. Designing a monitoring plan to identify 2 or more benchmarks to use in guiding decisions about tweaking tactics and strategies to achieve the goals. Leading the implementation of the building action plan, closely monitoring progress towards achieving all goals in the action plan, and communicating progress of the building action plan to the school improvement team.
NELP Component 1.2: Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.			

Identify strategies, practices, or tactics that contributed to building the school's capacity to promote continuous and sustainable school improvement. Explain how your building action plan involved improvement or transformational change. (NELP 1.2)	The intern is unable to do one of the following: Identify 1-2 strategies or practices to build organizational capacity that promote continuous and sustainable school improvement. Design an action plan that involved a major change at the school.	The intern demonstrates skills in: Identifying 4-5 strategies and practices used by the school, or included in the building action plan, that contribute to the school's capacity for continuous improvement. Designing an action plan that involved a major improvement at the school.	The intern demonstrates exceptional skills in: Identifying more than 5 strategies and practices used in the school and included in the building action plan that contribute to the school's capacity for continuous improvement. Designing an action plan that involved a major change and improvement at the school.
NELP Component 1.2: Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.			
Monitor and evaluate progress of the building action plan, identifying where revisions are needed for the plan to make an impact on goal attainment; Explain the evaluation process used to assess the effectiveness, or impact, of the building action plan on school improvement. (NELP 1.2)	The intern is unable to: Monitor and evaluate progress of implementing the action plan and identifying where revisions are needed to achieve goals. Explain an evaluation process to assess the effectiveness of the action plan related to school improvement.	The intern demonstrates skills in: Monitoring and evaluating progress of implementing the action plan and identifying where revisions are needed to achieve goals. Explaining the evaluation process to assess the effectiveness of the action plan related to school improvement.	The intern demonstrates exceptional skills in: Monitoring and evaluating progress of implementing the action plan and identifying where revisions are needed to achieve goals, with specific examples of tweaks that have potential to make an impact on goal attainment. Explaining the evaluation process to assess the effectiveness of the action plan related to school improvement, with specific examples to illustrate the evaluation process.
NELP Component 3.2: Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.			

Promote school-based policies and procedures that protect the welfare and safety of students.

Manage a discipline referral and explain the alignment of what he or she did in relation to the school's policies and procedures and discipline management. | The intern is unable to do one or more of the following:

Promote school-based policies and procedures that protect the welfare and safety of students.

Manage one discipline referral and explain the alignment of what he or she did in relation to the school's policies and procedures and discipline management. | The intern demonstrates skills in:

Promoting school-based policies and procedures that protect the welfare and safety of students.

Managing one discipline referral and explaining the alignment of what he or she did in relation to the school's policies and procedures and discipline management. | The intern demonstrates exceptional skills in:

Promoting school-based policies and procedures that protect the welfare and safety of students.

Managing more than one discipline referral and explaining the alignment of what he or she did in relation to the school's policies and procedures and discipline management. |

NELP Component 3.3: Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

Describe the school's comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment.

Evaluate the school's discipline management plan.

Make suggestions for improvement in the school's discipline management plan. | The intern is unable to do one or more of the following:

Describe the school's comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment.

Evaluate the school's discipline management plan.

Make 1 suggestion for improvement in the school's discipline management plan. | The intern demonstrates skills in:

Describing the school's comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment.

Evaluating the school's discipline management plan.

Making 2-3 suggestions for improvement in the school's discipline management plan. | The intern demonstrates exceptional skills in:

Describing the school's comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment.

Evaluating the school's discipline management plan, specifically identifying major strengths and areas for improvement.

Making more than 3 suggestions for improvement in the school's discipline management plan. |

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

Seek support and involvement from the school improvement team in designing and implementing a vision for the building action plan, as well as tactics and strategies to achieve goals of the building action plan. Use distributed leadership in leading school improvement through implementing your action plan. Describe who is specifically involved in decision making in the planning process.	The intern is unable to do one of the following: Model distributed leadership in planning and implementing the action plan. Involve school staff in decision making processes regarding the planning process in designing the action plan.	The intern demonstrates skills in: Modeling distributed leadership in planning and implementing the action plan for school improvement. Involving school staff in decision making processes regarding the planning process in designing the action plan.	The intern demonstrates exceptional skills in: Modeling distributed leadership in planning and implementing the action plan and provides specific examples of school leaders who demonstrated leadership in the process. Involving school staff in decision making processes regarding the planning process in designing the action plan and provides specific examples of decisions made and those who were instrumental in making them.
NELP Component 2.1: Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model dispositions and professional norms (e.g., equity, fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning, digital citizenship) that support the educational success and well-being of each student and adult.			
Identify principles of integrity and fairness applied in managing a discipline referral to ensure students' academic and social success. (NELP 2.1)	The intern is unable to: Identify how he or she acted with integrity and fairness in supporting school policies and practices in managing a discipline referral.	The intern demonstrates skills in: Acting with integrity and fairness in supporting school policies and practices in managing 1 discipline referral to ensure students' academic and social success.	The intern demonstrates exemplary skills in: Acting with integrity and fairness in supporting school policies and practices in managing more than 1 discipline referrals to ensure students' academic and social success.
NELP Component 2.1: Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model dispositions and professional norms (e.g., equity, fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning, digital citizenship) that support the educational success and well-being of each student and adult.			

Articulate your leadership platform related to ethical standards and practices in relationship to managing discipline and leading school improvement. Share one or more stories that illustrate a leadership decision you made in terms of ethical practice. Analyze leadership decisions in terms of established ethical practices in your internship school. (NELP 2.1)	The intern was unable to do one or more of the following: Articulate a school-level leadership platform grounded in ethical standards and practices in relationship to managing discipline and leading school improvement. Share examples of decisions made, grounded in ethical practices. Analyze leadership decisions in terms of established ethical practices.	The intern demonstrated skills in: Articulating his or her school-level leadership platform grounded in ethical standards and practices related to managing discipline and leading school improvement. Communicating 1-2 examples of decisions made, grounded in ethical practices. Analyzing leadership decisions in terms of established ethical practices in his or her internship school.	The intern demonstrated exemplary skills in: Articulating his or her school-level leadership platform grounded in ethical standards and practices related to managing discipline and leading school improvement and provided excellent examples illustrating his or her ethical behaviors. Communicating more than 2 examples of decisions made, grounded in ethical practices. Analyzing leadership decisions in terms of established ethical practices in his or her internship school, with reflection that provided insight into the challenges and rewards of behaving ethically.

NELP Component 2.2: Program completers understand and demonstrate the capacity to evaluate, communicate about, cultivate, and advocate for ethical and legal decisions.

Evaluate the school's academic and management policies and procedures that support democratic values, equity, and diversity. From an evaluation of school policies and procedures related to discipline, describe evidence of the school's values, democratic values, equity, and appreciation of diversity. Use communication skills to advocate for a school culture that promotes democracy, equity, and diversity. (NELP 2.2)	The intern was unable to do one or more of the following: Evaluate school policies and procedures that support democratic values, equity, and diversity issues. From an evaluation of school policies and procedures related to discipline, describe evidence of the school's values, democratic values, equity, and appreciation of diversity. Use appropriate communication skills to advocate for a school culture that promotes democracy,	The intern demonstrates skills in: Evaluating 3-4 school policies and procedures that support democratic values, equity, and diversity issues. Providing some evidence (from policies and procedures) of the school's values, democratic values, equity, and appreciation of diversity. Using appropriate communication skills to advocate for a school culture that promotes democracy, equity, and diversity.	The intern demonstrates exemplary skills in: Evaluating more than 4 school policies and procedures that support democratic values, equity, and diversity issues. Providing clear and convincing evidence (from policies and procedures) of the school's values, democratic values, equity, and appreciation of diversity. Using appropriate communication skills with passion and commitment in advocating for a school culture that

equity, and diversity.			promotes democracy, equity, and diversity.

NELP Component 2.2: Program completers understand and demonstrate the capacity to evaluate, communicate about, cultivate, and advocate for ethical and legal decisions.

	The intern was unable to do one or both of the following:	The intern demonstrated skills in:	The intern demonstrated exemplary skills in:
Reflect on moral and legal consequences of decision making in the school, by explaining moral and legal issues in administering discipline. Evaluate school strategies to prevent difficulties related to moral and legal issues involved in discipline management. (NELP 2.2)	Reflect on moral and legal consequences of decision making in the school, by explaining moral and legal issues in administering discipline. Evaluate school strategies to prevent difficulties related to moral and legal issues involved in discipline management.	Reflecting on 2-3 moral and legal consequences of decision making in the school, by explaining moral and legal issues in administering discipline. Evaluating 3-4 school strategies to prevent difficulties related to moral and legal issues involved in discipline management.	Reflecting on more than 3 moral and legal consequences of decision making in the school, by explaining moral and legal issues in administering discipline. Evaluating more than 4 school strategies to prevent difficulties related to moral and legal issues involved in discipline management.

NELP Component 2.1: Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model dispositions and professional norms (e.g., equity, fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning, digital citizenship) that support the educational success and well-being of each student and adult.

	The candidate is unable to do one or more of the following:	The intern demonstrated skills in:	The intern demonstrated exemplary skills in:
Review and critique school policies, programs, and practices to describe the extent to which student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school. Describe your level of resiliency to uphold core values and persist in the face of adversity. (NELP 2.1)	Review and critique school policies, programs, and practices to describe the extent to which student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school. Describe his or her level of resiliency to uphold core values and persist in the face of adversity.	Reviewing and critiquing 4-5 school policies, programs, and/or practices to describe the extent to which student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school. Describing his or her level of resiliency to uphold core values and persist in the face of adversity	Reviewing and critiquing more than 5 school policies, programs, and practices to describe the extent to which student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school. Describing his or her level of resiliency to uphold core values and persist in the face of adversity, with specific examples of grit and tenacity.