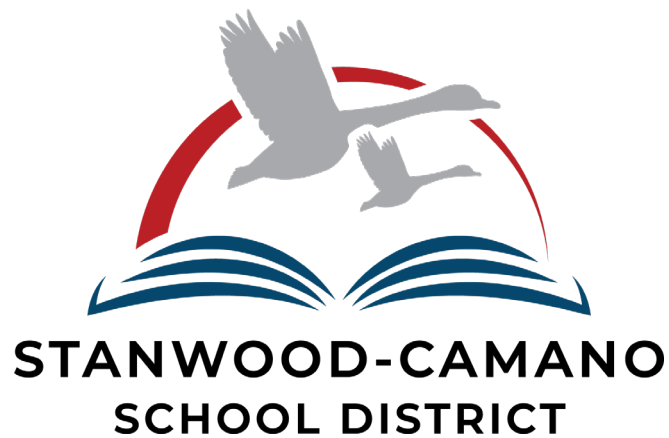




## **Administrative Intern Program**

***Our Promise – “Every student in the Stanwood-Camano School District is empowered to learn in an inclusive setting and is prepared for the future of their choice.”***

## **Stanwood-Camano School District Administrative Internship Procedures**

The Stanwood-Camano School District recognizes that the demand for qualified, capable leadership is critical. The unique relationship that exists between the administrative intern and the district is acknowledged. In addition to meeting the provisions of [WAC 181-78A-400](#) and [WAC 181-78A-270](#) and regular college/university requirements, the district's core program is designed to provide exposure to the preschool through grade 12 experience, programs, and curriculum for all interns regardless of current assignment. To the best of its ability, the district will provide intern opportunities for each participant. The aim is to allow interns to benefit from a variety of district-building experiences and gain familiarity with the district's organizational structure and departmental functions as they relate to evolving issues pertinent to successful building leadership. Foundational to our commitment to interns is our District Promise – Every student is empowered to learn in an inclusive setting and is prepared for the future of their choice.

The district will determine annually the total number of assigned administrative interns and their assigned locations. If an intern is approved for one year and does not serve, there is no carryover of the approval to a subsequent year. The district also reserves the right to deny an application of any candidate for any reason. Interns/internships within the SCSD are not to be established outside of this district process. It is the responsibility of the intern to communicate the status of their internship with their university.

The administrative intern will be responsible for meeting all district and college/university requirements. Interns are to meet with the mentor administrator before July 1 to select and schedule activities that meet the provisions of Chapter 181-83 Washington Administrative Code and college/university requirements. Interns are to be involved in the program from one month before school opens in the fall until one to two weeks following school closure, depending upon the school calendar. In addition, interns are responsible for maintaining contact with the college/university supervisor and facilitating interaction between the college/university and the mentor administrator.

Satisfactory performance of all regular certificated duties is required. Time not spent on normal duty may be devoted to the internship program. Interns are expected to spend time beyond the regular school day. The internship experience should not negatively impact the intern's primary duties as a teacher and should not create situations where a class of students is receiving instruction from a substitute in excess. Interns and principals should plan together to ensure the intern's absences are as few as possible and prioritize classroom responsibilities while still meeting the internship requirements.

The evaluation of an intern's performance relative to the internship is the responsibility of the mentoring administrator and college/university supervisor. Both mid-year and end-of-year performance summaries will be forwarded to the Executive Director of Human Resources.

The district reserves the right to terminate an administrative internship during its term for reasons including, but not limited to, poor performance, misconduct, or misuse of information and position. Abuse of any information accessed through the internship program will be grounds for immediate discontinuance of the program. Interns are to be aware of their role as an intern and their conduct as a representative of the district. This includes but not limited to social media.

Candidates desiring to apply for an administrative internship in the Stanwood-Camano School district must have their principal/supervisor's written permission to apply. Once approved, obtain an application packet from the human resources department. Completed internship application packets are to be submitted to the Executive Director of Human Resources no later than **January 31** of the year preceding the internship. Applications will be screened, and an interview process will follow. The interview team will communicate a candidate's approval for an internship with the candidate and supervising principal. The application and supporting documentation will be treated with strict confidence and will not become a part of the applicant's personnel file.

## **Intern Expectations**

The intern is expected to:

- Intern with a supervising administrator who has at least three years' experience at the administrative level.
- Demonstrate the ability to maintain a professional demeanor and conduct during the school day and outside the school day as it relates to the school district and the intern's relationship with the district.
- Understands and has demonstrated a strong knowledge of the impact of and appropriate use of social media, as it relates to personal professionalism, the school district, and the intern's relationship with the district. Has the ability to not engage in online activity as a representative of the district.
- Has demonstrated openness to feedback and a desire to grow professionally as a result.
- Maintain strict confidentiality.
- Possess and demonstrate in their work previous to their internship the ability to respond to stressful situations in a professional and positive manner.
- Engage with students, staff, and the community in a culturally responsive manner.
- Continuously improve social-emotional competencies.
- Curate the competencies of an instructional leader first.
- Work with the supervising administrator before and after the school year.
- Demonstrate instructional leadership by analyzing multiple sources of student data to inform school improvement strategies, monitor program effectiveness, and collaboratively lead toward supporting each student meeting or exceeding grade level expectations.
- Attend designated staff development programs when invited.
- Participate in district and building committees when invited.
- Attend required classes/workshops/meetings as designated by the administrative supervisor and district administrators.
- Work cooperatively and supportively as a member of administrative teams.
- Show evidence of ongoing collaboration between school and guardians.
- Sustain effective learning experiences for students in your current assignment and is data literate.

- Participate in all school/program activities with the same time and energy as that of a practicing administrator (i.e., extra-curricular and community activities, board meetings, staff training, etc.).
- [Apply for the state internship grant for release time.](#) If the state grant is not available or not awarded to the intern, release time for the internship is the responsibility of the intern and his/her sponsoring principal and school.
- Accept responsibility for other costs related to the internship.
- Visit and observe other schools and grade levels within the district.
- Participate in the August leadership team retreat when invited.
- With the Building Administrator, secure one guest teacher to fill in for all intern-related absences.

District internship may be terminated if expectations are not fulfilled and if any part of the application and interview is falsified. A copy of these expectations should be kept for the intern's records.

## MENTOR ADMINISTRATOR EXPECTATIONS

To offer the best possible program, an intern shall not be assigned to an administrator with less than three years' experience. In extenuating circumstances, requests for exceptions will be considered. It is suggested that no more than one intern should be assigned to a building. The committee will reevaluate intern placement should the administrator change assignments prior to the beginning of the internship. All administrators and interns are expected to create the conditions for students and staff that will ensure: "Every student in the Stanwood-Camano School District is **empowered to learn** in an inclusive setting and is **prepared for the future** of their choice."

The mentor administrator(s) shall collaborate with the intern to provide learning experiences in all areas of the field experience. The mentor administrator will meet with the intern to select appropriate activities and establish a recommended calendar for completion of a variety of field experience activities. In structuring the internship for successful candidates, the needs of students, the intern and the district shall be considered. The primary aim for administrators in the Stanwood-Camano School District is to become an instructional leader. This means, administrators prioritize time, effort, and learning to establish clear instructional goals and strategies across all classrooms and programs. To minimize disruptions to students, the building principal and intern should secure one guest teacher to fill in for all internship related absences. The intern will be involved in data literacy, program monitoring, and closing achievement gaps.

The mentor administrator is responsible for monitoring an intern's progress and providing feedback, presenting interns to the staff in a way which supports the intern's ability to function in an administrative role, maintaining contact with the college/university supervisor, helping the intern become involved in experiences which will permit meaningful interaction with a variety of people and programs within the district and community. The mentor evaluator will complete a mid-year and end-of-year evaluation which honestly reflects his/her conclusions about the intern's ability to function as an administrator.

Any Stanwood-Camano School District administrator has the right to decline supervision of any person desiring to do an internship in his/her building or area of responsibility. Should the supervising administrator accept an intern, it is to be regarded as an additional responsibility and will not impact existing administrative staffing requirements.

## **Stanwood-Camano School District**

### **INTERNSHIP PROGRAM OVERVIEW**

#### **APPLICATION PROCESS**

A complete application packet includes:

- ☐ A Stanwood-Camano School District Application for Administrative Internship
- ☐ Principal Recommendation Form
- ☐ Confidential Reference Form from each of the following:
  1. Your current evaluating administrator
  2. A central office staff member
  3. A co-worker/peer

Intern selection shall be made without regard to age, sex, race, ethnicity, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, homelessness, immigration or citizenship status, marital status, the presence of any sensory, mental, or physical disability, neurodivergence, or the use of a trained dog guide or service animal by a person with a disability.

The intern committee has the prerogative of accepting or rejecting all prospective administrative interns, even if they have already begun a college/university program leading to an administrative credential. The committee shall review the candidate's application material, interview the candidate and other persons relevant to the candidacy and approve interns for the ensuing school year. All candidates will be notified in writing of their status no later than **February 28** of the year preceding their internship.

|                   |
|-------------------|
| <b>TIMELINES:</b> |
|-------------------|

**Applications Accepted**  
**Candidate Interviews**  
**Candidates Notified of Status**

**Now through January 31**  
**Weeks of February 1-14**  
**No later than February 28**

## INTERN CANDIDATE QUALIFICATIONS

Any person desiring to complete an administrative internship in the Stanwood-Camano School District must meet the following criteria:

1. Must have their principal/supervisor's written permission to apply.
2. Must have completed a master's degree or be currently enrolled in a master's degree program.
3. Must be enrolled in an accredited college/university program designed to satisfy the administrative certification requirements of Washington State and must be currently enrolled in an internship program at the time he/she plans to serve in the district.
4. Interns must be current employees of the district. District employees must have demonstrated three years of successful teaching experience. Two years of this experience must have been in the Stanwood-Camano School District; however, there may be exceptional circumstances in which this requirement may be waived.
5. Must receive written recommendation from a building administrator.
6. Must demonstrate high potential for leadership in the public schools, including the following:
  - A. Leadership potential
  - B. High academic achievement/data literacy
  - C. Ability to effectively organize, plan, problem solve and resolve conflict
  - D. Ability to effectively cooperate with students, guardians, certificated and classified staff
  - E. Ability to communicate through effective listening, speaking, and writing
  - F. Ability to direct and modify student behavior
  - G. Commitment to the district's strategic plan and Promise
  - H. A demonstrated understanding of current curriculum and instructional practices resulting in high student achievement and closing of achievement gaps
  - I. Ability to work within district policies and procedures
7. Satisfactory references and recommendations
8. Successful interview with Teaching and Learning and Human Resources
9. Superintendent's approval. It is wholly within the superintendent's discretion to accept or reject the committee's recommendation. It is the responsibility of the intern to communicate their internship status to their university.

## **RECOMMENDED ACTIVITY LIST**

A preliminary plan for supervision and evaluation of the internship experience will be prepared with the direction of the mentoring administrator and college/university supervisor.

The following outline suggests experiences for interns at elementary, middle, and high school levels. The intern should participate in as many of these as possible as they will form a partial basis for evaluation and recommendation.

### **I. Instructional Detail**

- A. Review and reflect on the implementation of the District Strategic Plan 2022-2027
- B. Become conversational with the building SIP and AAP, school data, and program monitoring strategies
- C. Study and commit to the agreements and expectations outlined in the district's [Educational Equity Policy No 011](#) and [Civility in the Workplace Policy No 5061](#)
- D. Review the basic theories of school administration and attempt to clarify your own position regarding them
- E. Display exceptional skill as an instructional leader; know content standards, recognize engaging instruction, understand the use of purpose of assessment, and lead others to grow in their own instructional competence
- F. Assist the principal in general routine duties
- G. Attend all building meetings
- H. Observe and study extracurricular activities and organization of programs for special occasions. Serve as a faculty sponsor or advisor
- I. Describe any experiments or research studies being conducted in the school
- J. Become familiar with WAC 180-40 (Students Rights and Responsibilities)
- K. Serve on the safety committee

### **II. Administrative Detail**

- A. Conduct a fire drill
- B. Assume responsibility in the absence of the principal, as appropriate
- C. Participate in new teacher orientation, taking charge of some aspect of the program such as helping a new teacher to become aware of the building policies and procedures
- D. Understand cumulative record system and how it is used
- E. Learn emergency procedures to be followed in case of illness, accident, school closure and student transportation emergencies
- F. Learn attendance posting and recording system
- G. Aid in student pre-registration, registration, placement, and transfer procedures
- H. Learn inventory procedures
- I. Learn requisition procedures and perform the principal's function
- J. Become familiar with student procedures for accounting for and safeguarding moneys
- K. Learn the office filing system
- L. Prepare teacher bulletins and other forms of written communications
- M. Become familiar with district and building forms
- N. Become familiar with student procedures for applying for and managing federal funds
- O. Help prepare the building budget
- P. Become involved in the hiring process
- Q. Become familiar with the district's payroll periods

- R. Become familiar with the principal's role pertaining to special programs
- S. Become acquainted with the principal's role with community groups and assist where possible

- III. **Student Learning**
- A. Participate in the SIP/AAP process
  - B. Prepare for and conduct teachers' meetings - evaluate their effectiveness
  - C. Assist teachers in instructional programs
  - D. Assist in the development of the master schedule
  - E. Understand good disciplinary practices and measures
  - F. Participate in textbook selection
  - G. Become a member of a curriculum adoption or instructional materials committee
  - H. Study the scope and sequence of curriculum throughout the building
  - I. Evaluate one or more curriculum guides or courses of study
  - J. Make a list of curriculum and instructional innovations that the building has put into effect within the last three years
  - K. Inform the faculty about curricular and instructional innovation and trends by means of a bulletin for personal presentation
  - L. Look for ways to improve classroom instruction - make a list of outstanding practices you observe
- IV. **Supportive Service Programs**
- A. Confer and inspect physical plan with custodian and study maintenance procedures
  - B. Study music, PE, and art programs (elementary level)
  - C. Study the instructional materials program and facilities (include the library, audiovisual, etc.)
  - D. Study special services program
  - E. Participate in IEP conferences and child-study assessment meetings
  - F. Study the building's breakfast/lunch program and how it functions
  - G. Supervise school patrol
  - H. Confer with counselors regarding roles, activities, and results
  - I. Secure a guest teacher, greet him/her upon arrival and orient him/her to the building for successful completion of the day's work
  - J. Confer with athletic director regarding his/her responsibilities (middle/high schools)
- V. **Public Relations**
- A. Attend meetings of district advisory committee(s)
  - B. Cultivate personal relations with the community and with non-teaching personnel
  - C. Attend meetings of professional groups
  - D. Attend PTA meetings
  - E. Participate in community activities, service clubs, etc.
  - F. Learn about techniques for informing the public regarding the building's program – write an article for the building and district's newsletter
  - G. Attend district task force meetings as appropriate
- VI. **Assessment (Student)**
- A. Assist with implementation of student testing programs (achievement and aptitude)
  - B. Analyze student assessment data and its relationship to school improvement plans
  - C. Observe and study evaluative procedures used by classroom teachers and the

- administration to assess student progress and building success
- D. Study the nature and effectiveness of methods of reporting student progress to guardians

VII. **Personnel**

- A. Participate in certificated and classified staff selection procedures
- B. Analyze and critique areas of collective bargaining agreements
- C. Familiarize yourself with Harassment/504/FMLA/ADA procedures and processes
- D. Know the status and duties of building secretaries and paraeducators
- E. Familiarize yourself with certificated and classified staff evaluation practices and policy (any evaluation and observation made by the intern will be only for his/her own use)
- F. Participate in building level labor-management meetings

VIII. **Miscellaneous**

- A. Organize and conduct school assemblies
- B. Read professional literature for better understanding of special service programs
- C. Become familiar with professional organizations for administrators
- D. Participate in student discipline hearings and assist the administrator in the preparation

## **Internship Application**

**Stanwood-Camano School District**  
**ADMINISTRATIVE INTERNSHIP CONFIDENTIAL REFERENCE**

**(To be completed by [1] Evaluating Administrator, [2] Central Office Staff Member and [3] Co-Worker/Peer)**

**Applicant**

Print your name in the space below and give this reference form to your references with instructions to return the completed form to Stanwood-Camano School District, Christine Del Pozo, Executive Director of Human Resources, 26920 Pioneer Highway, Stanwood, WA 98292.

Name of Applicant \_\_\_\_\_

**Person providing Reference**

Please frankly state your opinion of the applicant's qualifications by completing the section below and on the back of this form. We would appreciate receiving information such as you would wish to have under similar circumstances. Your report on this applicant will be kept confidential.

*Indicate in what capacity you have worked with applicant:*

In comparison to other educators with whom you have worked, how would you rate this applicant on each of the following qualities and abilities?

|                                                                   | Top<br>2%                | Top<br>10%               | Top<br>25%               | Less than<br>Top 25%     |
|-------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Shows creativity and propensity for innovation                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Shows good judgment and integrity                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Shows restraint when needed                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Shows dedication to the District Strategic Plan and Promise    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Shows empathy and respect for others                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Maintains friendly, poised, and confident manner               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Demonstrates behavioral flexibility                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Displays organization and planning skills                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Demonstrates instructional leadership                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Participates in and takes lead in school/community activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Establishes working relationships with guardians              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Establishes working relationship with colleagues/peers        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Tolerates stress and performs under pressure or opposition    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Utilizes a variety of decision-making processes               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Utilizes a variety of assessment and instructional skills     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Recognizes special needs of all children                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|                                                                                                                             | Top<br>2%                | Top<br>10%               | Top<br>25%               | Less than<br>Top 25%     |
|-----------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 17. Demonstrates initiative                                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Works in collaborative manner                                                                                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Recognizes problems and uses appropriate resolution strategies                                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Recognizes and manages individual and organizational conflict                                                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Possesses relevant technological skills                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Possesses broad knowledge of learning theory and its application to diverse Populations                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Communicates orally in precise/concise manner and uses language that is appropriate to the individual group or audience | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Writes effectively for various audiences                                                                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Listens and provides constructive feedback                                                                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. Works within set policies and procedures                                                                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. Believes that the ability to learn is not predetermined by family background, ethnicity or gender                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. Believes that curriculum and education can make a difference                                                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. Upholds and elevates the district Educational Equity Policy                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Additional Comments:**

Completed by (please check one):

- ☐ Evaluating Administrator
- ☐ Central Office Staff Member
- ☐ Co-Worker/Peer

\_\_\_\_\_  
 Name (please print)

\_\_\_\_\_  
 Position

\_\_\_\_\_  
 Telephone Number

\_\_\_\_\_  
 Signature

\_\_\_\_\_  
 Date

**Stanwood-Camano School District**  
**Administrative Internship Confidential Recommendation - Building Principal/Department Supervisor**

**Applicant**

Print your name in the space below and give this recommendation form to **your Building Principal/Department Supervisor** with instructions to return the completed form to Stanwood-Camano School District, Christine Del Pozo, Executive Director of Human Resources, 26920 Pioneer Highway, Stanwood, WA 98292

**Applicant Name:** \_\_\_\_\_

**Principal/Administrative Supervisor**

Please frankly state your opinion of the applicant's qualifications by completing this reference form. As the recommending administrator this information is key in the administrative intern selection process. Please give thoughtful consideration to your responses. Your report on this applicant will be kept confidential.

Indicate how long you have supervised this applicant and in what role(s):

Do you recommend this applicant to serve as an administrative intern in the Stanwood-Camano School District for the upcoming school year?

☐ Yes    ☐ No

Name of Principal/Administrator:

School/Department: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please complete the scoring rubric on page 2 and return both pages to  
Christine Del Pozo, Executive Director of Human Resources by January 31.**

Please rate the applicant on a scale of 0-4, with zero being the lowest and 4 the highest. Mark your score to the left.

| Score |                                                                                                           | 1 (Developing)                                                                                                   | 2 (Average)                                                                                                       | 3 (Strong)                                                                                                                   | 4 (Outstanding)                                                                                                                                  |
|-------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
|       | <b>Applicant demonstrates an understanding of his/her strengths and weaknesses.</b>                       | Has done little self-analysis or is not ready for leadership.                                                    | Shows some awareness of attributes, but limited use for professional growth.                                      | Has an understanding of self, feedback from others, and uses some traits in leadership, participates in professional growth. | Utilizes a deep understanding of strengths & weaknesses in leadership & uses all traits to set professional growth goals.                        |
|       | <b>Applicant demonstrates an understanding of the change process.</b>                                     | Shows some awareness of the role of leaders in the change process.                                               | Can analyze others' use of the change process, but has little experience.                                         | Exhibits understanding of the first & second order change & uses it.                                                         | Demonstrates life/school experience in using the change process effectively.                                                                     |
|       | <b>Applicant demonstrates an understanding of and uses data for continuous improvement and decisions.</b> | Has general knowledge of school/class demographics but doesn't use student data to make instructional decisions. | Shows knowledge how to collect/analyze student data but does not consistently use it to improve student learning. | Uses multiple sources of student data to influence program & instructional decisions.                                        | Shows deep understanding of how to effectively use all types of data to improve student learning for the school/district.                        |
|       | <b>Applicant demonstrates an understanding of relationships.</b>                                          | Demonstrates strong emphasis on task-completion over relationships.                                              | Exhibits ability in building some relationships but not consistently.                                             | Understands deeper aspects of relationships & how to sustain them.                                                           | Demonstrates deep understanding, trust-building, & intentionality in nurturing relationships with students, guardians, staff, & community.       |
|       | <b>Applicant demonstrates performance-based teaching/learning.</b>                                        | Focused on teaching without awareness of impact on student learning.                                             | Uses knowledge of teaching/learning periodically to inform instructional decisions.                               | Seeks refinement in teaching/learning continuously through student results & student voice.                                  | Demonstrates application and knowledge of performance learning in school & district work.                                                        |
|       | <b>Applicant demonstrates ethical leadership.</b>                                                         | Shows some leadership instinctively & observes attributes/skills in others.                                      | Is learning to involve others, take risks, lead, & analyze the gap in their skills.                               | Uses knowledge of a leader's role in the systems & inspires/motivates others.                                                | Demonstrates integrity & significant leadership of the team in school/district projects.                                                         |
|       | <b>Applicant demonstrates the ability to manage work of self and others.</b>                              | Exhibits a random style to complete projects individually & with others.                                         | Shows efforts to develop goals, organize & manage projects.                                                       | Works effectively to set goals, prioritize, organize, & manage multiple group/individual projects at once.                   | Shows the ability to use feedback to anticipate, plan, & use leadership effectively to manage systems.                                           |
|       | <b>Applicant demonstrates respect for others.</b>                                                         | Shows respect to others & desires same.                                                                          | Treats others in a culturally responsive manner.                                                                  | Demonstrates respect of cultures (race, ethnicity, gender, disability).                                                      | Applies understanding of cultures & treats others respectfully.                                                                                  |
|       | <b>Applicant demonstrates oral and written communication skills.</b>                                      | Has some communication skills but not effective in both oral & written.                                          | Can use good communication but does not distinguish appropriateness for different audiences.                      | Understands communication to different audiences, communicates effectively, & listens to others.                             | Listens & communicates clearly & memorably to different audiences for different purposes.                                                        |
|       | <b>Applicant demonstrates vision.</b>                                                                     | Shows some awareness of the importance of shared vision and mission.                                             | Demonstrates an understanding of the importance of shared vision and mission.                                     | Collaboratively develops and implements a shared vision and mission.                                                         | Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by stakeholders. |
|       | <b>TOTAL SCORE (40 points possible)</b>                                                                   |                                                                                                                  |                                                                                                                   |                                                                                                                              |                                                                                                                                                  |

