

Standards of Effective Administrative Internship

30% Elements of Effective Instructional Leadership
 20% Elements of Effective Strategic Leadership
 30% Environment for Learning
 20% Professional Responsibilities

Elements of Effective Instructional Leadership

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Assists in Research-Based Practices to Support Student Achievement		<ul style="list-style-type: none"> Rarely demonstrates knowledge of district frameworks and/or elements of effective instruction Rarely visits classrooms and/or ensures that assessments are tied to instruction, tracks student's academic growth and drives instruction Rarely assists in supporting activities that expose students to college or career opportunities Minimally understands the importance of developing school professional learning communities and results-oriented professional development to support student achievement 	<ul style="list-style-type: none"> Sometimes demonstrates knowledge of district frameworks and/or elements of effective instruction Sometimes visits classrooms and/or ensures that assessments are tied to instruction, tracks student's academic growth and drives instruction Sometimes supports activities that provide exposure to college and career opportunities for every student group Understands the importance of developing school professional learning communities and results-oriented professional development to support student achievement; expects some staff to continue learning and improve their practice 	<ul style="list-style-type: none"> Consistently demonstrates knowledge of district frameworks and/or elements of effective instruction Frequently visits classrooms and ensures that assessments are tied to instruction, tracks student's academic growth and drives instruction Supports activities for college and career experiences for every student group Understands the importance of developing school professional learning communities and results-oriented professional development to support student achievement; expects all staff to continue learning and improve their practice 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Is able to support teachers in the implementation of district initiatives to improve student learning for all Asks all students about their aspirations and their progress in almost every interaction with them Establishes structures and groups for professional learning and leadership at multiple levels and with multiple configurations/groupings of staff working and learning together
Uses Data to Effectively Manage Student Behavior and Attendance		<ul style="list-style-type: none"> Rarely holds students accountable to site behavior expectations; sometimes lacks follow through on behavior issues School-wide behavior plan is rarely enforced or inconsistently enforced Rarely aware of student attendance issues in the building Rarely sets the conditions for expectations, structures, and rules and procedures; expectations are unclear or changing Parents are occasionally informed of student behavior and consequences Lacks an understanding of or has disregard for district and state policies and law related to student conduct Rarely uses an equity lens when working with student discipline issues 	<ul style="list-style-type: none"> Sometimes holds students accountable to site behavior expectations; some students are addressed regarding behavior concerns as it relates to school policy School-wide behavior plan is enforced; provides regular follow through with teachers regarding student behavior, consequences, and interventions Sometimes aware of student attendance issues in the building Sometimes sets the conditions for expectations, structures, and rules and procedures; communication may be unclear Parents are regularly informed of student behavior and consequences Understands district and state policies and law related to student conduct Sometimes uses an equity lens when working with student discipline issues 	<ul style="list-style-type: none"> Consistently holds all students accountable to site behavior expectations School-wide behavior plan is enforced and provides regular follow through; reviews attendance, suspension and other data to spot trends and intervene/prevent issues Consistently aware of student attendance issues in the building and supports strategies that increase attendance for every student group Collaboratively develops, communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff Parents are regularly informed of student behavior and consequences; includes both teachers and parents in the process of changing student behavior Discipline is consistently enforced and monitored to review and adjust policies related to district and state policies and law Consistently uses an equity lens when working with student discipline issues 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> There is evidence of students making progress in referrals and behavior concerns referred to the office Proactively puts plans and strategies in place to better manage behavior and discipline processes for every student group Systematically monitors issues around compliance with expectations, structures, rules and expectations. Utilizes staff and student input to resolve such issues Regularly reviews the need for changes to expectations, structures, rules and expectations Uses an equity lens to transform school cultures and practices around discipline issues

Elements of Effective Strategic Leadership

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Utilizes Multiple Forms of Student Data to Drive Increases in Student Achievement		<ul style="list-style-type: none"> Rarely supports collaborative planning structures that facilitate the use of multiple data streams to refine and adapt instruction Generally unaware or unable to support staff through continuous data review or lacks consistency in implementation Infrequently discusses and analyzes racially disaggregated data with teacher teams 	<ul style="list-style-type: none"> Sometimes supports collaborative planning structures that facilitate the use of multiple data streams to refine and adapt instruction Supports staff in using data to identify/prioritize needs Sometimes discusses and analyzes racially disaggregated data with teacher teams 	<ul style="list-style-type: none"> Regularly supports collaborative planning structures that facilitate the use of multiple data streams to refine and adapt instruction Regularly supports and develops staff ability to analyze data to identify and prioritize needs, guide grouping, re-teaching, and to identify/prioritize needs and continuous improvement Supports staff in analyzing and utilizing racially disaggregated instructional and non-instructional data to identify school wide and individual students' learning gaps and determine/implement appropriate interventions 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Uses data consistently to identify areas for instructional improvement, to refine and adapt instructional practice and to determine appropriate strategies across all grades and content areas Focuses staff on closing achievement gaps between subgroups of students and uses data to quickly determine appropriate interventions for students or subgroups not making progress Builds staff capacity to effectively and consistently use data to drive instructional decisions Demonstrates academic achievement growth for all student groups during the school year
Displays Leadership Ability and Adaptability		<ul style="list-style-type: none"> Rarely meets deadlines and/or needs numerous reminders Rarely keeps supervisor informed of issues that may impact the school Rarely supports and/or promotes a positive image of the school, district, organization decisions, and/or programs Arrives late for meetings and/or is not prepared for meetings with necessary materials and resources and/or does not actively participate in meetings Rarely visible in the school and/or at school events; does not know staff or students Rarely able to maintain calm leadership in times of crisis 	<ul style="list-style-type: none"> Sometimes meets deadlines and/or needs minimal reminders Consistently keeps supervisor informed of issues that may impact the school Sometimes supports the school, district, organizational decisions, and/or programs Arrives to meetings on-time and is usually prepared and actively participates Is visible in the school and at school events; knows all staff and all students Sometimes able to maintain calm leadership in times of crisis 	<ul style="list-style-type: none"> Consistently meets deadlines Proactively keeps supervisor proactively informed of issues that may impact the school; anticipates issues and determines possible solutions Consistently supports the school, district, organizational decisions, and/or programs; promotes a positive image of the school and district Arrives to meetings on-time, is prepared, and actively participates Is visible in the school and at school events; builds relationships with all staff and all students Consistently demonstrates steadfast and calm leadership in times of crisis 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Leadership practices demonstrate growth through individual learning plan, coaching, mentorship, critical friends, and/or participation in other leadership development opportunities Supports school efforts aimed at increasing student achievement through various collaborative and empowerment strategies
Demonstrates the Ability to Support Strategic Planning Efforts		<ul style="list-style-type: none"> Rarely identifies issues/areas of improvement and solutions for resolution; may be unaware of changes necessary to implement school improvement initiatives Rarely anticipates issues that may impact the learning environment Rarely understands the process of change and as a result, change is unsuccessful Unaware of the building and district level strategic planning efforts or rarely follow district-wide operational norms to ensure effectiveness Rarely a member of the school's leadership team or deviates from the work of the leadership team Rarely able to clearly articulate and support school improvement plan systems to increase student achievement Rarely able to take direction, initiative or lead 	<ul style="list-style-type: none"> Identifies specific issues/areas of improvement and solutions for resolution; aware of changes necessary to implement school improvement initiatives Sometimes anticipates issues that may impact the learning environment Makes some incremental changes by implementing processes and systems to increase student achievement; change is somewhat successful Aware of the building and district level strategic planning efforts; follows district-wide operational norms to ensure effectiveness Is a member of the school's leadership team; sometimes creates support for school, district, organizational decisions, and/or program by helping diverse stakeholders to understand initiatives Sometimes able to articulate and support school improvement plan systems to increase student achievement Able to take direction, but lacks the ability to take initiative or lead 	<ul style="list-style-type: none"> Supports the implementation of school improvement initiatives and understands the alignment to the district strategic plan Regularly anticipates issues that may impact the learning environment Makes specific incremental changes by implementing process and systems to increase student achievement; change is successful Follows district-wide operational norms to ensure effectiveness; understands the needs and concerns of diverse stakeholders at all stages of organizational change, and supports change processes accordingly Is a contributing member of the school's leadership team; regularly creates support for school, district, organizational decisions and/or program by helping diverse stakeholders to understand initiatives Consistently able to clearly articulate and regularly support school improvement plan systems to increase student achievement Able to take direction, initiative and lead; initiates change even when dissent is present 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Suggests ideas and solves problems with focus of the building/district strategic planning in mind Makes decisions and implements new initiatives that are in support of the school improvement plan and district strategic plan Empowers and motivates others in the initiative taken Driving force behind major initiatives that help to increase student achievement Systematically challenges the status quo by leading change that positively impacts student achievement

Environment for Learning

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Effectively and Efficiently Uses Resources to Support Learning Goals		<ul style="list-style-type: none"> • Has limited understanding or awareness of the school safety plan and emergency procedures • Manages time poorly and prioritizes ineffectively • Rarely delegates tasks that can be done by others or delegates inappropriate responsibilities • Unable or unaware of how to support systems to effectively manage schedules, bussing and supervision coverage • Rarely ensures that structural factors (schedules, meeting agendas, etc.) support the involvement of diverse stakeholders • Rarely understands the importance of lost instructional time or does not effectively manage lost instructional time of students 	<ul style="list-style-type: none"> • Understands and is aware of the school safety plan and emergency procedures • Generally displays effective time management and an ability to prioritize • Generally delegates tasks appropriately • Manages scheduling, bussing and supervision coverage effectively • Sometimes ensures that structural factors (schedules, meeting agendas, etc.) support the involvement of diverse stakeholders • Understands the importance of lost instructional time on student achievement; implements strategies to limit the amount of lost instructional time 	<ul style="list-style-type: none"> • Effectively implements the school safety plan and emergency procedures when necessary to ensure student safety and well-being • Aligns time to school and district priorities • Adeptly delegates responsibilities to the appropriate person(s); builds leadership skills in others • Creates and supports systems for a safe, engaging and positive learning environment (schedules, bussing, and supervision coverage) • Regularly ensures that structural factors (schedules, meeting agendas, etc.) support the involvement of diverse stakeholders • Supports systems to monitor all lost instructional time; uses this data to inform professional development for teachers and students 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Collaborates with others to develop systems; builds internal leadership capacity • Consistently reflection on data to improve systems and insures the most effective use of resources
Communicates Effectively Through Multiple Means to Address Student Achievement		<ul style="list-style-type: none"> • Communicates with diverse stakeholders infrequently or inaccurately • Rarely welcomes dissenting opinions • Does not have systems for communication or rarely utilizes a system of open communication that provides for the timely, responsible sharing of information within the school community • Provides communication that is not accessible or understandable by all members of the school staff, parents, students, and community; or is unable or unwilling to tailor message to the audience 	<ul style="list-style-type: none"> • Communicates with diverse stakeholders accurately • Welcomes dissenting opinions; listens to others, considers their input and seeks advice from others • Sometimes utilizes a system of open communication that provides for the timely, responsible sharing of information within the school community 	<ul style="list-style-type: none"> • Communicates with diverse stakeholders on an ongoing basis; demonstrates active listening skills and utilizes input and feedback from staff, parents, students, and community groups to increase student achievement • Welcomes dissenting opinions; learns from and encourages voices to gain new perspectives and improve school practices • Consistently utilizes a system of open communication that provides for the timely, responsible sharing of information within the school community • Provides information in different formats, in multiple ways through different media in order to ensure communication with all school staff, parents, students and community, and utilizes district and community resources to assess the appropriate and most effective forms of communication for the school community 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Ensures that all community stakeholders and educators are constantly made aware of the school goals for instruction and achievement • Supports others in differentiating and tailoring their communication to the audience and message
Effectively and Efficiently Manages Conflict and Solves Problems		<ul style="list-style-type: none"> • Rarely acknowledges or is unaware of problems and/or areas of conflict within the school • Rarely demonstrates skills in working to reach consensus and/or has limited group facilitation • Rarely is effective in solving problems and rarely seek multiple viewpoints when problem solving • Rarely addresses conflict among staff, students or others; may not understand how to handle disagreement or creates increased conflict by inability to problem solve 	<ul style="list-style-type: none"> • Demonstrates awareness of potential problems and/or areas of conflict within the school • Sometimes demonstrates skills in working to reach consensus and group facilitation • Sometimes is effective in solving problems and seeks multiple viewpoints when problem solving • Sometimes addresses conflict among staff, students or others by facilitating dialogue with all involved 	<ul style="list-style-type: none"> • Utilizes processes to resolve problems and/or areas of conflict in the school • Regularly demonstrates skills in working consistently to reach consensus and group facilitation • Regularly is effective in solving problems and seeks multiple viewpoints when problem solving • Regularly and effectively addresses conflict among staff, students or others by facilitating dialogue with all involved 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Provides opportunities for staff members to express opinions contrary to those of authority • Discusses with staff and implements solutions to address potentially discordant issues • Monitors staff response at all levels (formally and informally) and demonstrates an awareness of potentially discordant issues to ensure that all interests are heard and respected

Environment for Learning

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Creates a Culturally Responsive Environment for All Students and Adults		<ul style="list-style-type: none"> Has limited knowledge of the protocols necessary to engage in racial conversations and/or rarely understands the concept of equity as it relates to race and student achievement Rarely engages in racial conversations about biases and/or has a limited skill set in addressing biased language and behaviors Believes intelligence is fixed and holds different expectations for different groups of students and holds them to different standards Rarely understands the importance of creating systems that support an equitable learning environment for all students Rarely reflects on or works to develop the skills to help staff navigate the strengths and challenges of diverse students Demonstrates limited awareness and/or rarely recognizes the impact of diversity and culture on student learning Is unaware or rarely supports the work of the site equity team 	<ul style="list-style-type: none"> Aware of the protocols necessary to engage in racial conversations and sometimes utilizes the protocols to engage in racial conversations Sometimes engages in racial conversations about biases; may engage in racial conversations to confront others' biases on a reactive basis Believes that all students can meet high levels with effort, but does not connect it to the school culture Supports systems that create an equitable learning environment for all students Reflects on personal skill set and is comfortable in helping staff navigate the strengths and challenges of diverse students Recognizes the impact of diversity and culture on student learning Mostly understands and supports the work of the site equity team 	<ul style="list-style-type: none"> Consistently utilizes the protocols to engage in racial conversations Seeks opportunities to engage in racial conversations about diversity and culture and how they impact student achievement Models efficacy for staff and students that everyone can achieve at high levels with effort Supports systems that create an equitable learning environment for all students; engages staff in developing and providing supports which address the learning needs and challenges of diverse groups in the school Supports and contributes to the development of staff capacity to engage in racial conversations regarding student learning through training of the protocols Recognizes the impact of diversity and culture on student learning; examines and addresses any school structures or practices that limit the participation of groups of students and families Consistently supports structures and frameworks to ensure high functioning site equity teams 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Deepens anti-racist leadership practice by operating on levels of synthesis and interruption Builds staff capacity to provide supports for every student group Supports the school and community collective capacity by engaging in cross racial conversations using the protocols Recognizes and integrates the learning opportunities that come from a diverse community Racial equity work within the school leads to closing of the teaching and learning gap
Engaging Families		<ul style="list-style-type: none"> Does not attempt to engage families in student learning opportunities or rarely makes time to meet with families Rarely builds relationships with families or is dismissive and/or disrespectful to families Seldom seeks opportunities to learn about cultures, race, and backgrounds of families Unaware or rarely follows process/tone for greeting all visitors to the school Does not create a welcoming environment for families 	<ul style="list-style-type: none"> Attempts to engage families in student learning opportunities Builds relationships with some families but not others Sometimes seeks opportunities to learn about cultures, race, and backgrounds of families Sets expectations about process/tone for greeting all visitors to the school and trains staff in these expectations 	<ul style="list-style-type: none"> Routinely engages families in learning opportunities by providing accessible ways for families to participate; crafts lessons that involve student family interaction Builds reciprocal relationships with most families and sees them as an asset in student learning Routinely seeks opportunities to learn about the cultures, race and backgrounds of families Models expectations about process/tone for greeting all visitors to the school and supports a school-wide culture in which all staff make themselves accessible and approachable to all families Creates a welcoming environment for families 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Builds reciprocal relationships with all families and uses them as an asset in student learning Works with families in the community outside the school Provides accessible ways for families to participate in student learning through listening to families and structuring ways to participate based on family needs and requests Supports opportunities for family involvement – events, conferences, volunteering, school visits, individual meetings, or communications in ways that make them accessible, meaningful, and positive experiences for all families
Expectations for Para-professionals and/or Volunteers		<ul style="list-style-type: none"> Little to no delegation of duties to the support staff/volunteers The support staff/volunteers are underutilized or delegation of duties rarely supports student learning Delegates too much to the support staff 	<ul style="list-style-type: none"> Sometimes or inconsistently delegates duties to the support staff/volunteers Delegation of duties mostly supports student learning Inconsistently clarifies and/or reinforces expectations of the support staff/volunteers 	<ul style="list-style-type: none"> Clearly articulates duties to the support staff/volunteers Uses support staff/volunteers to promote student learning; specifically plans for the support staff/volunteers Regularly clarifies and reinforces expectations of the support staff/volunteers 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Partners with the support staff/volunteers to add additional perspectives to classroom dynamics, instruction, and curriculum

Professional Responsibilities

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Relationships with Colleagues		<ul style="list-style-type: none"> Relationships are negative, self-serving, and/or promote discord among staff Works ineffectively with colleagues in administrative team, PLCs, and/or content/grade level teams 	<ul style="list-style-type: none"> Maintains cordial relationships with colleagues to fulfill duties that the school or district requires 	<ul style="list-style-type: none"> Relationships are supportive and cooperative Works effectively and respectfully with colleagues administrative team, PLCs, and/or content/grade level teams 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes initiative in assuming a leadership role among faculty Takes a leadership role in PLC and/or content/grade level teams
Self Reflection As a Growth Tool		<ul style="list-style-type: none"> Uses minimal reflection and self-assessment of leadership Unwilling to look inward for improvement 	<ul style="list-style-type: none"> Occasionally uses reflection and self-assessment to assess leadership effectiveness and make modifications of professional practices 	<ul style="list-style-type: none"> Continuously and accurately assesses his or her own effectiveness using artifacts and data to identify areas of strength and areas of growth Reflects on teaching practice through coaching, mentorship, critical friends, or participation in other leadership development opportunities 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in promoting a culture of professional inquiry and reflection among staff
Written TD&E Reflections		<ul style="list-style-type: none"> Response shows little evidence of integrated learning or insights gained from the experience Reflections are not submitted or response is incomplete 	<ul style="list-style-type: none"> Response shows some evidence of integrated learning or insights gained from the experience Viewpoints and interpretations are supported; the reflection demonstrates attempts to analyze the learning experience but lacks depth of how the learning experience contributed to understanding of self or students 	<ul style="list-style-type: none"> Response shows solid evidence of integrated learning or insights gained from the experience Viewpoints and interpretations are well supported and insightful; reflection demonstrates how the learning experience contributed to understanding of self or students 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Response includes an in-depth reflection and personalization of the experience
Feedback		<ul style="list-style-type: none"> Ignores or minimizes feedback from administrator colleagues, teachers, and/or students Resistant to changes in professional practices 	<ul style="list-style-type: none"> Open to feedback from administrator colleagues, teachers, and/or students Open to change of professional practice when provided feedback 	<ul style="list-style-type: none"> Seeks and accepts feedback from administrator colleagues, teachers, and/or students Implements change in professional practice based on feedback 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Models and/or communicates change in professional practices to colleagues to promote learning/growth from feedback
Professional Growth		<ul style="list-style-type: none"> Does not or minimally attends professional development activities Minimally plans for professional growth Demonstrates little or no urgency toward improving professional practices 	<ul style="list-style-type: none"> Attends relevant professional development activities Occasionally plans for professional growth Demonstrates regular effort to modify and adjust professional practices 	<ul style="list-style-type: none"> Regularly participates in relevant professional development activities and implements changes to instructional practices as a result Regularly plans for professional growth Routinely enriches professional practices to meet the needs of all students 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Leads professional development opportunities for administrator colleagues and teachers Initiates important activities to contribute to the profession Models, coaches, and mentors colleagues and/or preservice teachers in reflective practice methods to improve instruction
Communication with Families		<ul style="list-style-type: none"> Difficult for families to contact or does not respond when contacted Reports mostly on student challenges not on successes Rarely supports expectations and systems for consistent communication from teachers/staff to all families about student progress and specific ways families can support their child's learning 	<ul style="list-style-type: none"> Information is available to families, but ways of being contacted are not communicated through multiple methods Reports on student successes and challenges Sometimes supports expectations and systems for consistent communication from teachers/staff to all families about student progress and specific ways families can support their child's learning 	<ul style="list-style-type: none"> Available to respond to family concerns and ways of being contacted are clearly communicated through methods that work for the particular family's needs Reports on student successes and challenges and collaborates on next steps Regularly supports expectations and systems for consistent communication from teachers/staff to all families about student progress and specific ways families can support their child's learning Utilizes school/district resources to communicate in home language 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Consistently provides resources for families to support their students' academic success at home Engages student in communication with family

Professional Responsibilities

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Service to School/District		<ul style="list-style-type: none"> Does not support the school mission/vision Lacks understanding of the district's strategic plan and, as a result, creates confusion for school stakeholders Non-compliant with school and/or SPPS policies and procedures Inconsistently involved in required school events 	<ul style="list-style-type: none"> Understands and supports the school mission/vision Understands and supports the district's strategic plan, mission, and vision Complies with school and SPPS policies and procedures and acts in a professional and ethical manner 	<ul style="list-style-type: none"> Makes decisions that support and reflect the school mission/vision Makes decisions that support and reflect the district's strategic plan, mission, and vision Complies with school and/or SPPS policies and procedures and models high standards of professional and ethical conduct Involved in required school events 	Meets Proficient AND: <ul style="list-style-type: none"> Makes a concerted effort to challenge negative attitudes or practices to ensure that all students can succeed Volunteers to participate in school/district events and makes a substantial contribution Takes initiative in assuming a leadership role in school and/or district events
Record Keeping		<ul style="list-style-type: none"> Minimally maintains information on student behavior Student behavior data is often in disarray resulting in errors and confusion 	<ul style="list-style-type: none"> Regularly maintains a system for information on student behavior Student behavior data is mostly complete and error free 	<ul style="list-style-type: none"> Maintains fully effective systems for information on student behavior Student behavior data is accurate and up-to-date 	Meets Proficient AND: <ul style="list-style-type: none"> Creates effective systems for information on student behavior Student behavior data is shared with appropriate staff members regularly
TD&E Components (summative evaluation)		<ul style="list-style-type: none"> One or more components of TD&E are missing or incomplete TD&E component deadlines are missed 		<ul style="list-style-type: none"> All components are complete Ongoing work to implement and fulfill TD&E components is timely 	Meets Proficient AND: <ul style="list-style-type: none"> Takes a leadership role in promoting TD&E components in the school

Summary

Areas of Strength:

Areas of Growth:

Next Steps: