Candidate Name:

|  | **Level 1**  **Approaching** | **Level 2**  **Meets** | **Level 3**  **Exceeds** |
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| **The candidate provides evidence of knowledge of school board functions and applicable procedures to collaboratively lead and support students in an equitable manner.**  NELP: 2.1, 2.3, 7.1, 7.2, 7.4 | Candidate is aware of the importance of cultivating relationships, collaborating with stakeholder groups, and advocating for district needs as key roles of a board of education. | Candidate describes how the board of education cultivates relationships, collaborates with stakeholder groups, and advocates for district needs at local, state, and national levels to support learners in an equitable manner. | Candidate describes specific collaborative strategies to work with the board of education to cultivate relationships & collaborate with stakeholder groups. Strategies include advocating for district needs at the local, state, and national levels to support learners, teachers, and staff in an equitable manner. |
| **Rating = /** |  |  |  |
| **The candidate provides evidence of communication strategies with diverse stakeholder groups to cultivate relationships.**  NELP: 3.1, 3.2, 5.1, 5.3 | Candidate may engage stakeholder groups by proposing the use of communication strategies that could be viewed as ineffective. As a result, the stakeholders may perceive themselves to be isolated from the school culture. | Candidate describes communication strategies to engage stakeholder groups. Candidate demonstrates strategy selection to cultivate a supportive district culture. | Candidate describes specific communication strategies to engage diverse stakeholder groups. Candidate demonstrates cultural sensitivity in his/her strategy selection to cultivate a supportive district culture. |
| **Rating = /** |  |  |  |
| **The candidate provides evidence of collaborative strategic planning strategies to promote ethical decision making.**  NELP: 1.2, 2.1, 3.1, 4.1, 6.3, 7.3 | Candidate describes existing strategic planning strategies, but does not indicate how collaboration and equity is promoted within the school community. | Candidate analyzes existing strategic planning strategies, and indicates how collaboration and equity are promoted within the school community. | Candidate evaluates existing strategic planning strategies and indicates how collaboration and equity are promoted within the school community. Based on the evaluation, the candidate makes recommendations to enhance collaboration and equity within the school community. |
| **Rating = /** |  |  |  |
| **The candidate provides evidence of internal and external partnerships that support strategies to implement the district mission and vision in a collaborative and equitable manner.**  NELP: 1.1, 4.2, 4.4 | Candidate describes the use of district resources and the use of school or community collaborative partnerships, but does not establish a connection between the use of resources and partnerships in supporting the district vision and mission. | Candidate discusses the use of district resources and the use of school and community collaborative partnerships. Candidate establishes a connection between the use of resources and partnerships in supporting the district vision and mission. | Candidate discusses the use of district resources and the use of school and community collaborative partnerships. Based on an evaluation of resource usage, and existing collaborative partnerships, the candidate is able to make projections of additional needs to assure that the district vision and mission is addressed in an equitable manner. |
| **Rating = /** |  |  |  |
| **The candidate provides evidence of personal written reflections of successful strategies to transition into the role of superintendent.**  NELP: 2.3, 3.1, 3.2, 4.1, 4.4, 6.3 | Candidate describes his/her perceptions of the role of a superintendent, but cannot clearly articulate how their own strengths and challenges will impact them in the role of an educational district leader. | Candidate describes his/her perceptions of the role of a superintendent, and clearly articulates how challenges will impact them in the role of an educational district leader. | Candidate accurately reflects on the superintendent role and identifies his/her strengths and challenges. Candidate evaluates the strengths and challenges and uses the evidence to demonstrate a personal leadership commitment. |
| **Rating = /** |  |  |  |
|  |  |  |  |
| **Total points =**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |  |  |
| **COMMENTS** |  |  |  |