Candidate Name: Semester/Year:

Assessment Decision Point *(check one)*: □ Entry □ Mid-Point □ Completion

Standard 2: Ethics and Professional Norms …

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

| **Standard/Component** | **Approaching Standard** | **Meets Standard** | **Exceeds Standard** | **Not Observed** |
| --- | --- | --- | --- | --- |
| **Component 2.1:** Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms *(e.g., fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, and digital citizenship)* that support the educational success and well-being of each student and adult.  **Key question:** *How do candidates demonstrate their understanding and capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms that support the educational success and well-being of each student and adult?* | Candidates understand the role and importance of reflective practice and professional dispositions and norms that support the educational success and well-being of each student;  Candidates do not demonstrate the capacity to engage in reflective practice, cultivate, model, and communicate professional norms that support the educational success and well-being of each student and adult; | Candidates understand the role and importance of reflective practice and professional dispositions and norms that support the educational success and well-being of each student;  Candidates do not demonstrate the capacity to engage in reflective practice, cultivate, model, and communicate professional norms that support the educational success and well-being of each student and adult; | Candidates understand the role and importance of reflective practice and professional dispositions and norms that support the educational success and well-being of each student;  Candidates demonstrate the capacity to engage in reflective practice and cultivate, model, and communicate professional norms that support the educational success and well-being of each student and adult;  Candidates use their understanding and capacity to undertake and implement this work within a school setting; |  |

| **Standard/Component** | **Approaching Standard** | **Meets Standard** | **Exceeds Standard** | **Not Observed** |
| --- | --- | --- | --- | --- |
| **Component 2.2:** Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.  **Key question:** *How do candidates demonstrate their understanding and capacity to evaluate, communicate about, and advocate for ethical and legal decisions?* | Candidates understand ethical and legal decision making;  Candidates do not demonstrate the capacity to evaluate the ethical dimensions of issues, analyze decisions in terms of established ethical frameworks, or communicate about and advocate for ethical and legal decisions; | Candidates understand ethical and legal decision making;  Candidates demonstrate the capacity to evaluate the ethical dimensions of issues, analyze decisions in terms of established ethical frameworks, or communicate about and advocate for ethical and legal decisions; | Candidates understand ethical and legal decision making;  Candidates demonstrate the capacity to evaluate the ethical dimensions of issues, analyze decisions in terms of established ethical frameworks, or communicate about and advocate for ethical and legal decisions;  Candidates use their understanding and capacity to undertake and implement this work within a school setting. |  |

| **Standard/Component** | **Approaching Standard** | **Meets Standard** | **Exceeds Standard** | **Not Observed** |
| --- | --- | --- | --- | --- |
| **Component 2.3:** Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.  **Key question:** *How do candidates demonstrate their understanding and capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others?* | Candidates understand ethical behavior and the importance of:   * Modeling ethical behavior in their personal conduct and relationships; * Cultivating ethical behavior in others;   Candidates do not demonstrate the capacity to model ethical behavior in their personal conduct and relationships and/or cultivate ethical behavior in others; | Candidates understand ethical behavior and the importance of:   * Modeling ethical behavior in their personal conduct and relationships; * Cultivating ethical behavior in others;   Candidates can demonstrate the capacity to:   * Model ethical behavior in their personal conduct and relationships; * Cultivate ethical behavior in others; | Candidates understand ethical behavior and the importance of:   * Modeling ethical behavior in their personal conduct and relationships; * Cultivating ethical behavior in others;   Candidates can demonstrate the capacity to:   * Model ethical behavior in their personal conduct and relationships; * Cultivate ethical behavior in others;   Candidates use their understanding and capacity to undertake and implement this work within a school setting; |  |

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness …

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive and inclusive school culture.

| **Standard/Component** | **Approaching Standard** | **Meets Standard** | **Exceeds Standard** | **Not Observed** |
| --- | --- | --- | --- | --- |
| **Component 3.1:** Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.  **Key question:** *How do candidates demonstrate their understanding and capacity to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture?* | Candidates understand the knowledge and theory on how to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.  Candidates do not demonstrate the capacity to evaluate school culture, design and cultivate a supportive and inclusive school culture, develop strategies for improving school culture, and advocate for a supportive and inclusive school culture.; | Candidates understand the knowledge and theory on how to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.  Candidates can demonstrate the capacity to evaluate school culture, design and cultivate a supportive and inclusive school culture, develop strategies for improving school culture, and advocate for a supportive and inclusive school culture. | Candidates understand the knowledge and theory on how to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.  Candidates can demonstrate the capacity to evaluate school culture, design and cultivate a supportive and inclusive school culture, develop strategies for improving school culture, and advocate for a supportive and inclusive school culture.  Candidates use their understanding and capacity to undertake and implement this work within a school setting. |  |