

Nebraska Department of Education Rule 24 Report

SPECIAL EDUCATION SUPERVISOR

(Content Area)

Educator Preparation Content Program Review

Name of institution **Chadron State College**

Date Submitted **December 1, 2025**

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Folio type: ☐ Regular ☐ Mini ☒ Advanced Program

Program(s) Covered by this Folio

Endorsement(s)

Type

Grade Level

Program Level

Subject

PK-12

Baccalaureate

Field

6-12

Post-Baccalaureate

Supplemental

7-12

Master's

List Endorsements

Low-Enrollment

Etc.

Etc.

Special Education Supervisor

Field

BIRTH-12

Masters

Is the endorsement offered at more than one site? ☐ Yes ☒ No

If yes, list additional sites where endorsement is offered:

Institution Accreditation Status: ☒ National ☒ State

Is this a Nationally Accredited Program? ☐ Yes ☒ No

If Yes, list Accrediting Organization:

Attach National Letter to
Cover Sheet

Introduction/Welcome

Section 1 Contextual and Endorsement Program Information

Introduction/Welcome

Thank you for taking the time to review our program. Please refer to the [catalog](#) for any additional information that you might need.

If you have problems with the links or navigation through this site, contact Katie Rust 308-432-6337, Stef VanVleet 308-432-6383, or Adam Fette 308-432-6469 during working hours. After working hours (remember we are on Mountain Standard Time), contact us via email which we will check regularly in the evening hours.

1a. Contextual Information about the institution's overall Educator Preparation Program and Endorsement Program Information (Provide link to Rule 20 Folio – Institutional Contextual Information)

Chadron State College

Chadron State College (CSC) was originally authorized by the State of Nebraska as a Normal School in 1911. It has evolved into a comprehensive college with a wide range of undergraduate and graduate programs. Chadron State is accredited by the Higher Learning Commission, as well as subject-oriented accrediting agencies. From its modest beginning, Chadron State College has evolved into a rapidly growing multipurpose institution of higher education. Located in the scenic Pine Ridge region of northwest Nebraska, the college serves the intellectual, cultural, and recreational needs of western Nebraska.

Chadron State College's academic organizational structure consists of three schools, each under the leadership of an academic dean. The three schools are: (1) Business, Mathematics, and Sciences; (2) Liberal Arts; and (3) Professional Studies and Applied Sciences (PSAS). Education is housed within the School of Professional Studies and Applied Sciences. The dean of PSAS and the department chair provide the leadership for the Education department. Throughout this document, the education unit is referred to as the Educator Preparation Program (EPP). The EPP includes both the education program and specialized content area programs that prepare educators.

Educator Preparation Program

At the initial level, the Educator Preparation Program (EPP) supports twelve field endorsements, eight subject endorsements, and five supplemental endorsement programs. At the advanced level, the EPP supports five endorsements. The EPP works cooperatively with the content disciplines, assuring that the teacher candidates have the knowledge, skills, and dispositions necessary for professional teaching. The Education department assures that all State and

accreditation requirements are met and regularly shares data and ideas for the improvement of the overall education programs through the EPP committee. The EPP is led by the education program's department chair and composed of faculty from the education program, teacher educator representatives from the varying disciplines across campus, ESU #13 staff, and area P-12 professionals. The disciplines represented include business, mathematics, family and consumer sciences, science, social sciences, health-physical education, English/language arts, music, art, theatre, and school counseling. Special education and elementary education are included in the education program. In addition to the EPP committee, the graduate council and academic review committees, both a part of the faculty senate committee structure, provide a platform for sharing information about the educator preparation programs with the greater college community.

Mission Statement

The Education Department at Chadron State College prepares professional educators with the knowledge, adaptability, and lifelong learning skills necessary to place students at the center of learning. Our graduates foster academic and social growth, uphold high standards for all students, and contribute meaningfully to education and society.

Vision

To cultivate a generation of educators who are skilled, reflective, open-minded, and committed to empowering every student to reach their full potential and inspire lasting, positive change in schools and communities.

1b. Standards for Admission, Retention, Transition and Completion

Table 004.06-2
Requirements for Program Admission and Progression
Education Administration

	Minimum Criteria for Gateway
Gateway #1 Admission	Chadron State College (CSC) admits all graduates of accredited colleges and universities who (1) hold a bachelor's degree, (2) have maintained an undergraduate GPA of 2.75 (3) apply for admission to graduate study, and send transcripts to CSC. Education Administration programs (Special Education Supervisor Birth-12) require that the student hold a teaching certificate or be qualified to hold a teaching certificate.
Gateway #2 Professional Coursework	Candidates must: (1) have earned at least nine hours of CSC graduate credit with a 3.0 GPA or higher; (2) prepare a plan of graduate study; (3) submit the plan of study for approval (signed by their advisor, graduate committee, and graduate dean).
Gateway #3 Internship Experience	The candidate must: (1) complete the internship experience (minimum 250 clock hours) at an approved and accredited school district at

	each of the level(s) for the endorsement(s) being sought; (2) maintain a minimum GPA of 3.00 for all program coursework.
Gateway #4 Program Completion	Candidate must: (1) complete and submit the graduation application; (2) meet all college requirements for credit hours and be enrolled in coursework necessary to complete the degree; (3) complete all requirements successfully as stated on the plan of study; (4) take the Praxis II exam appropriate for the degree program.

The [Education Website](#) provides the candidates with the required courses for their program of study and the four-year course rotation. Students can plan their entire course of study for the completion term of their choice.

1c. Field Experiences Required

Field experience for this program is 100 clock hours of practicum experience in a variety of leadership courses and 150 clock hours in a clinical experience. The table below illustrates the field experiences.

**Rule 20 Table 005.03-1
Field Experiences for Educational Administration**

Endorsement Program	Credit Hours	Experience Type*	Clock Hours
Educational	3 – EDAD 629	P	20
Administration (Special	3 – EDAD 632	P	20
Education Supervisor	3 – EDAD 633	P	20
Birth-12)	3 – EDCI 641	P	20
	3 – EDCI 643	P	20
	3 – EDAD 639	CL	150

Note: *CL – clinical practice; P-practicum experience

1d. Number and Level of Completers

The following Table shows the completers within the program for the academic years Fall 2023 through Summer 2025.

Program Completers and Level – Content Area:										Educational Administration	
Academic Year					Number of Endorsement Program Completers						
					Bac	Post Bac	Alternate Route	Masters	Ed. Specialist	PhD	
20	23	to	20	24	NA	NA	NA	2	NA	NA	
20	24	to	20	25	NA	NA	NA	0	NA	NA	

Section 2 Endorsement Program Key Assessments and Related Data with Artifacts 1, 2, and 3

The key assessments for the Educational Administration program are: (1) PRAXIS II for educational leadership administration and supervision; (2) Clinical Practice Evaluation - Knowledge of Learner/Learning Environments; (3) Clinical Practice Evaluation - Knowledge and Effective Use of Professional Practices; and (4) Clinical Practice Evaluation - Professional Responsibility and Overall Proficiency.

Artifact 1. Table of Endorsement Program Key Assessments

Rule 24 2a – Summary Table of Endorsement Program Key Assessments

Name of Assessment used for the following areas:		Type or Form of Assessment	Brief Description of Assessment, including indicated information obtained from Assessment	When Assessment is Administered
1	Content-Praxis II or GPA	Academic Achievement/Standardized Exam	Content area/professional knowledge and skills. Standardized test created and administered by the Educational Testing Service (ETS). Results are reported as an overall score and multiple subscale scores.	Prior to graduation
	Praxis II 5412			
2	Knowledge of Learner/Learning Environments	Observation evaluations by Internship supervisor(s)	EPP Constructed and aligned to National Educational Leadership Preparation (NELP) Standards.	During the internship course EDAD 639
	Clinical Practice Evaluation (Supervisors' Evaluations) Corresponding NELP Standards NELP 3, 4, 5			
3	Knowledge and Effective Use of Professional Practices	Observation evaluations by Internship supervisor(s)	EPP Constructed and aligned to National Educational Leadership Preparation (NELP) Standards.	During the internship course EDAD 639
	Clinical Practice Evaluation (Supervisors' Evaluations) Corresponding NELP Standards NELP 4, 6, 7			
5	Professional Responsibility and Overall Proficiency	Observation evaluations by Internship supervisor(s)	EPP Constructed and aligned to National Educational Leadership Preparation (NELP) Standards.	During the internship course EDAD 639
	Clinical Practice Evaluation (Supervisors' Evaluations) Corresponding NELP Standards NELP 2, 6, 7, 8			

Required Assessments

1. Content Knowledge

The Praxis II subject-specific examinations are administered by the Educational Testing Service (ETS) to evaluate candidates' content knowledge in their respective subject areas. Scores are provided both to the candidate and to the institution, including an overall score and subcategory scores that differ by content area. The Nebraska Department of Education (NDE) establishes both the required test and the minimum passing score.

Student GPAs are reviewed continuously throughout the program and again upon completion of all coursework, prior to certification recommendation. A minimum cumulative GPA of 3.0 in all graduate coursework is required.

2. Knowledge of Learner/Learning Environments

The Clinical Practice Evaluation (Supervisors' Evaluations) serves as a key assessment providing evidence that Chadron State College's Educational Administration candidates meet the standards, focusing on knowledge and skills related to learners and learning environments. The survey is completed by on-site supervisors who directly observe candidates' leadership performance in authentic school settings. Each item is aligned with the National Educational Leadership Preparation (NELP) standards, which integrate competencies in mission and vision, ethics, equity, learning, instruction, and inclusive school culture. Supervisors rate candidates using a four-point scale (1–Unacceptable to 4–Advanced), producing quantifiable data that is used across cohorts and years to monitor program effectiveness.

Through indicators within NELP Standards 3 and 4, the instrument measures candidates' understanding of diverse learners, equitable access to learning opportunities, and their ability to create supportive, inclusive environments that promote student and staff success. Additionally, the assessment captures the application of instructional leadership skills, evaluating curriculum, instruction, and assessment practices that directly influence the quality of the learning environment. Furthermore, it documents how candidates transfer theoretical leadership knowledge into practical competence within real-world school environments.

3. Knowledge and Effective Use of Professional Practices

The Clinical Practice Evaluation (Supervisors' Evaluations) serves as a key assessment providing evidence that Chadron State College's Educational Administration candidates meet the standards, focusing on candidates' knowledge and skills in professional practices and the impact of leadership on P–12 student learning. The survey is completed by on-site supervisors who directly observe candidates' leadership performance in authentic school settings. Each item is aligned with the National Educational Leadership Preparation (NELP) standards, which integrate competencies in mission and vision, ethics, equity, learning, instruction, and inclusive school culture. Supervisors rate candidates using a four-point scale (1–Unacceptable to 4–Advanced), producing quantifiable data that is used across cohorts and years to monitor program effectiveness.

Through indicators within NELP Standards 4, 6, and 7, the instrument measures candidates' ability to apply professional knowledge and leadership skills to improve teaching, learning, and school performance. It assesses how candidates evaluate and implement curriculum, instruction, and assessment systems that lead to measurable improvements in P–12 student learning. Additionally, the assessment captures candidates' use of data to inform decision-making, allocate resources effectively, and strengthen operational and management systems that support student achievement. Furthermore, it documents how candidates build professional capacity among teachers and staff, demonstrating their impact on instructional quality and student outcomes within authentic school settings.

4. Professional Responsibility and Overall Proficiency

The Clinical Practice Evaluation (Supervisors' Evaluations) serves as a key assessment providing evidence that Chadron State College's Educational Administration candidates meet the standards, focusing on candidates' professional responsibility and overall proficiency. The survey is completed by on-site supervisors who directly observe candidates' leadership performance in authentic school settings. Each item is aligned with the National Educational Leadership Preparation (NELP) standards, which integrate competencies in mission and vision, ethics, equity, learning, instruction, and inclusive school culture. Supervisors rate candidates using a four-point scale (1–Unacceptable to 4–Advanced), producing quantifiable data that is used across cohorts and years to monitor program effectiveness.

Through indicators within NELP Standards 2, 5, 6, and 7, the instrument measures candidates' ability to demonstrate professional responsibility, integrity, and ethical practice while fostering collaborative relationships within and beyond the school. It assesses how candidates apply knowledge of policy, law, and governance to manage operations effectively and equitably, and how they cultivate positive school climates that support professional accountability and growth. Additionally, the assessment captures candidates' leadership in engaging families and communities, supporting teachers, and sustaining a culture of professionalism across all levels of the school organization. Furthermore, it documents how candidates integrate ethical principles and reflective practice into their daily leadership actions, demonstrating overall proficiency and professional responsibility that align with state and national expectations for educational leaders.

Artifact 2. Data Table with summarized program complete data

The Special Education Supervisor Birth-12 endorsement had fewer than five completers during the two-year data cycle; therefore, data tables are not provided.

Artifact 3. Narrative interpretation/summary of assessment data.

The Special Education Supervisor Birth-12 endorsement had fewer than five completers during the two-year data cycle; therefore, a narrative interpretation/summary of the assessment data is not provided.

Section 3: Use of Related Data and Information for Continuous Program Improvement of Endorsement Program

Data is shared during monthly department, program, and educational preparation program meetings. In December and May, during the assessment retreats, our program meets as a group to discuss assessment results and plan appropriate program changes/improvements. In addition, faculty advance the work in smaller working groups, analyzing the data and bringing forward decisions for the entire program related to the assessment measures.

Since our last visit in 2020, our program has made multiple data-informed changes/improvements. Through Praxis II analysis, we determined that our students needed the greatest improvement in the area of Community Engagement Leadership. Including the EDAD 631 Public Relations course as a requirement rather than an elective will support the development of the skills assessed in Community Engagement Leadership within the Praxis II exam. That course is now required.

Four required courses (EDAD 629, 632, 633, and 638) have undergone name, description, and content changes to more closely align with current expectations of administrators. These improvements were made utilizing current NELP, PSEL, and NTTPS Standards, NDE Rule 24 guidelines, feedback from our EPP district representatives, Praxis II data, and supervisor evaluations.

We have developed a new course that is required, called School Improvement and Educational Change, that will help meet the needs of current administrators and align with areas such as strategic leadership and instructional leadership.

The 250 internship hours meeting rule 24 requirements have been redistributed across our courses to support a better student experience during their final internship course. Through student feedback and analysis of the reported hours, we determined that the existing 200 internship hours required during their final internship course, EDAD 639, were not completely utilized for the high-quality internship experiences we desired in all cases. Students still met the expectations for a variety of experiences across a range of standards, but the average of approximately 12-13

internship hours needed each week during this experience was very challenging. We determined that moving more internship hours to their other required courses would ease their burden and create a better final internship experience with more valuable experiences to prepare them for the principalship. This resulted in 5 required courses receiving 20 internship hours as part of the course requirements, for a total of 100, with the remaining 150 hours to occur during the final internship experience.

Future plans:

We need to improve our assessment practices in the area of graduate student and employer data through follow-up surveys or other means. We currently have low response rates from our graduates and their employers on their follow-up surveys. We intend to explore options to increase response rates and/or gather this data in another manner.

With the removal of the Praxis exam for certification, our program needs to determine the best option for evaluating candidate competency in its place. That discussion is currently occurring with the intent of having a new measure in place for the next academic year. Our intent is to create a new, no-cost measure to support our students financially that still provides valid and reliable data about our student content knowledge.

Appendix A

**PLAN OF STUDY
MASTER OF ARTS IN EDUCATION
Educational Administration – Principal (PK-12) and Special Education Supervisor {Birth-Grade 12}**
Student must hold a Special Education endorsement to enter this program

STUDENT'S NAME

NUID

(These three courses are recommended not to be taken together: EDCI 631, EDCI 635 and EDCI 638).

BASIC CORE COURSES (12 credit hours – NOTE: EDCI 631 should be completed within the first 12 hours of a student's program of study)

Prefix	No.	Course Title	Term	Grade	Hr.	Transfer/Substitution if applicable
EDCI	631	Research Design & Data Analysis			3	
EDAD	631	Public Relations			3	
EDCI	635	Curriculum Development			3	
EDCI	641	School Law			3	

ADMINISTRATIVE REQUIREMENTS (15 credit hours)

EDAD	629	Fundamental of Educational Leadership			3	
EDAD	632	Instructional Leadership & Supervision			3	
EDAD	633	School Administration, Culture, & Leadership			3	
EDCI	643	School Improvement & Educational Change			3	
EDAD	639	Practicum/Internship in Ed Admin			3	

SPECIAL EDUCATION REQUIREMENTS: (15 credit hours)

SPED	531	Program Dev, Implementation & Mgmt			3	
SPED	535	Assess Individuals with M/M Disabilities			3	
SPED	536	Methods & Materials for M/M Disabilities			3	
SPED	539	Language & Learning Disorders			3	
SPED	630	Char of Behavioral & Emotional Disabilities			3	

42 Total Credits

***Praxis II: 5412 Educational Leadership, Administration & Supervision (ELAS) is required for graduation & should be taken during the term prior to graduation.**

Appendix B

-CONFIDENTIAL-



SUPERVISOR'S EVALUATION OF MASTER'S DEGREE CANDIDATE

MASTER CANDIDATE'S NAME: _____

On-site Supervisor's Name: _____

On-site Supervisor's Position: _____

DIRECTIONS: The following items ask for your perception of the competencies of the master's degree recipient of Chadron State College's administrative program. Please place a check mark in the space at the right to indicate your perception of the candidate's competency in that area. All responses except personal comments will be computerized and no individual will be identified.

Definition of Terms:

4. Advanced (A level)

The intern demonstrates a broad and deep understanding of the knowledge and skills of leadership. The intern initiates multiple opportunities for implementation of the knowledge or skill and seeks wide participation via varied and active modes of engagement to develop a strong school leadership team. The intern completes tasks on time with little or no supervision. The intern seeks advice and seeks answers to appropriate problems. You would want your child or relative have this person as an administrator.

3. Proficient (B level)

The intern demonstrates adequate understanding of the knowledge and skills of leadership. The intern initiates opportunities for implementation of the knowledge or skill and seeks some participation via varied and active modes of engagement to develop a strong school leadership team. The intern completes tasks on time with minimal supervision. The intern sometimes seeks advice and sometimes seeks answers to appropriate problems. This candidate would be an adequate administrator.

2. Progressing (C level)

The intern demonstrates a minimal understanding of the knowledge and skills of leadership. The intern initiates single opportunities for implementation of the knowledge or skill. The intern demonstrates a top-down paradigm of educational leadership and does not seek wide stakeholder participation. Passive modes of leadership are exhibited. The intern must be reminded to complete tasks on time. The intern rarely seeks advice and rarely seeks answers to appropriate problems. At the current level of development you would not want your child or relative to have this person as an administrator.

1. Unacceptable (D level)

This intern exhibits a distinct lack of understanding of the educational leadership process. Serious deficiencies in the knowledge and skills to be an educational administrator are apparent. The intern does not seek advice and does not seek answers to appropriate problems. This intern should be counseled about their choice of administration as a career path.

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Rating Scale: 1 – Unacceptable (D) 2 – Progressing (C) 3 – Proficient (B) 4 – Advanced (A)					
HOW WOULD YOU RATE THE CANDIDATE?		1	2	3	4
1.0	Standard 1: Mission, Vision, and Improvement: 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 collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.				
1.1	The intern understands and demonstrates 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.				
1.2	The intern understands and demonstrates the capacity to lead improvement processes that include data use, design, implementation, and evaluation.				
2.0	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.				
2.1	The intern understands and demonstrates the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.				
2.2	The intern understands and demonstrates the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.				
2.3	The intern understands and demonstrates the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.				
3.0	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				

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	commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.				
3.1	The intern understands and demonstrates the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.				
3.2	The intern understands and demonstrates 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.				
3.3	The intern understands and demonstrates the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.				
4.0	Standard 4: Learning and Instruction: 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 evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.				
4.1	The intern understands and demonstrates the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.				
4.2	The intern understands and demonstrates the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.				
4.3	The intern understands and demonstrates the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.				
4.4	The intern understands and demonstrates the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.				
5.0	Standard 5: Community and External Leadership: Candidates who successfully complete a building-level educational leadership preparation program understand				

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	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 engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.				
5.1	The intern understands and demonstrates the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.				
5.2	The intern understands and demonstrates the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.				
5.3	The intern understands and demonstrates the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.				
6.0	Standard 6: Operations and Management: 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 improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.				
6.1	The intern understands and demonstrates the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.				
6.2	The intern understands and demonstrates the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.				
6.3	The intern understands and demonstrates the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.				
7.0	Standard 7: Building Professional Capacity: 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				

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	necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.				
7.1	The intern understands and demonstrates the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.				
7.2	The intern understands and demonstrates the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.				
7.3	The intern understands and demonstrates the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.				
7.4	The intern understands and demonstrates the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.				

Appendix B

PERSONAL COMMENTS ARE WELCOME AND MAY BE WRITTEN HERE OR ON THE BACK OF THIS SHEET.

Comments:

On-site Supervisor's Signature: _____

On-site Supervisor's Name (printed): _____

On-site Supervisor's Position Title: _____

Date: _____