	ELCC Building Level Sta	ndard Element		Score
ELCC Standard Element 1.1 : Candidates unders	tand and can collaboratively develop, articulate, i	mplement, and steward a shared vision of learnin	g for a school.	
Written Reflection Evaluation Criteria for Building Level Standard Element				
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if an	у
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate underst	tands and
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledg	e and
leadership skills necessary regarding: the	necessary regarding: the importance of	necessary regarding: the importance of	leadership skills necessary regarding	: the
importance of working collaboratively; the	working collaboratively; the role of creating a	working collaboratively; the role of creating a	importance of working collaborative	ly; the
role of creating a vision; methods for	vision; methods for involving others in	vision; methods for involving others in	role of creating a vision; methods fo	r
involving others in decision making; the	decision making; the process for developing a	decision making; the process for developing a	involving others in decision making;	the
process for developing a school improvement	school improvement plan; and how a vision	school improvement plan; and how a vision	process for developing a school impi	rovement
plan; and how a vision guides future	guides future decisions.	guides future decisions.	plan; and how a vision guides future	
decisions.	B) The written reflection is: comprehensive	B) The written reflection is: minimally	decisions.	
B) The written reflection is: very	including applying relevant theory and	comprehensive and lacks applying relevant	B) The written reflection is: not at al	I
comprehensive including fully applying	literature, and best practice.	theory and literature, and best practice.	comprehensive and does not apply a	any
relevant theory and literature, and best	C) The leadership internship portfolio artifacts	C) The leadership internship portfolio artifacts	relevant theory and literature, or be	st
practice.	are aligned with the ELCC standard element.	are not well aligned with the ELCC standard	practice.	
C) The leadership internship portfolio artifacts		element.	C) The leadership internship portfoli	o artifact
are fully aligned with the ELCC standard			are not aligned with the ELCC standa	ard
element.			element.	

	ELCC District Level Star	ndard Element	Score	
ELCC Standard Element 1.1: Candidates unders	tand and can collaboratively develop, articulate, i	mplement, and steward a shared vision of learnin	g for a district.	
Written Reflection Evaluation Criteria for District Level Standard Element				
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
A) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the importance of working collaboratively; the role of creating a vision; methods for involving others in decision making; the process for developing a district improvement plan; and how a vision guides future decisions. B) The written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the importance of working collaboratively; the role of creating a vision; methods for involving others in decision making; the process for developing a district improvement plan; and how a vision guides future decisions. B) The written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the importance of working collaboratively; the role of creating a vision; methods for involving others in decision making; the process for developing a district improvement plan; and how a vision guides future decisions. B) The written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the importance of working collaboratively; the role of creating a vision; methods for involving others in decision making; the process for developing a district improvement plan; and how a vision guides future decisions. B) The written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.	

	ELCC Building Level Sta	ndard Element		Score
ELCC Standard Element 1.2: Candidates unders goals.	tand and can collect and use data to identify scho	ool goals, assess organizational effectiveness, and	implement plans to achieve school	
	Written Reflection Evaluation Criteri	a for Building Level Standard Element		
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
A) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: being able to select appropriate data to analyze student and building performance; develop school improvement processes and strategies based upon assessment data; and develop goals based upon student and building needs. B) The written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: being able to select appropriate data to analyze student and building performance; develop school improvement processes and strategies based upon assessment data; and develop goals based upon student and building needs. B) The written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: being able to select appropriate data to analyze student and building performance; develop school improvement processes and strategies based upon assessment data; and develop goals based upon student and building needs. B) The written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if an evidence that the candidate underst can reflect on the content knowledg leadership skills necessary regarding able to select appropriate data to an student and building performance; consciously school improvement processes and based upon assessment data; and do goals based upon student and building. The written reflection is: not at all comprehensive and does not apply relevant theory and literature, or be practice. C) The leadership internship portfoliare not aligned with the ELCC standard.	tands and e and :: being lalyze develop strategies evelop ng needs. I any st

	ELCC District Level Star	ndard Element	Score
ELCC Standard Element 1.2: Candidates unders goals.	tand and can collect and use data to identify scho	ol goals, assess organizational effectiveness, and	implement plans to achieve district
	Written Reflection Evaluation Criter	ia for District Level Standard Element	
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if any
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate understands and
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge and
leadership skills necessary regarding: being	necessary regarding: being able to select	necessary regarding: being able to select	leadership skills necessary regarding: being
able to select appropriate data to analyze	appropriate data to analyze district	appropriate data to analyze district	able to select appropriate data to analyze
district performance; develop district	performance; develop district improvement	performance; develop district improvement	district performance; develop district
improvement processes and strategies based	processes and strategies based upon	processes and strategies based upon	improvement processes and strategies based
upon assessment data; and develop goals	assessment data; and develop goals based	assessment data; and develop goals based	upon assessment data; and develop goals
based upon student and district needs.	upon student and district needs.	upon student and district needs.	based upon student and district needs.
B) The written reflection is: very	B) The written reflection is: comprehensive	B) The written reflection is: minimally	B) The written reflection is: not at all
comprehensive including fully applying	including applying relevant theory and	comprehensive and lacks applying relevant	comprehensive and does not apply any
relevant theory and literature, and best	literature, and best practice.	theory and literature, and best practice.	relevant theory and literature, or best
practice.	C) The leadership internship portfolio artifacts	C) The leadership internship portfolio artifacts	practice.
C) The leadership internship portfolio artifacts	are aligned with the ELCC standard element.	are not well aligned with the ELCC standard	C) The leadership internship portfolio artifacts
are fully aligned with the ELCC standard element.		element.	are not aligned with the ELCC standard element.

	ELCC Building Level Sta	ndard Element		Score
ELCC Standard Element 1.3: Candidates unders	tand and can promote continual and sustainable s	school improvement.		
Written Reflection Evaluation Criteria for Building Level Standard Element				
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if an	у
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate underst	tands and
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge	e and
leadership skills necessary regarding: change	necessary regarding: change theories; the	necessary regarding: change theories; the	leadership skills necessary regarding	g: change
theories; the role of professional learning	role of professional learning communities in	role of professional learning communities in	theories; the role of professional lea	rning
communities in creating and supporting	creating and supporting school improvement;	creating and supporting school improvement;	communities in creating and support	ting
school improvement; and how to design and	and how to design and deliver effective	and how to design and deliver effective	school improvement; and how to de	sign and
deliver effective professional development	professional development that enhances	professional development that enhances	deliver effective professional develo	pment
that enhances professional practice and	professional practice and learning.	professional practice and learning.	that enhances professional practice	and
learning.	B) The written reflection is: comprehensive	B) The written reflection is: minimally	learning.	
B) The written reflection is: very	including applying relevant theory and	comprehensive and lacks applying relevant	B) The written reflection is: not at all	l
comprehensive including fully applying	literature, and best practice.	theory and literature, and best practice.	comprehensive and does not apply a	any
relevant theory and literature, and best	C) The leadership internship portfolio artifacts	C) The leadership internship portfolio artifacts	relevant theory and literature, or be	st
practice.	are aligned with the ELCC standard element.	are not well aligned with the ELCC standard	practice.	
C) The leadership internship portfolio artifacts		element.	C) The leadership internship portfolio	o artifacts
are fully aligned with the ELCC standard			are not aligned with the ELCC standa	ard
element.			element.	

			Score	
ELCC Standard Element 1.3: Candidates unders	tand and can promote continual and sustainable	district improvement.		
	Written Reflection Evaluation Criteria for District Level Standard Element			
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if any	
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate understands and	
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge and	
leadership skills necessary regarding: change	necessary regarding: change theories; the	necessary regarding: change theories; the	leadership skills necessary regarding: change	
theories; the role of professional learning	role of professional learning communities in	role of professional learning communities in	theories; the role of professional learning	
communities in creating and supporting	creating and supporting district improvement;	creating and supporting district improvement;	communities in creating and supporting	
district improvement; and how to design and	and how to design and deliver effective	and how to design and deliver effective	district improvement; and how to design and	
deliver effective professional development	professional development that enhances	professional development that enhances	deliver effective professional development	
that enhances professional practice and	professional practice and learning.	professional practice and learning.	that enhances professional practice and	
learning.	B) The written reflection is: comprehensive	B) The written reflection is: minimally	learning.	
B) The written reflection is: very	including applying relevant theory and	comprehensive and lacks applying relevant	B) The written reflection is: not at all	
comprehensive including fully applying	literature, and best practice.	theory and literature, and best practice.	comprehensive and does not apply any	
relevant theory and literature, and best	C) The leadership internship portfolio artifacts	C) The leadership internship portfolio artifacts	relevant theory and literature, or best	
practice.	are aligned with the ELCC standard element.	are not well aligned with the ELCC standard	practice.	
C) The leadership internship portfolio artifacts		element.	C) The leadership internship portfolio artifact	
are fully aligned with the ELCC standard			are not aligned with the ELCC standard	
element.			element.	

	ELCC Building Level Sta	ndard Element	Score
ELCC Standard Element 1.4: Candidates unders	tand and can evaluate school progress and revise	school plans supported by school stakeholders	
	Written Reflection Evaluation Criteri	a for Building Level Standard Element	
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if any
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate understands and
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge and
leadership skills necessary regarding: being	necessary regarding: being able to identify	necessary regarding: being able to identify	leadership skills necessary regarding: being
able to identify tools and strategies that	tools and strategies that promote monitoring	tools and strategies that promote monitoring	able to identify tools and strategies that
promote monitoring of school progress;	of school progress; create instrumentation	of school progress; create instrumentation	promote monitoring of school progress;
create instrumentation and processes to	and processes to evaluate school progress;	and processes to evaluate school progress;	create instrumentation and processes to
evaluate school progress; and how to	and how to communicate goal progress to	and how to communicate goal progress to	evaluate school progress; and how to
communicate goal progress to constituencies.	constituencies.	constituencies.	communicate goal progress to constituencies
B) The written reflection is: very	B) The written reflection is: comprehensive	B) The written reflection is: minimally	B) The written reflection is: not at all
comprehensive including fully applying	including applying relevant theory and	comprehensive and lacks applying relevant	comprehensive and does not apply any
relevant theory and literature, and best	literature, and best practice.	theory and literature, and best practice.	relevant theory and literature, or best
practice.	C) The leadership internship portfolio artifacts	C) The leadership internship portfolio artifacts	practice.
C) The leadership internship portfolio artifacts	are aligned with the ELCC standard element.	are not well aligned with the ELCC standard	C) The leadership internship portfolio artifact
are fully aligned with the ELCC standard		element.	are not aligned with the ELCC standard
element.			element.

	ELCC District Level Star	ndard Element		Score
ELCC Standard Element 1.4: Candidates underst	tand and can evaluate school progress and revise	school plans supported by district stakeholders		
	Written Reflection Evaluation Criter	ia for District Level Standard Element		
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if any	,
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate understa	ands and
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge	and
leadership skills necessary regarding: being	necessary regarding: being able to identify	necessary regarding: being able to identify	leadership skills necessary regarding:	being
able to identify tools and strategies that	tools and strategies that promote monitoring	tools and strategies that promote monitoring	able to identify tools and strategies tl	hat
promote monitoring of district progress;	of district progress; create instrumentation	of district progress; create instrumentation	promote monitoring of district progre	ess;
create instrumentation and processes to	and processes to evaluate district progress;	and processes to evaluate district progress;	create instrumentation and processe	s to
evaluate district progress; and how to	and how to communicate goal progress to	and how to communicate goal progress to	evaluate district progress; and how to	0
communicate goal progress to constituencies.	constituencies.	constituencies.	communicate goal progress to consti	tuencies.
B) The written reflection is: very	B) The written reflection is: comprehensive	B) The written reflection is: minimally	B) The written reflection is: not at all	
comprehensive including fully applying	including applying relevant theory and	comprehensive and lacks applying relevant	comprehensive and does not apply a	ny
relevant theory and literature, and best	literature, and best practice.	theory and literature, and best practice.	relevant theory and literature, or bes	t
practice.	C) The leadership internship portfolio artifacts	C) The leadership internship portfolio artifacts	practice.	
C) The leadership internship portfolio artifacts	are aligned with the ELCC standard element.	are not well aligned with the ELCC standard	C) The leadership internship portfolio	artifacts
are fully aligned with the ELCC standard		element.	are not aligned with the ELCC standa	rd
element.			element.	

ELCC Building Level Standard Element Score ELCC Standard Element 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. Written Reflection Evaluation Criteria for Building Level Standard Element Distinguished - 4 Points Proficient - 3 Points Novice - 2 Points Unsatisfactory – 1 Point A) The reflection provides evidence that the A) The reflection provides little evidence that A) The reflection provides strong evidence A) The reflection provides little if any that the candidate understands and can candidate understands and can reflect on the the candidate understands and can reflect on evidence that the candidate understands and reflect on the content knowledge and content knowledge and leadership skills the content knowledge and leadership skills can reflect on the content knowledge and leadership skills necessary regarding: building necessary regarding: building a positive necessary regarding: building a positive leadership skills necessary regarding: building a positive school learning environment school learning environment through role school learning environment through role a positive school learning environment through role modeling, high expectations for modeling, high expectations for and fair modeling, high expectations for and fair through role modeling, high expectations for and fair treatment of everyone; and an treatment of everyone; and an understanding treatment of everyone; and an understanding and fair treatment of everyone; and an understanding of human development and of human development and adult learning of human development and adult learning understanding of human development and adult learning theories. theories. theories. adult learning theories. B) The written reflection is: very B) The written reflection is: comprehensive B) The written reflection is: minimally B) The written reflection is: not at all comprehensive including fully applying comprehensive and lacks applying relevant including applying relevant theory and comprehensive and does not apply any relevant theory and literature, and best literature, and best practice. theory and literature, and best practice. relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts C) The leadership internship portfolio artifacts practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element. are not well aligned with the ELCC standard C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element. are not aligned with the ELCC standard element. element.

	ELCC District Level Star			Score
	tand and can sustain a district culture and instruc	tional program conducive to student learning thro	ough collaboration, trust, and a	
personalized learning environment with high ex	•			
	Written Reflection Evaluation Criteri	a for District Level Standard Element		
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if any	
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate understa	nds an
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge	and
leadership skills necessary regarding: building	necessary regarding: building a positive	necessary regarding: building a positive	leadership skills necessary regarding:	buildin
a positive district learning environment	district learning environment through role	district learning environment through role	a positive district learning environme	nt
through role modeling, high expectations for	modeling, high expectations for and fair	modeling, high expectations for and fair	through role modeling, high expectati	ions fo
and fair treatment of everyone; and an	treatment of everyone; and an understanding	treatment of everyone; and an understanding	and fair treatment of everyone; and a	n
understanding of human development and	of human development and adult learning	of human development and adult learning	understanding of human developmen	nt and
adult learning theories.	theories.	theories.	adult learning theories.	
B) The written reflection is: very	B) The written reflection is: comprehensive	B) The written reflection is: minimally	B) The written reflection is: not at all	
comprehensive including fully applying	including applying relevant theory and	comprehensive and lacks applying relevant	comprehensive and does not apply a	ny
relevant theory and literature, and best	literature, and best practice.	theory and literature, and best practice.	relevant theory and literature, or best	t
practice.	C) The leadership internship portfolio artifacts	C) The leadership internship portfolio artifacts	practice.	
C) The leadership internship portfolio artifacts	are aligned with the ELCC standard element.	are not well aligned with the ELCC standard	C) The leadership internship portfolio	artifac
are fully aligned with the ELCC standard		element.	are not aligned with the ELCC standar	rd
element.			element.	

	ELCC Building Level Sta	ndard Element		Score	
ELCC Standard Element 2.2: Candidates underst	and and can create and evaluate a comprehensiv	e, rigorous, and coherent curricular and instruction	onal school program.		
	Written Reflection Evaluation Criteria for Building Level Standard Element				
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point		
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if an	у	
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate underst	ands and	
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledg	e and	
leadership skills necessary regarding:	necessary regarding: understanding and	necessary regarding: understanding and	leadership skills necessary regarding	:	
understanding and selecting multiple teacher	selecting multiple teacher assessment	selecting multiple teacher assessment	understanding and selecting multiple	e teacher	
assessment models; utilizing various	models; utilizing various instructional	models; utilizing various instructional	assessment models; utilizing various		
instructional observation techniques; and	observation techniques; and developing an	observation techniques; and developing an	instructional observation techniques	; and	
developing an articulated school curriculum	articulated school curriculum based upon	articulated school curriculum based upon	developing an articulated school cur	riculum	
based upon student needs and results.	student needs and results.	student needs and results.	based upon student needs and resul	ts.	
B) The written reflection is: very	B) The written reflection is: comprehensive	B) The written reflection is: minimally	B) The written reflection is: not at all		
comprehensive including fully applying	including applying relevant theory and	comprehensive and lacks applying relevant	comprehensive and does not apply a	any	
relevant theory and literature, and best	literature, and best practice.	theory and literature, and best practice.	relevant theory and literature, or be	st	
practice.	C) The leadership internship portfolio artifacts	C) The leadership internship portfolio artifacts	practice.		
C) The leadership internship portfolio artifacts	are aligned with the ELCC standard element.	are not well aligned with the ELCC standard	C) The leadership internship portfoli	o artifacts	
are fully aligned with the ELCC standard		element.	are not aligned with the ELCC standa	ard	
element.			element.		

	ELCC District Level Star	ndard Element		Score	
ELCC Standard Element 2.2: Candidates underst	and and can create and evaluate a comprehensiv	e, rigorous, and coherent curricular and instruction	onal district program.		
	Written Reflection Evaluation Criteria for District Level Standard Element				
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point		
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if any	у	
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate underst	ands and	
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge	e and	
leadership skills necessary regarding:	necessary regarding: understanding and	necessary regarding: understanding and	leadership skills necessary regarding:	:	
understanding and selecting multiple teacher	selecting multiple teacher assessment	selecting multiple teacher assessment	understanding and selecting multiple	e teacher	
assessment models; utilizing various	models; utilizing various instructional	models; utilizing various instructional	assessment models; utilizing various		
instructional observation techniques; and	observation techniques; and developing an	observation techniques; and developing an	instructional observation techniques	; and	
developing an articulated district curriculum	articulated district curriculum based upon	articulated district curriculum based upon	developing an articulated district cur	riculum	
based upon student needs and results.	student needs and results.	student needs and results.	based upon student needs and result	ts.	
B) The written reflection is: very	B) The written reflection is: comprehensive	B) The written reflection is: minimally	B) The written reflection is: not at all	ı	
comprehensive including fully applying	including applying relevant theory and	comprehensive and lacks applying relevant	comprehensive and does not apply a	any	
relevant theory and literature, and best	literature, and best practice.	theory and literature, and best practice.	relevant theory and literature, or bes	st	
practice.	C) The leadership internship portfolio artifacts	C) The leadership internship portfolio artifacts	practice.		
C) The leadership internship portfolio artifacts	are aligned with the ELCC standard element.	are not well aligned with the ELCC standard	C) The leadership internship portfolio	o artifacts	
are fully aligned with the ELCC standard element.		element.	are not aligned with the ELCC standa element.	ırd	

	ELCC Building Level Sta	ndard Element		Score	
ELCC Standard Element 2.3: Candidates underst	and and can develop and supervise the instructio	nal and leadership capacity of school staff.			
	Written Reflection Evaluation Criteria for Building Level Standard Element				
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point		
A) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select school instructional materials; and align professional development based on teacher needs and student data in the school. B) The written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select school instructional materials; and align professional development based on teacher needs and student data in the school. B) The written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select school instructional materials; and align professional development based on teacher needs and student data in the school. B) The written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if an evidence that the candidate underst can reflect on the content knowledg leadership skills necessary regarding implementing appropriate tools and strategies to observe and improve in be able to design or select school instructional materials; and align prodevelopment based on teacher need student data in the school. B) The written reflection is: not at all comprehensive and does not apply relevant theory and literature, or be practice. C) The leadership internship portfolices are not aligned with the ELCC standard and aligned with the ELCC standard contents.	ands and e and : estruction; ofessional ds and l any st	
are fully aligned with the ELCC standard element.			are not aligned with the ELCC standa element.	ard	

	ELCC District Level Star	ndard Element		Score	
ELCC Standard Element 2.3: Candidates underst	ELCC Standard Element 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of district staff.				
	Written Reflection Evaluation Criteri	a for District Level Standard Element			
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point		
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if an	у	
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate underst	ands and	
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledg	e and	
leadership skills necessary regarding:	necessary regarding: implementing	necessary regarding: implementing	leadership skills necessary regarding	:	
implementing appropriate tools and	appropriate tools and strategies to observe	appropriate tools and strategies to observe	implementing appropriate tools and		
strategies to observe and improve instruction;	and improve instruction; be able to design or	and improve instruction; be able to design or	strategies to observe and improve in	struction;	
be able to design or select district	select school instructional materials; and align	select school instructional materials; and align	be able to design or select school		
instructional materials; and align professional	professional development based on teacher	professional development based on teacher	instructional materials; and align pro	ofessional	
development based on teacher needs and	needs and student data in the school.	needs and student data in the school.	development based on teacher need	ds and	
student data in the district.	B) The written reflection is: comprehensive	B) The written reflection is: minimally	student data in the school.		
B) The written reflection is: very	including applying relevant theory and	comprehensive and lacks applying relevant	B) The written reflection is: not at al	l	
comprehensive including fully applying	literature, and best practice.	theory and literature, and best practice.	comprehensive and does not apply a	any	
relevant theory and literature, and best	C) The leadership internship portfolio artifacts	C) The leadership internship portfolio artifacts	relevant theory and literature, or be	st	
practice.	are aligned with the ELCC standard element.	are not well aligned with the ELCC standard	practice.		

C) The leadership internship portfolio artifacts	element.	C) The leadership internship portfolio artifacts
are fully aligned with the ELCC standard		are not aligned with the ELCC standard
element.		element.

ELCC Building Level Standard Element					
ELCC Standard Element 2.4: Candidates underst	ELCC Standard Element 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.				
	Written Reflection Evaluation Criteria	a for Building Level Standard Element			
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point		
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if any	,	
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate understa	ands and	
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge	e and	
leadership skills necessary regarding: the	necessary regarding: the effective use of	necessary regarding: the effective use of	leadership skills necessary regarding:	the	
effective use of appropriate technology to	appropriate technology to enhance school	appropriate technology to enhance school	effective use of appropriate technolo	gy to	
enhance school instruction; the challenges	instruction; the challenges and need for	instruction; the challenges and need for	enhance school instruction; the challe	enges	
and need for appropriate and reliable	appropriate and reliable infrastructure; and	appropriate and reliable infrastructure; and	and need for appropriate and reliable	9	
infrastructure; and the use of technology to	the use of technology to analyze data results	the use of technology to analyze data results	infrastructure; and the use of technol	logy to	
analyze data results and target areas for	and target areas for improvement in the	and target areas for improvement in the	analyze data results and target areas	for	
improvement in the building.	building.	building.	improvement in the building.		
B) The written reflection is: very	B) The written reflection is: comprehensive	B) The written reflection is: minimally	B) The written reflection is: not at all		
comprehensive including fully applying	including applying relevant theory and	comprehensive and lacks applying relevant	comprehensive and does not apply a	ny	
relevant theory and literature, and best	literature, and best practice.	theory and literature, and best practice.	relevant theory and literature, or bes	t	
practice.	C) The leadership internship portfolio artifacts	C) The leadership internship portfolio artifacts	practice.		
C) The leadership internship portfolio artifacts	are aligned with the ELCC standard element.	are not well aligned with the ELCC standard	C) The leadership internship portfolio	artifacts	
are fully aligned with the ELCC standard		element.	are not aligned with the ELCC standa	rd	
element.			element.		

	ELCC District Level Standard Element					
ELCC Standard Element 2.4: Candidates unders	ELCC Standard Element 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a district environment.					
	Written Reflection Evaluation Criter	a for District Level Standard Element				
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point			
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if any			
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate understands and			
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge and			
leadership skills necessary regarding: the	necessary regarding: the effective use of	necessary regarding: the effective use of	leadership skills necessary regarding: the			
effective use of appropriate technology to	appropriate technology to enhance district	appropriate technology to enhance district	effective use of appropriate technology to			
enhance district instruction; the challenges	instruction; the challenges and need for	instruction; the challenges and need for	enhance district instruction; the challenges			
and need for appropriate and reliable	appropriate and reliable infrastructure; and	appropriate and reliable infrastructure; and	and need for appropriate and reliable			
infrastructure; and the use of technology to	the use of technology to analyze data results	the use of technology to analyze data results	infrastructure; and the use of technology to			
analyze data results and target areas for	and target areas for improvement in the	and target areas for improvement in the	analyze data results and target areas for			
improvement in the district.	district.	district.	improvement in the district.			
B) The written reflection is: very	B) The written reflection is: comprehensive	B) The written reflection is: minimally	B) The written reflection is: not at all			
comprehensive including fully applying	including applying relevant theory and	comprehensive and lacks applying relevant	comprehensive and does not apply any			
relevant theory and literature, and best	literature, and best practice.	theory and literature, and best practice.	relevant theory and literature, or best			
practice.	C) The leadership internship portfolio artifacts	C) The leadership internship portfolio artifacts	practice.			

C) The leadership internship portfolio artifacts	are aligned with the ELCC standard element.	are not well aligned with the ELCC standard	C) The leadership internship portfolio artifacts
are fully aligned with the ELCC standard		element.	are not aligned with the ELCC standard
element.			element.

ELCC Building Level Standard Element					
ELCC Standard Element 3.1: Candidates underst	ELCC Standard Element 3.1: Candidates understand and can monitor and evaluate school management and operational systems.				
	Written Reflection Evaluation Criteria	a for Building Level Standard Element			
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point		
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if an	y	
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate underst	ands and	
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge	e and	
leadership skills necessary regarding:	necessary regarding: assessing the work and	necessary regarding: assessing the work and	leadership skills necessary regarding	:	
assessing the work and operating processes	operating processes of the school to identify	operating processes of the school to identify	assessing the work and operating pro	ocesses	
of the school to identify challenges and	challenges and opportunities for	challenges and opportunities for	of the school to identify challenges a	nd	
opportunities for improvement and	improvement and efficiency; and develop	improvement and efficiency; and develop	opportunities for improvement and		
efficiency; and develop long range goals and	long range goals and plans to address and	long range goals and plans to address and	efficiency; and develop long range go		
plans to address and improve overall	improve overall operation of the school.	improve overall operation of the school.	plans to address and improve overal		
operation of the school.	B) The written reflection is: comprehensive	B) The written reflection is: minimally	operation of the school.		
B) The written reflection is: very	including applying relevant theory and	comprehensive and lacks applying relevant	B) The written reflection is: not at all		
comprehensive including fully applying	literature, and best practice.	theory and literature, and best practice.	comprehensive and does not apply a	any	
relevant theory and literature, and best	C) The leadership internship portfolio artifacts	C) The leadership internship portfolio artifacts	relevant theory and literature, or be	st	
practice.	are aligned with the ELCC standard element.	are not well aligned with the ELCC standard	practice.		
C) The leadership internship portfolio artifacts		element.	C) The leadership internship portfolio	o artifacts	
are fully aligned with the ELCC standard			are not aligned with the ELCC standa	ard	
element.			element.		

ELCC District Level Standard Element					
ELCC Standard Element 3.1: Candidates understand and can monitor and evaluate district management and operational systems.					
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point		
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if any		
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate understands and		
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge and		
leadership skills necessary regarding:	necessary regarding: assessing the work and	necessary regarding: assessing the work and	leadership skills necessary regarding:		
assessing the work and operating processes	operating processes of the district to identify	operating processes of the district to identify	assessing the work and operating processes		
of the district to identify challenges and	challenges and opportunities for	challenges and opportunities for	of the district to identify challenges and		
opportunities for improvement and	improvement and efficiency; and develop	improvement and efficiency; and develop	opportunities for improvement and		
efficiency; and develop long range goals and	long range goals and plans to address and	long range goals and plans to address and	efficiency; and develop long range goals and		
plans to address and improve overall	improve overall operation of the school.	improve overall operation of the school.	plans to address and improve overall		
operation of the school.	B) The written reflection is: comprehensive	B) The written reflection is: minimally	operation of the school.		
B) The written reflection is: very	including applying relevant theory and	comprehensive and lacks applying relevant	B) The written reflection is: not at all		
comprehensive including fully applying	literature, and best practice.	theory and literature, and best practice.	comprehensive and does not apply any		
relevant theory and literature, and best	C) The leadership internship portfolio artifacts	C) The leadership internship portfolio artifacts	relevant theory and literature, or best		
practice.	are aligned with the ELCC standard element.	are not well aligned with the ELCC standard	practice.		

C) The leadership internship portfolio artifacts	element.	C) The leadership internship portfolio artifacts
are fully aligned with the ELCC standard		are not aligned with the ELCC standard
element.		element.

ELCC Standard Element 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

Elect Standard Element 5.2. Canadidates understand and can elimeterity disc named, and technological resources to manage sensor operations.					
	Written Reflection Evaluation Criteria for Building Level Standard Element				
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point		
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if any		
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate understands and		
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge and		
leadership skills necessary regarding:	necessary regarding: understanding how to	necessary regarding: understanding how to	leadership skills necessary regarding:		
understanding how to align fiscal, human and	align fiscal, human and facility resources to	align fiscal, human and facility resources to	understanding how to align fiscal, human and		
facility resources to efficiently support	efficiently support learning in a school;	efficiently support learning in a school;	facility resources to efficiently support		
learning in a school; developing budgetary	developing budgetary plans including long	developing budgetary plans including long	learning in a school; developing budgetary		
plans including long range fiscal projections;	range fiscal projections; and utilizing	range fiscal projections; and utilizing	plans including long range fiscal projections;		
and utilizing technology tools to project needs	technology tools to project needs in the	technology tools to project needs in the	and utilizing technology tools to project needs		
in the school building.	school building.	school building.	in the school building.		
B) The written reflection is: very	B) The written reflection is: comprehensive	B) The written reflection is: minimally	B) The written reflection is: not at all		
comprehensive including fully applying	including applying relevant theory and	comprehensive and lacks applying relevant	comprehensive and does not apply any		
relevant theory and literature, and best	literature, and best practice.	theory and literature, and best practice.	relevant theory and literature, or best		
practice.	C) The leadership internship portfolio artifacts	C) The leadership internship portfolio artifacts	practice.		
C) The leadership internship portfolio artifacts	are aligned with the ELCC standard element.	are not well aligned with the ELCC standard	C) The leadership internship portfolio artifacts		
are fully aligned with the ELCC standard		element.	are not aligned with the ELCC standard		
element.			element.		

			Score	
ELCC Standard Element 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage district operations.				
	Written Reflection Evaluation Criteri	a for District Level Standard Element		
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if any	
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate understands and	
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge and	
leadership skills necessary regarding:	necessary regarding: understanding how to	necessary regarding: understanding how to	leadership skills necessary regarding:	
understanding how to align fiscal, human and	align fiscal, human and facility resources to	align fiscal, human and facility resources to	understanding how to align fiscal, human and	
facility resources to efficiently support	efficiently support learning in a district;	efficiently support learning in a district;	facility resources to efficiently support	
learning in a district; developing budgetary	developing budgetary plans including long	developing budgetary plans including long	learning in a district; developing budgetary	
plans including long range fiscal projections;	range fiscal projections; and utilizing	range fiscal projections; and utilizing	plans including long range fiscal projections;	
and utilizing technology tools to project needs	technology tools to project needs in the	technology tools to project needs in the	and utilizing technology tools to project needs	
in the district.	district.	district.	in the district.	
B) The written reflection is: very	B) The written reflection is: comprehensive	B) The written reflection is: minimally	B) The written reflection is: not at all	
comprehensive including fully applying	including applying relevant theory and	comprehensive and lacks applying relevant	comprehensive and does not apply any	
relevant theory and literature, and best	literature, and best practice.	theory and literature, and best practice.	relevant theory and literature, or best	
practice.	C) The leadership internship portfolio artifacts	C) The leadership internship portfolio artifacts	practice.	

C) The leadership internship portfolio artifacts	are aligned with the ELCC standard element.	are not well aligned with the ELCC standard	C) The leadership internship portfolio artifacts
are fully aligned with the ELCC standard		element.	are not aligned with the ELCC standard
element.			element.

ELCC Building Level Standard Element						
ELCC Standard Element 3.3: Candidates underst	ELCC Standard Element 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.					
	Written Reflection Evaluation Criteria	a for Building Level Standard Element				
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point			
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if any			
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate understa	ands and		
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge	and		
leadership skills necessary regarding:	necessary regarding: establishing and	necessary regarding: establishing and	leadership skills necessary regarding:			
establishing and maintaining a safe, orderly	maintaining a safe, orderly learning	maintaining a safe, orderly learning	establishing and maintaining a safe, o	orderly		
learning environment through establishing	environment through establishing school	environment through establishing school	learning environment through establi	ishing		
school crisis procedures and expectations for	crisis procedures and expectations for	crisis procedures and expectations for	school crisis procedures and expectat	ions for		
behavior; by enforcing student discipline in	behavior; by enforcing student discipline in	behavior; by enforcing student discipline in	behavior; by enforcing student discipl	line in		
the school; and monitoring and evaluating	the school; and monitoring and evaluating	the school; and monitoring and evaluating	the school; and monitoring and evaluation	ating		
school processes.	school processes.	school processes.	school processes.			
B) The written reflection is: very	B) The written reflection is: comprehensive	B) The written reflection is: minimally	B) The written reflection is: not at all			
comprehensive including fully applying	including applying relevant theory and	comprehensive and lacks applying relevant	comprehensive and does not apply a	ny		
relevant theory and literature, and best	literature, and best practice.	theory and literature, and best practice.	relevant theory and literature, or best	t		
practice.	C) The leadership internship portfolio artifacts	C) The leadership internship portfolio artifacts	practice.			
C) The leadership internship portfolio artifacts	are aligned with the ELCC standard element.	are not well aligned with the ELCC standard	C) The leadership internship portfolio	artifacts		
are fully aligned with the ELCC standard		element.	are not aligned with the ELCC standar	rd		
element.			element.			

			Score			
ELCC Standard Element 3.3: Candidates underst	tand and can promote districtbased policies and	procedures that protect the welfare and safety of	of students and staff within the			
district.	district.					
	Written Reflection Evaluation Criter	ia for District Level Standard Element				
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point			
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if any			
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate understands and			
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge and			
leadership skills necessary regarding:	necessary regarding: establishing and	necessary regarding: establishing and	leadership skills necessary regarding:			
establishing and maintaining a safe, orderly	maintaining a safe, orderly learning	maintaining a safe, orderly learning	establishing and maintaining a safe, orderly			
learning environment through establishing	environment through establishing district	environment through establishing district	learning environment through establishing			
district crisis procedures and expectations for	crisis procedures and expectations for	crisis procedures and expectations for	district crisis procedures and expectations for			
behavior; by enforcing student discipline in	behavior; by enforcing student discipline in	behavior; by enforcing student discipline in	behavior; by enforcing student discipline in			
the district; and monitoring and evaluating	the district; and monitoring and evaluating	the district; and monitoring and evaluating	the district; and monitoring and evaluating			
district processes.	district processes.	district processes.	district processes.			
B) The written reflection is: very	B) The written reflection is: comprehensive	B) The written reflection is: minimally	B) The written reflection is: not at all			
comprehensive including fully applying	including applying relevant theory and	comprehensive and lacks applying relevant	comprehensive and does not apply any			
relevant theory and literature, and best	literature, and best practice.	theory and literature, and best practice.	relevant theory and literature, or best			

practice.	C) The leadership internship portfolio artifacts	C) The leadership internship portfolio artifacts	practice.
C) The leadership internship portfolio artifacts	are aligned with the ELCC standard element.	are not well aligned with the ELCC standard	C) The leadership internship portfolio artifacts
are fully aligned with the ELCC standard		element.	are not aligned with the ELCC standard
element.			element.

ELCC Building Level Standard Element				
ELCC Standard Element 3.4: Candidates underst	and and can develop school capacity for distribut	ed leadership.		
	Written Reflection Evaluation Criteria	a for Building Level Standard Element		
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if any	y
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate underst	ands and
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge	e and
leadership skills necessary regarding:	necessary regarding: understanding the value	necessary regarding: understanding the value	leadership skills necessary regarding	:
understanding the value of distributed or	of distributed or shared school leadership;	of distributed or shared school leadership;	understanding the value of distribute	ed or
shared school leadership; being able to	being able to identify and encourage staff to	being able to identify and encourage staff to	shared school leadership; being able	to
identify and encourage staff to assume roles	assume roles in decisions; and implement	assume roles in decisions; and implement	identify and encourage staff to assur	ne roles
in decisions; and implement shared decision	shared decision making processes for the	shared decision making processes for the	in decisions; and implement shared of	decision
making processes for the school.	school.	school.	making processes for the school.	
B) The written reflection is: very	B) The written reflection is: comprehensive	B) The written reflection is: minimally	B) The written reflection is: not at all	
comprehensive including fully applying	including applying relevant theory and	comprehensive and lacks applying relevant	comprehensive and does not apply a	any
relevant theory and literature, and best	literature, and best practice.	theory and literature, and best practice.	relevant theory and literature, or bes	st
practice.	C) The leadership internship portfolio artifacts	C) The leadership internship portfolio artifacts	practice.	
C) The leadership internship portfolio artifacts	are aligned with the ELCC standard element.	are not well aligned with the ELCC standard	C) The leadership internship portfolio	o artifacts
are fully aligned with the ELCC standard		element.	are not aligned with the ELCC standa	ard
element.			element.	

ELCC District Level Standard Element				
ELCC Standard Element 3.4: Candidates underst	and and can develop district capacity for distribu	ted leadership.		
	Written Reflection Evaluation Criter	a for District Level Standard Element		
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if an	у
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate underst	ands and
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledg	e and
leadership skills necessary regarding:	necessary regarding: understanding the value	necessary regarding: understanding the value	leadership skills necessary regarding	:
understanding the value of distributed or	of distributed or shared district leadership;	of distributed or shared district leadership;	understanding the value of distribute	ed or
shared district leadership; being able to	being able to identify and encourage staff to	being able to identify and encourage staff to	shared district leadership; being abl	e to
identify and encourage staff to assume roles	assume roles in decisions; and implement	assume roles in decisions; and implement	identify and encourage staff to assur	ne roles
in decisions; and implement shared decision	shared decision making processes for the	shared decision making processes for the	in decisions; and implement shared	decision
making processes for the district	district.	district.	making processes for the district.	
B) The written reflection is: very	B) The written reflection is: comprehensive	B) The written reflection is: minimally	B) The written reflection is: not at all	
comprehensive including fully applying	including applying relevant theory and	comprehensive and lacks applying relevant	comprehensive and does not apply a	any
relevant theory and literature, and best	literature, and best practice.	theory and literature, and best practice.	relevant theory and literature, or be	st
practice.	C) The leadership internship portfolio artifacts	C) The leadership internship portfolio artifacts	practice.	
C) The leadership internship portfolio artifacts	are aligned with the ELCC standard element.	are not well aligned with the ELCC standard	C) The leadership internship portfoli	o artifacts

are fully aligned with the ELCC standard	element.	are not aligned with the ELCC standard
element.		element.

ELCC Building Level Standard Element Score ELCC Standard Element 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning. Written Reflection Evaluation Criteria for Building Level Standard Element Distinguished - 4 Points Proficient - 3 Points Novice - 2 Points Unsatisfactory – 1 Point A) The reflection provides strong evidence A) The reflection provides evidence that the A) The reflection provides little evidence that A) The reflection provides little if any that the candidate understands and can candidate understands and can reflect on the the candidate understands and can reflect on evidence that the candidate understands and reflect on the content knowledge and content knowledge and leadership skills the content knowledge and leadership skills can reflect on the content knowledge and leadership skills necessary regarding: necessary regarding: strategies to increase necessary regarding: strategies to increase leadership skills necessary regarding: strategies to increase instructional time and instructional time and time for teacher instructional time and time for teacher strategies to increase instructional time and time for teacher collaboration; be able to collaboration; be able to develop school collaboration; be able to develop school time for teacher collaboration; be able to develop school schedules that maximize time schedules that maximize time teaching and schedules that maximize time teaching and develop school schedules that maximize time teaching and planning; and work to reduce planning; and work to reduce non-teaching planning; and work to reduce non-teaching teaching and planning; and work to reduce non-teaching duties of teachers in the school. duties of teachers in the school. duties of teachers in the school. non-teaching duties of teachers in the school. B) The written reflection is: very B) The written reflection is: **comprehensive** B) The written reflection is: minimally B) The written reflection is: not at all comprehensive including fully applying including applying relevant theory and comprehensive and lacks applying relevant comprehensive and does not apply any relevant theory and literature, and best literature, and best practice. theory and literature, and best practice. relevant theory and literature, or best C) The leadership internship portfolio artifacts C) The leadership internship portfolio artifacts practice. practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element. are not well aligned with the ELCC standard C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element. are not aligned with the ELCC standard element. element.

ELCC District Level Standard Element				Score
ELCC Standard Element 3.5: Candidates underst	and and can ensure teacher and organizational ti	me focuses on supporting high-quality district inst	truction and student learning.	
	Written Reflection Evaluation Criter	a for District Level Standard Element		
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if an	у
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate underst	ands and
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge	e and
leadership skills necessary regarding:	necessary regarding: strategies to increase	necessary regarding: strategies to increase	leadership skills necessary regarding	:
strategies to increase instructional time and	instructional time and time for teacher	instructional time and time for teacher	strategies to increase instructional ti	me and
time for teacher collaboration; be able to	collaboration; be able to develop district	collaboration; be able to develop district	time for teacher collaboration; be ab	le to
develop district schedules that maximize time	schedules that maximize time teaching and	schedules that maximize time teaching and	develop district schedules that maxir	mize time
teaching and planning; and work to reduce	planning; and work to reduce non-teaching	planning; and work to reduce non-teaching	teaching and planning; and work to r	reduce
non-teaching duties of teachers in the district.	duties of teachers in the district.	duties of teachers in the district.	non-teaching duties of teachers in th	e district.
B) The written reflection is: very	B) The written reflection is: comprehensive	B) The written reflection is: minimally	B) The written reflection is: not at all	
comprehensive including fully applying	including applying relevant theory and	comprehensive and lacks applying relevant	comprehensive and does not apply a	any
relevant theory and literature, and best	literature, and best practice.	theory and literature, and best practice.	relevant theory and literature, or be	st
practice.	C) The leadership internship portfolio artifacts	C) The leadership internship portfolio artifacts	practice.	

C) The leadership internship portfolio artifacts	are aligned with the ELCC standard element.	are not well aligned with the ELCC standard	C) The leadership internship portfolio artifacts
are fully aligned with the ELCC standard		element.	are not aligned with the ELCC standard
element.			element.

ELCC Standard Element 4.1: Candidates underst	and and can collaborate with faculty and commu	nity members by collecting and analyzing informa	tion pertinent to the improvement			
of the school's educational environment.						
	Written Reflection Evaluation Criteria	a for Building Level Standard Element				
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point			
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if any			
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate understands and			
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge and			
leadership skills necessary regarding:	necessary regarding: collaboratively using	necessary regarding: collaboratively using	leadership skills necessary regarding:			
collaboratively using evidence based research	evidence based research to collect school and	evidence based research to collect school and	collaboratively using evidence based research			
to collect school and community information;	community information; understand how to	community information; understand how to	to collect school and community information;			
understand how to include staff and	include staff and community members in	include staff and community members in	understand how to include staff and			
community members in reviewing	reviewing information; and how to share	reviewing information; and how to share	community members in reviewing			
information; and how to share school	school information within the larger	school information within the larger	information; and how to share school			
information within the larger community.	community.	community.	information within the larger community.			
B) The written reflection is: very	B) The written reflection is: comprehensive	B) The written reflection is: minimally	B) The written reflection is: not at all			
comprehensive including fully applying	including applying relevant theory and	comprehensive and lacks applying relevant	comprehensive and does not apply any			
relevant theory and literature, and best	literature, and best practice.	theory and literature, and best practice.	relevant theory and literature, or best			
practice.	C) The leadership internship portfolio artifacts	C) The leadership internship portfolio artifacts	practice.			
C) The leadership internship portfolio artifacts	are aligned with the ELCC standard element.	are not well aligned with the ELCC standard	C) The leadership internship portfolio artifacts			
are fully aligned with the ELCC standard		element.	are not aligned with the ELCC standard			
element.			element.			

ELCC District Level Standard Element LCC Standard Element 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement						
of the district's educational environment.						
	Written Reflection Evaluation Criter	a for District Level Standard Element				
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point			
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if any	1		
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate understa	ands and		
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge	and		
leadership skills necessary regarding:	necessary regarding: collaboratively using	necessary regarding: collaboratively using	leadership skills necessary regarding:			
collaboratively using evidence based research	evidence based research to collect district	evidence based research to collect district	collaboratively using evidence based	research		
to collect district and community information;	and community information; understand how	and community information; understand how	to collect district and community info	rmation;		
understand how to include staff and	to include staff and community members in	to include staff and community members in	understand how to include staff and			
community members in reviewing	reviewing information; and how to share	reviewing information; and how to share	community members in reviewing			
information; and how to share district	district information within the larger	district information within the larger	information; and how to share distric	t		
information within the larger community.	community.	community.	information within the larger commu	nity.		

B) The written reflection is: very
comprehensive including fully applying
relevant theory and literature, and best
practice.

- C) The leadership internship portfolio artifacts are **fully aligned** with the ELCC standard element.
- B) The written reflection is: **comprehensive** including applying relevant theory and literature, and best practice.
- C) The leadership internship portfolio artifacts are **aligned** with the ELCC standard element.
- B) The written reflection is: **minimally comprehensive** and **lacks** applying relevant theory and literature, and best practice.
 C) The leadership internship portfolio artifact
- C) The leadership internship portfolio artifacts are **not well aligned** with the ELCC standard element.
- B) The written reflection is: not at all **comprehensive** and does not apply any relevant theory and literature, or best practice.
- C) The leadership internship portfolio artifacts are **not aligned** with the ELCC standard element.

ELCC Building Level Standard Element					
ELCC Standard Element 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.					
	Written Reflection Evaluation Criteria	a for Building Level Standard Element			
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point		
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if an	у	
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate underst	ands and	
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge	e and	
leadership skills necessary regarding:	necessary regarding: identifying and accessing	necessary regarding: identifying and accessing	leadership skills necessary regarding	:	
identifying and accessing the varied	the varied community, agency, business and	the varied community, agency, business and	identifying and accessing the varied		
community, agency, business and religious	religious resources that can support the	religious resources that can support the	community, agency, business and re	ligious	
resources that can support the school's	school's mission; and be able to mobilize	school's mission; and be able to mobilize	resources that can support the school	ol's	
mission; and be able to mobilize these many	these many groups to support the goals of the	these many groups to support the goals of the	mission; and be able to mobilize the	se many	
groups to support the goals of the school.	school.	school.	groups to support the goals of the so	hool.	
B) The written reflection is: very	B) The written reflection is: comprehensive	B) The written reflection is: minimally	B) The written reflection is: not at all		
comprehensive including fully applying	including applying relevant theory and	comprehensive and lacks applying relevant	comprehensive and does not apply a	any	
relevant theory and literature, and best	literature, and best practice.	theory and literature, and best practice.	relevant theory and literature, or be	st	
practice.	C) The leadership internship portfolio artifacts	C) The leadership internship portfolio artifacts	practice.		
C) The leadership internship portfolio artifacts	are aligned with the ELCC standard element.	are not well aligned with the ELCC standard	C) The leadership internship portfolio	o artifacts	
are fully aligned with the ELCC standard		element.	are not aligned with the ELCC standa	ard	
element.			element.		

ELCC District Level Standard Element				
ELCC Standard Element 4.2: Candidates unders	tand and can mobilize community resources by pr	omoting an understanding, appreciation, and use	of diverse cultural, social, and	
intellectual resources within the district commu	unity.			
	Written Reflection Evaluation Criteri	a for District Level Standard Element		
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if any	у
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate underst	ands and
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge	e and
leadership skills necessary regarding:	leadership skills necessary regarding: necessary re			
identifying and accessing the varied	the varied community, agency, business and	the varied community, agency, business and	identifying and accessing the varied	
community, agency, business and religious	religious resources that can support the	religious resources that can support the	community, agency, business and re	ligious
resources that can support the district's	district's mission; and be able to mobilize	district's mission; and be able to mobilize	resources that can support the distri	ct's
mission; and be able to mobilize these many	these many groups to support the goals of the	these many groups to support the goals of the	mission; and be able to mobilize thes	se many
groups to support the goals of the district.	district.	district.	groups to support the goals of the di	strict.
B) The written reflection is: very	B) The written reflection is: comprehensive	B) The written reflection is: minimally	B) The written reflection is: not at all	

comprehensive including fully applying	including applying relevant theory and	comprehensive and lacks applying relevant	comprehensive and does not apply any
relevant theory and literature, and best	literature, and best practice.	theory and literature, and best practice.	relevant theory and literature, or best
practice.	C) The leadership internship portfolio artifacts	C) The leadership internship portfolio artifacts	practice.
C) The leadership internship portfolio artifacts	are aligned with the ELCC standard element.	are not well aligned with the ELCC standard	C) The leadership internship portfolio artifacts
are fully aligned with the ELCC standard		element.	are not aligned with the ELCC standard
element.			element.

ELCC Building Level Standard Element						
ELCC Standard Element 4.3: Candidates underst	ELCC Standard Element 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and					
caregivers.						
	Written Reflection Evaluation Criteria	a for Building Level Standard Element				
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point			
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if any			
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate understan	nds and		
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge a	and		
leadership skills necessary regarding: creating	necessary regarding creating and preserving	necessary regarding: creating and preserving	leadership skills necessary regarding: c	reating		
and preserving programs that invite and	programs that invite and engage parents and	programs that invite and engage parents and	and preserving programs that invite an	ıd		
engage parents and community to school	community to school events; creating a	community to school events; creating a	engage parents and community to scho	ool		
events; creating a culture of openness and	culture of openness and transparency; and	culture of openness and transparency; and	events; creating a culture of openness	and		
transparency; and reaching out to parents	reaching out to parents and caregivers to	reaching out to parents and caregivers to	transparency; and reaching out to pare	ents		
and caregivers to build a strong affiliation	build a strong affiliation with the school.	build a strong affiliation with the school.	and caregivers to build a strong affiliati	ion		
with the school.	B) The written reflection is: comprehensive	B) The written reflection is: minimally	with the school.			
B) The written reflection is: very	including applying relevant theory and	comprehensive and lacks applying relevant	B) The written reflection is: not at all			
comprehensive including fully applying	literature, and best practice.	theory and literature, and best practice.	comprehensive and does not apply any	У		
relevant theory and literature, and best	C) The leadership internship portfolio artifacts	C) The leadership internship portfolio artifacts	relevant theory and literature, or best			
practice.	are aligned with the ELCC standard element.	are not well aligned with the ELCC standard	practice.			
C) The leadership internship portfolio artifacts		element.	C) The leadership internship portfolio a	artifacts		
are fully aligned with the ELCC standard			are not aligned with the ELCC standard	t		
element.			element.			

	ELCC District Level Star	ndard Element		Score
ELCC Standard Element 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.				
	Written Reflection Evaluation Criter	ia for District Level Standard Element		
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if an	у
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate unders	tands and
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledg	e and
leadership skills necessary regarding: creating	necessary regarding: creating and preserving	necessary regarding: creating and preserving	leadership skills necessary regarding	g: creating
and preserving programs that invite and	programs that invite and engage parents and	programs that invite and engage parents and	and preserving programs that invite	and
engage parents and community to district	community to district events; creating a	community to district events; creating a	engage parents and community to d	istrict
events; creating a culture of openness and	culture of openness and transparency; and	culture of openness and transparency; and	events; creating a culture of openne	ss and
transparency; and reaching out to parents	reaching out to parents and caregivers to	reaching out to parents and caregivers to	transparency; and reaching out to p	arents
and caregivers to build a strong affiliation	build a strong affiliation with the district.	build a strong affiliation with the district.	and caregivers to build a strong affil	iation

with the district.	B) The written reflection is: comprehensive	B) The writte
B) The written reflection is: very	including applying relevant theory and	comprehensi
comprehensive including fully applying	literature, and best practice.	theory and li
relevant theory and literature, and best	C) The leadership internship portfolio artifacts	C) The leader
practice.	are aligned with the ELCC standard element.	are not well
C) The leadership internship portfolio artifacts		element.
are fully aligned with the ELCC standard		

element.

B) The written reflection is: minimally
comprehensive and lacks applying relevant
theory and literature, and best practice.
C) The leadership internship portfolio artifacts
are not well aligned with the FLCC standard

B) The written reflection is: not at all **comprehensive** and does not apply any relevant theory and literature, or best practice.

with the district.

C) The leadership internship portfolio artifacts are **not aligned** with the ELCC standard element.

ELCC Building Level Standard Element						
ELCC Standard Element 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community						
partners.	partners.					
	Written Reflection Evaluation Criteria	a for Building Level Standard Element				
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point			
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if any	У		
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate underst	ands and		
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge	e and		
leadership skills necessary regarding: creating	necessary regarding: creating and preserving	necessary regarding: creating and preserving	leadership skills necessary regarding:	: creating		
and preserving programs that engage	programs that engage community partners	programs that engage community partners	and preserving programs that engage	e		
community partners (business, agencies,	(business, agencies, faith, etc.) in the school;	(business, agencies, faith, etc.) in the school;	community partners (business, agend	cies,		
faith, etc.) in the school; be able to identify	be able to identify community needs and	be able to identify community needs and	faith, etc.) in the school; be able to ic	dentify		
community needs and interests; and	interests; and encourage community partners	interests; and encourage community partners	community needs and interests; and			
encourage community partners to be	to be involved in decision making in the	to be involved in decision making in the	encourage community partners to be	9		
involved in decision making in the school.	school.	school.	involved in decision making in the sci	hool.		
B) The written reflection is: very	B) The written reflection is: comprehensive	B) The written reflection is: minimally	B) The written reflection is: not at all			
comprehensive including fully applying	including applying relevant theory and	comprehensive and lacks applying relevant	comprehensive and does not apply a	any		
relevant theory and literature, and best	literature, and best practice.	theory and literature, and best practice.	relevant theory and literature, or bes	st		
practice.	C) The leadership internship portfolio artifacts	C) The leadership internship portfolio artifacts	practice.			
C) The leadership internship portfolio artifacts	are aligned with the ELCC standard element.	are not well aligned with the ELCC standard	C) The leadership internship portfolio	o artifacts		
are fully aligned with the ELCC standard		element.	are not aligned with the ELCC standa	ırd		
element.			element.			

ELCC District Level Standard Element Sc				Score	
ELCC Standard Element 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community					
partners.					
	Written Reflection Evaluation Criteria for District Level Standard Element				
Distinguished - 4 Points Proficient – 3 Points Novice – 2 Points Unsatisfactory – 1 Point					
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if any	y	
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate underst	ands and	
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge	e and	
leadership skills necessary regarding: creating	necessary regarding: creating and preserving	necessary regarding: creating and preserving	leadership skills necessary regarding	: creating	
and preserving programs that engage	programs that engage community partners	programs that engage community partners	and preserving programs that engage	e	
community partners (business, agencies,	(business, agencies, faith, etc.) in the district;	(business, agencies, faith, etc.) in the district;	community partners (business, agen	cies,	
faith, etc.) in the district; be able to identify	be able to identify community needs and	be able to identify community needs and	faith, etc.) in the district; be able to i	dentify	
community needs and interests; and	interests; and encourage community partners	interests; and encourage community partners	community needs and interests; and		

encourage community partners to be		
involved in decision making in the district.		

- B) The written reflection is: **very comprehensive** including **fully** applying relevant theory and literature, and best practice.
- B) The leadership internship portfolio artifacts are **fully aligned** with the ELCC standard element.
- to be involved in decision making in the district.
- B) The written reflection is: **comprehensive** including applying relevant theory and literature, and best practice.
- C) The leadership internship portfolio artifacts are **aligned** with the ELCC standard element.

to be involved in decision making in the district.

B) The written reflection is: **minimally comprehensive** and **lacks** applying relevant theory and literature, and best practice.

C) The leadership internship portfolio artifacts are **not well aligned** with the ELCC standard element.

encourage community partners to be involved in decision making in the district.

B) The written reflection is: not at all **comprehensive** and does not apply any relevant theory and literature, or best practice.

C) The leadership internship portfolio artifacts are **not aligned** with the ELCC standard element.

	ELCC Building Level Sta	ndard Element		Score
ELCC Standard Element 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.				
	Written Reflection Evaluation Criteria	a for Building Level Standard Element		
Distinguished - 4 Points Proficient – 3 Points Novice – 2 Points Unsatisfactory – 1 Point				
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if an	/
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate underst	ands and
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge	e and
leadership skills necessary regarding: the	necessary regarding: the need to advocate for	necessary regarding: the need to advocate for	leadership skills necessary regarding	: the
need to advocate for every child by ensuring	every child by ensuring high expectations for	every child by ensuring high expectations for	need to advocate for every child by	ensuring
high expectations for all children and staff;	all children and staff; leading with a sense of	all children and staff; leading with a sense of	high expectations for all children and	l staff;
leading with a sense of fairness; and acting	fairness; and acting with a high degree of	fairness; and acting with a high degree of	leading with a sense of fairness; and	acting
with a high degree of integrity to promote full	integrity to promote full accountability for	integrity to promote full accountability for	with a high degree of integrity to pro	mote full
accountability for everyone on local and state	everyone on local and state measures of	everyone on local and state measures of	accountability for everyone on local	and state
measures of student learning in the school.	student learning in the school.	student learning in the school.	measures of student learning in the	school.
B) The written reflection is: very	B) The written reflection is: comprehensive	B) The written reflection is: minimally	B) The written reflection is: not at all	
comprehensive including fully applying	including applying relevant theory and	comprehensive and lacks applying relevant	comprehensive and does not apply a	iny
relevant theory and literature, and best	literature, and best practice.	theory and literature, and best practice.	relevant theory and literature, or be	st
practice.	C) The leadership internship portfolio artifacts	C) The leadership internship portfolio artifacts	practice.	
C) The leadership internship portfolio artifacts	are aligned with the ELCC standard element.	are not well aligned with the ELCC standard	C) The leadership internship portfolio	artifacts
are fully aligned with the ELCC standard		element.	are not aligned with the ELCC standa	ırd
element.			element.	

	ELCC District Level Star	ndard Element		Score	
ELCC Standard Element 5.1: Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student's academic and social success.					
	Written Reflection Evaluation Criteria for District Level Standard Element				
Distinguished - 4 Points	Distinguished - 4 Points Proficient – 3 Points Novice – 2 Points Unsatisfactory – 1 Point				
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if any	У	
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate underst	ands and	
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge	e and	
leadership skills necessary regarding: the	necessary regarding: the need to advocate for	necessary regarding: the need to advocate for	leadership skills necessary regarding	: the	
need to advocate for every child by ensuring	every child by ensuring high expectations for	every child by ensuring high expectations for	need to advocate for every child by e	ensuring	
high expectations for all children and staff;	all children and staff; leading with a sense of	all children and staff; leading with a sense of	high expectations for all children and	l staff;	
leading with a sense of fairness; and acting	fairness; and acting with a high degree of	fairness; and acting with a high degree of	leading with a sense of fairness; and	acting	
with a high degree of integrity to promote full	integrity to promote full accountability for	integrity to promote full accountability for	with a high degree of integrity to pro	mote full	

accountability for everyone on local and state
measures of student learning in the district.
B) The written reflection is: very
comprehensive including fully applying
relevant theory and literature, and best

C) The leadership internship portfolio artifacts are **fully aligned** with the ELCC standard element.

practice.

everyone on local and state measures of student learning in the district.

B) The written reflection is: **comprehensive** including applying relevant theory and literature, and best practice.

C) The leadership internship portfolio artifacts are **aligned** with the ELCC standard element.

everyone on local and state measures of student learning in the district.

B) The written reflection is: **minimally comprehensive** and **lacks** applying relevant theory and literature, and best practice.

C) The leadership internship portfolio artifacts are **not well aligned** with the ELCC standard element.

accountability for everyone on local and state measures of student learning in the district.

B) The written reflection is: not at all **comprehensive** and does not apply any relevant theory and literature, or best practice.

C) The leadership internship portfolio artifacts are **not aligned** with the ELCC standard element.

ELCC Building Level Standard Element Sco				
ELCC Standard Element 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.				
	Written Reflection Evaluation Criteri	a for Building Level Standard Element		
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if any	
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate understands and	
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge and	
leadership skills necessary regarding:	necessary regarding: articulating impact of	necessary regarding: articulating impact of	leadership skills necessary regarding:	
articulating impact of ethical principles on	ethical principles on building leadership;	ethical principles on building leadership;	articulating impact of ethical principles on	
building leadership; understand the legal and	understand the legal and ethical context of	understand the legal and ethical context of	building leadership; understand the legal and	
ethical context of building decisions; and	building decisions; and support the ethical	building decisions; and support the ethical	ethical context of building decisions; and	
support the ethical principles of various	principles of various school leadership	principles of various school leadership	support the ethical principles of various	
school leadership associations.	associations.	associations.	school leadership associations.	
B) The written reflection is: very	B) The written reflection is: comprehensive	B) The written reflection is: minimally	B) The written reflection is: not at all	
comprehensive including fully applying	including applying relevant theory and	comprehensive and lacks applying relevant	comprehensive and does not apply any	
relevant theory and literature, and best	literature, and best practice.	theory and literature, and best practice.	relevant theory and literature, or best	
practice.	C) The leadership internship portfolio artifacts	C) The leadership internship portfolio artifacts	practice.	
C) The leadership internship portfolio artifacts	are aligned with the ELCC standard element.	are not well aligned with the ELCC standard	C) The leadership internship portfolio artifacts	
are fully aligned with the ELCC standard		element.	are not aligned with the ELCC standard	
element.			element.	

	ELCC District Level Star	ndard Element		Score
ELCC Standard Element 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within				
the district.				
	Written Reflection Evaluation Criter	ia for District Level Standard Element		
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if any	у
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate underst	ands and
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge	e and
leadership skills necessary regarding:	necessary regarding: articulating impact of	necessary regarding: articulating impact of	leadership skills necessary regarding	:
articulating impact of ethical principles on	ethical principles on district leadership;	ethical principles on district leadership;	articulating impact of ethical principl	es on
district leadership; understand the legal and	understand the legal and ethical context of	understand the legal and ethical context of	district leadership; understand the le	egal and
ethical context of district decisions; and	district decisions; and support the ethical	district decisions; and support the ethical	ethical context of district decisions; a	and
support the ethical principles of various	principles of various school district leadership	principles of various school district leadership	support the ethical principles of various	ous

school district leadership associations.	associations.	associations.	school district leadership associations.
B) The written reflection is: very	B) The written reflection is: comprehensive	B) The written reflection is: minimally	B) The written reflection is: not at all
comprehensive including fully applying	including applying relevant theory and	comprehensive and lacks applying relevant	comprehensive and does not apply any
relevant theory and literature, and best	literature, and best practice.	theory and literature, and best practice.	relevant theory and literature, or best
practice.	C) The leadership internship portfolio artifacts	C) The leadership internship portfolio artifacts	practice.
C) The leadership internship portfolio artifacts	are aligned with the ELCC standard element.	are not well aligned with the ELCC standard	C) The leadership internship portfolio artifacts
are fully aligned with the ELCC standard		element.	are not aligned with the ELCC standard
element.			element.

ELCC Standard Element 5.3: Candidates underst	and and can safeguard the values of democracy,	equity, and diversity.	
	Written Reflection Evaluation Criteria	a for Building Level Standard Element	
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if any
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate understands and
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge and
leadership skills necessary regarding:	necessary regarding: supporting a school	necessary regarding: supporting a school	leadership skills necessary regarding:
supporting a school culture that embraces	culture that embraces democratic values of	culture that embraces democratic values of	supporting a school culture that embraces
democratic values of participation and	participation and fairness; equitable	participation and fairness; equitable	democratic values of participation and
fairness; equitable distribution of resources;	distribution of resources; and procedures that	distribution of resources; and procedures that	fairness; equitable distribution of resources;
and procedures that ensure children have full	ensure children have full opportunity for	ensure children have full opportunity for	and procedures that ensure children have full
opportunity for success in a school building.	success in a school building.	success in a school building.	opportunity for success in a school building.
B) The written reflection is: very	B) The written reflection is: comprehensive	B) The written reflection is: minimally	B) The written reflection is: not at all
comprehensive including fully applying	including applying relevant theory and	comprehensive and lacks applying relevant	comprehensive and does not apply any
relevant theory and literature, and best	literature, and best practice.	theory and literature, and best practice.	relevant theory and literature, or best
practice.	C) The leadership internship portfolio artifacts	C) The leadership internship portfolio artifacts	practice.
C) The leadership internship portfolio artifacts	are aligned with the ELCC standard element.	are not well aligned with the ELCC standard	C) The leadership internship portfolio artifacts
are fully aligned with the ELCC standard		element.	are not aligned with the ELCC standard
element.			element.

				Score
ELCC Standard Element 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity.				
	Written Reflection Evaluation Criteria for District Level Standard Element			
Distinguished - 4 Points Proficient – 3 Points Novice – 2 Points Unsatisfactory – 1 Point				
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if any	у
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate underst	ands and
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge	e and
leadership skills necessary regarding:	necessary regarding: supporting a district	necessary regarding: supporting a district	leadership skills necessary regarding	:
supporting a district culture that embraces	culture that embraces democratic values of	culture that embraces democratic values of	supporting a district culture that eml	braces
democratic values of participation and	participation and fairness; equitable	participation and fairness; equitable	democratic values of participation ar	nd
fairness; equitable distribution of resources;	distribution of resources; and procedures that	distribution of resources; and procedures that	fairness; equitable distribution of res	ources;
and procedures that ensure children have full	ensure children have full opportunity for	ensure children have full opportunity for	and procedures that ensure children	have full

opportunity for success in a school district.	success in a school district.	success in a school district.	opportunity for success in a school district.
B) The written reflection is: very	B) The written reflection is: comprehensive	B) The written reflection is: minimally	B) The written reflection is: not at all
comprehensive including fully applying	including applying relevant theory and	comprehensive and lacks applying relevant	comprehensive and does not apply any
relevant theory and literature, and best	literature, and best practice.	theory and literature, and best practice.	relevant theory and literature, or best
practice.	C) The leadership internship portfolio artifacts	C) The leadership internship portfolio artifacts	practice.
C) The leadership internship portfolio artifacts	are aligned with the ELCC standard element.	are not well aligned with the ELCC standard	C) The leadership internship portfolio artifacts
are fully aligned with the ELCC standard		element.	are not aligned with the ELCC standard
element.			element.

ELCC Building Level Standard Element				Score	
ELCC Standard Element 5.4: Candidates underst	ELCC Standard Element 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.				
	Written Reflection Evaluation Criteria	a for Building Level Standard Element			
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point		
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if an	у	
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate underst	ands and	
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge	e and	
leadership skills necessary regarding: ensuring	necessary regarding: ensuring that school	necessary regarding: ensuring that school	leadership skills necessary regarding	: ensuring	
that school policies and procedures provide	policies and procedures provide guidance in	policies and procedures provide guidance in	that school policies and procedures p	provide	
guidance in matters related to ethics and law;	matters related to ethics and law;	matters related to ethics and law;	guidance in matters related to ethics	and law;	
understanding legal and moral implications of	understanding legal and moral implications of	understanding legal and moral implications of	understanding legal and moral impli	cations of	
a decision; and making sound school decisions	a decision; and making sound school decisions	a decision; and making sound school decisions	a decision; and making sound school	decisions	
that are both legal and highly ethical.	that are both legal and highly ethical.	that are both legal and highly ethical.	that are both legal and highly ethical		
B) The written reflection is: very	B) The written reflection is: comprehensive	B) The written reflection is: minimally	B) The written reflection is: not at all		
comprehensive including fully applying	including applying relevant theory and	comprehensive and lacks applying relevant	comprehensive and does not apply a	any	
relevant theory and literature, and best	literature, and best practice.	theory and literature, and best practice.	relevant theory and literature, or be	st	
practice.	C) The leadership internship portfolio artifacts	C) The leadership internship portfolio artifacts	practice.		
C) The leadership internship portfolio artifacts	are aligned with the ELCC standard element.	are not well aligned with the ELCC standard	C) The leadership internship portfolio	o artifacts	
are fully aligned with the ELCC standard		element.	are not aligned with the ELCC standa	ard	
element.			element.		

ELCC District Level Standard Element				Score
ELCC Standard Element 5.4: Candidates underst	ELCC Standard Element 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district.			
	Written Reflection Evaluation Criter	ia for District Level Standard Element		
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if any	/
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate underst	ands and
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge	e and
leadership skills necessary regarding: ensuring	necessary regarding: ensuring that district	necessary regarding: ensuring that district	leadership skills necessary regarding:	ensuring
that district policies and procedures provide	policies and procedures provide guidance in	policies and procedures provide guidance in	that district policies and procedures	provide
guidance in matters related to ethics and law;	matters related to ethics and law;	matters related to ethics and law;	guidance in matters related to ethics	and law;
understanding legal and moral implications of	understanding legal and moral implications of	understanding legal and moral implications of	understanding legal and moral implic	cations of

- a decision; and making sound district decisions that are both legal and highly ethical.
- B) The written reflection is: **very comprehensive** including **fully** applying relevant theory and literature, and best practice.
- C) The leadership internship portfolio artifacts are **fully aligned** with the ELCC standard element.
- a decision; and making sound district decisions that are both legal and highly ethical.
- B) The written reflection is: **comprehensive** including applying relevant theory and literature, and best practice.
- C) The leadership internship portfolio artifacts are **aligned** with the ELCC standard element.
- a decision; and making sound district decisions that are both legal and highly ethical.
- B) The written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice.
- C) The leadership internship portfolio artifacts are **not well aligned** with the ELCC standard element.
- a decision; and making sound district decisions that are both legal and highly ethical
- B) The written reflection is: not at all **comprehensive** and does not apply any relevant theory and literature, or best practice.
- C) The leadership internship portfolio artifacts are **not aligned** with the ELCC standard element.

	ELCC Building Level Sta	ndard Element	Score
ELCC Standard Element 5.5: Candidates unders	tand and can promote social justice within a scho	ol to ensure that individual student needs inform	all aspects of schooling.
	Written Reflection Evaluation Criteri	a for Building Level Standard Element	
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point
A) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: promoting a child centered school culture that ensures every child receives what is needed to achieve success; ensuring all procedures and processes are focused on meeting student needs; and maintaining a strong set of child focused core values. B) The written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: promoting a child centered school culture that ensures every child receives what is needed to achieve success; ensuring all procedures and processes are focused on meeting student needs; and maintaining a strong set of child focused core values. B) The written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: promoting a child centered school culture that ensures every child receives what is needed to achieve success; ensuring all procedures and processes are focused on meeting student needs; and maintaining a strong set of child focused core values. B) The written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: promoting a child centered school culture that ensures every child receives what is needed to achieve success; ensuring all procedures and processes are focused on meeting student needs; and maintaining a strong set of child focused core values. B) The written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.

ELCC District Level Standard Element				Score	
ELCC Standard Element 5.5: Candidates under	ELCC Standard Element 5.5: Candidates understand and can promote social justice within a district to ensure that individual student needs inform all aspects of schooling.				
	Written Reflection Evaluation Criteria for District Level Standard Element				
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point		
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if an	y	
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate underst	ands and	
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge	e and	
leadership skills necessary regarding:	necessary regarding: promoting a child	necessary regarding: promoting a child	leadership skills necessary regarding	:	
promoting a child centered district culture	centered district culture that ensures every	centered district culture that ensures every	promoting a child centered district c	ulture	

n
а

relevant theory and literature, and best

practice.
C) The leadership internship portfolio artifacts are **fully aligned** with the ELCC standard element.

- child receives what is needed to achieve success; ensuring all procedures and processes are focused on meeting student needs; and maintaining a strong set of child focused core values.
- B) The written reflection is: **comprehensive** including applying relevant theory and literature, and best practice.
- C) The leadership internship portfolio artifacts are **aligned** with the ELCC standard element.

child receives what is needed to achieve success; ensuring all procedures and processes are focused on meeting student needs; and maintaining a strong set of child focused core values.

- B) The written reflection is: **minimally comprehensive** and **lacks** applying relevant theory and literature, and best practice.
- C) The leadership internship portfolio artifacts are **not well aligned** with the ELCC standard element.

that ensures every child receives what is needed to achieve success; ensuring all procedures and processes are focused on meeting student needs; and maintaining a strong set of child focused core values. B) The written reflection is: not at all

- B) The written reflection is: not at all **comprehensive** and does not apply any relevant theory and literature, or best practice.
- C) The leadership internship portfolio artifacts are **not aligned** with the ELCC standard element.

	ELCC Building Level Sta		Score
ELCC Standard Element 6.1: Candidates underst	and and can advocate for school students, familie	es, and caregivers.	
	Written Reflection Evaluation Criteria	a for Building Level Standard Element	
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if any
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate understands and
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge and
leadership skills necessary regarding:	necessary regarding: recognizing the school	necessary regarding: recognizing the school	leadership skills necessary regarding:
recognizing the school implications of various	implications of various laws and regulations;	implications of various laws and regulations;	recognizing the school implications of various
laws and regulations; understanding the	understanding the connection between	understanding the connection between	laws and regulations; understanding the
connection between poverty and student	poverty and student achievement; and being	poverty and student achievement; and being	connection between poverty and student
achievement; and being able to advocate for	able to advocate for the needs of children and	able to advocate for the needs of children and	achievement; and being able to advocate for
the needs of children and families within the	families within the school building.	families within the school building.	the needs of children and families within the
school building.	B) The written reflection is: comprehensive	B) The written reflection is: minimally	school building.
B) The written reflection is: very	including applying relevant theory and	comprehensive and lacks applying relevant	B) The written reflection is: not at all
comprehensive including fully applying	literature, and best practice.	theory and literature, and best practice.	comprehensive and does not apply any
relevant theory and literature, and best	C) The leadership internship portfolio artifacts	C) The leadership internship portfolio artifacts	relevant theory and literature, or best
oractice.	are aligned with the ELCC standard element.	are not well aligned with the ELCC standard	practice.
C) The leadership internship portfolio artifacts		element.	C) The leadership internship portfolio artifac
are fully aligned with the ELCC standard			are not aligned with the ELCC standard
element.			element.

ELCC District Level Standard Element				Score	
ELCC Standard Element 6.1: Candidates underst	ELCC Standard Element 6.1: Candidates understand and can advocate for district students, families, and caregivers.				
	Written Reflection Evaluation Criteria for District Level Standard Element				
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point		
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if an	у	
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate underst	ands and	
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge	e and	
leadership skills necessary regarding:	necessary regarding: recognizing the district	necessary regarding: recognizing the district	leadership skills necessary regarding	:	
recognizing the district implications of various	implications of various laws and regulations;	implications of various laws and regulations;	recognizing the district implications (of various	

laws and regulations; understanding the connection between poverty and student achievement; and being able to advocate for the needs of children and families within the district.

- B) The written reflection is: **very comprehensive** including **fully** applying relevant theory and literature, and best practice.
- C) The leadership internship portfolio artifacts are **fully aligned** with the ELCC standard element.

understanding the connection between poverty and student achievement; and being able to advocate for the needs of children and families within the district.

- B) The written reflection is: **comprehensive** including applying relevant theory and literature, and best practice.
- C) The leadership internship portfolio artifacts are **aligned** with the ELCC standard element.

understanding the connection between poverty and student achievement; and being able to advocate for the needs of children and families within the district.

- B) The written reflection is: **minimally comprehensive** and **lacks** applying relevant theory and literature, and best practice.
- C) The leadership internship portfolio artifacts are **not well aligned** with the ELCC standard element.

laws and regulations; understanding the connection between poverty and student achievement; and being able to advocate for the needs of children and families within the district.

- B) The written reflection is: not at all **comprehensive** and does not apply any relevant theory and literature, or best practice.
- C) The leadership internship portfolio artifacts are **not aligned** with the ELCC standard element.

	ELCC Building Level Sta	ndard Element	Scor
ELCC Standard Element 6.2: Candidates underst	and and can act to influence local, district, state,	and national decisions affecting student learning i	n a school environment.
	Written Reflection Evaluation Criteri	a for Building Level Standard Element	
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if any
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate understands an
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge and
leadership skills necessary regarding: being	necessary regarding: being able to advocate	necessary regarding: being able to advocate	leadership skills necessary regarding: being
able to advocate for equitable learning	for equitable learning opportunities for the	for equitable learning opportunities for the	able to advocate for equitable learning
opportunities for the school children through	school children through influencing various	school children through influencing various	opportunities for the school children throug
influencing various levels of government	levels of government legislation; and	levels of government legislation; and	influencing various levels of government
legislation; and informing various school	informing various school constituencies of	informing various school constituencies of	legislation; and informing various school
constituencies of school policies, laws, etc.	school policies, laws, etc.	school policies, laws, etc.	constituencies of school policies, laws, etc.
B) The written reflection is: very	B) The written reflection is: comprehensive	B) The written reflection is: minimally	B) The written reflection is: not at all
comprehensive including fully applying	including applying relevant theory and	comprehensive and lacks applying relevant	comprehensive and does not apply any
relevant theory and literature, and best	literature, and best practice.	theory and literature, and best practice.	relevant theory and literature, or best
practice.	C) The leadership internship portfolio artifacts	C) The leadership internship portfolio artifacts	practice.
C) The leadership internship portfolio artifacts	are aligned with the ELCC standard element.	are not well aligned with the ELCC standard	C) The leadership internship portfolio artifac
are fully aligned with the ELCC standard		element.	are not aligned with the ELCC standard
element.			element.

ELCC District Level Standard Element				Score
ELCC Standard Element 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.				
Written Reflection Evaluation Criteria for District Level Standard Element				
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if any	,
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate underst	ands and
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge	e and
leadership skills necessary regarding: being	necessary regarding: being able to advocate	necessary regarding: being able to advocate	leadership skills necessary regarding	: being
able to advocate for equitable learning	for equitable learning opportunities for the	for equitable learning opportunities for the	able to advocate for equitable learni	ng
opportunities for the district children through	district children through influencing various	district children through influencing various	opportunities for the district childrer	ı through

influencing various levels of government	levels of government legisla
legislation; and informing various district	informing various district co
constituencies of district policies, laws, etc.	district policies, laws, etc.
B) The written reflection is: very	B) The written reflection is:
comprehensive including fully applying	including applying relevant
relevant theory and literature, and best	literature, and best practice
practice.	C) The leadership internship

C) The leadership internship portfolio artifacts

are fully aligned with the ELCC standard

element.

lation: and constituencies of

: comprehensive theory and

C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.

levels of government legislation; and informing various district constituencies of district policies, laws, etc.

B) The written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts

are not well aligned with the ELCC standard element.

influencing various levels of government legislation; and informing various district constituencies of district policies, laws, etc.

B) The written reflection is: not at all **comprehensive** and does not apply any relevant theory and literature, or best practice.

C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.

Evaluation Rubric for Internship Portfolio with Reflections for ELCC 6.3

ELCC Building Level Standard Element Score ELCC Standard Element 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. Written Reflection Evaluation Criteria for Building Level Standard Element Unsatisfactory – 1 Point Distinguished - 4 Points Proficient – 3 Points Novice – 2 Points A) The reflection provides strong evidence A) The reflection provides evidence that the A) The reflection provides little evidence that A) The reflection provides little if any that the candidate understands and can candidate understands and can reflect on the the candidate understands and can reflect on evidence that the candidate understands and reflect on the content knowledge and content knowledge and leadership skills the content knowledge and leadership skills can reflect on the content knowledge and leadership skills necessary regarding: necessary regarding: anticipating future necessary regarding: anticipating future leadership skills necessary regarding: anticipating future external trends or external trends or initiatives that may affect external trends or initiatives that may affect anticipating future external trends or initiatives that may affect the school; the school; promoting adaptive strategies to the school; promoting adaptive strategies to initiatives that may affect the school; promoting adaptive strategies to meet meet changing demands or needs, and meet changing demands or needs, and promoting adaptive strategies to meet changing demands or needs, and anticipate anticipate need for changes in leadership anticipate need for changes in leadership changing demands or needs, and anticipate need for changes in leadership strategies. strategies. need for changes in leadership strategies. B) The written reflection is: very B) The written reflection is: comprehensive B) The written reflection is: minimally B) The written reflection is: not at all comprehensive including fully applying including applying relevant theory and comprehensive and lacks applying relevant comprehensive and does not apply any relevant theory and literature, and best literature, and best practice. theory and literature, and best practice. relevant theory and literature, or best C) The leadership internship portfolio artifacts practice. C) The leadership internship portfolio artifacts practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element. are not well aligned with the ELCC standard C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element. are not aligned with the ELCC standard element. element.

ELCC District Level Standard Element				Score
ELCC Standard Element 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-based leadership strategies.				
Written Reflection Evaluation Criteria for District Level Standard Element				
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
A) The reflection provides strong evidence	A) The reflection provides evidence that the	A) The reflection provides little evidence that	A) The reflection provides little if any	y
that the candidate understands and can	candidate understands and can reflect on the	the candidate understands and can reflect on	evidence that the candidate underst	ands and
reflect on the content knowledge and	content knowledge and leadership skills	the content knowledge and leadership skills	can reflect on the content knowledge and	
leadership skills necessary regarding:	necessary regarding: anticipating future	necessary regarding: anticipating future	leadership skills necessary regarding:	
anticipating future external trends or	external trends or initiatives that may affect	external trends or initiatives that may affect	anticipating future external trends of	r

initiatives that may affect the district;
promoting adaptive strategies to meet
changing demands or needs, and anticipate
need for changes in leadership strategies.

- B) The written reflection is: **very comprehensive** including **fully** applying relevant theory and literature, and best practice.
- C) The leadership internship portfolio artifacts are **fully aligned** with the ELCC standard element.
- the district; promoting adaptive strategies to meet changing demands or needs, and anticipate need for changes in leadership strategies.
- B) The written reflection is: **comprehensive** including applying relevant theory and literature, and best practice.
- C) The leadership internship portfolio artifacts are **aligned** with the ELCC standard element.

the district; promoting adaptive strategies to meet changing demands or needs, and anticipate need for changes in leadership strategies.

B) The written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice.

C) The leadership internship portfolio artifacts are **not well aligned** with the ELCC standard element.

initiatives that may affect the district; promoting adaptive strategies to meet changing demands or needs, and anticipate need for changes in leadership strategies. B) The written reflection is: not at all

comprehensive and does not apply any relevant theory and literature, or best practice.

C) The leadership internship portfolio artifacts are **not aligned** with the ELCC standard element.

Evaluation Rubric for Internship Portfolio with Reflections – Final Reflection

Summative Reflection – Final Portfolio Reflection				Score
Candidates develop and provide a Summary Reflection of the entire internship experience.				
Written Reflection Evaluation Criteria for Final Reflection				
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
A) Provides a comprehensive, thorough	A) Is a generally <i>comprehensive</i> , somewhat	A) Is a limited basic demonstration of content	A) Has <i>little or no</i> demonstration of o	content
demonstration of content knowledge and	thorough demonstration of content	knowledge and leadership skills across all	knowledge and leadership skills acro	ss all
leadership skills across all standards and	knowledge and leadership skills across all	standards and elements.	standards and elements.	
elements.	standards and elements.	B) Demonstrates some consistency with the	B) Demonstrates a lack of consistent	cy to the
B) Demonstrates complete consistency and	B) Demonstrates <i>general consistency</i> with the	standards and elements.	standards and elements.	
full fidelity to the standards and elements.	standards and elements.	C) The Leadership activities and resulting	C) The Leadership Activities and resulting	
C) Leadership activities and resulting artifacts	C) Leadership activities and resulting artifacts	artifacts selected for the reflection somewhat	artifacts selected for this reflection have lit	
selected for the reflection fully align with the	selected for the reflections <i>align</i> with the	align with the ELCC standards and elements.	alignment with this ELCC standards and	
ELCC standard and elements.	ELCC standards and elements.	D) The written reflection demonstrates a	elements.	
D) The written reflection demonstrates a high	D) The written reflection demonstrates a	cursory degree of skill in applying knowledge	D) The written reflection demonstrate	tes a
degree of skill in applying knowledge and	reasonably high degree of skill in applying	and leadership skills to the school leadership	limited rudimentary degree of skill in	n
leadership skills to the school leadership	knowledge and leadership skills to the school	environment.	applying knowledge and leadership s	skills to
environment.	leadership environment.	E) The written reflection somewhat	the school leadership environment.	
E) The written reflection fully demonstrates	E) The written reflection <i>generally</i>	demonstrates how the internship experience	E) The written reflection <i>does not</i>	
how the internship experience as a whole:	demonstrates how the internship experience	as a whole: provided a quality experience;	demonstrate how the internship exp	erience
provided a quality experience; how the	as a whole: provided a quality experience;	how the experience impacted a personal	as a whole: provided a quality experi	ience;
experience impacted a personal definition of	how the experience impacted a personal	definition of leadership; the process of	how the experience impacted a pers	onal
leadership; the process of personal leadership	definition of leadership; the process of	personal leadership growth; and the role of	definition of leadership; the process	of
growth; and the role of visioning as a	personal leadership growth; and the role of	visioning as a leadership role.	personal leadership growth; and the	role of
leadership role.	visioning as a leadership role.		visioning as a leadership role.	