	ELCC Building Level Sta	ndard Element	Score	
ELCC Standard Element 1.1: Candidates undersi	tand and can collaboratively develop, articulate, i	mplement, and steward a shared vision of learnin	g for a school.	
Internship Final Evaluation Criteria for Building Level Standard Element				
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any leadership	
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of this	
this standard element regarding: the	this standard element regarding: the	standard element regarding: the importance	standard element regarding: the importance	
importance of working collaboratively; the	importance of working collaboratively; the	of working collaboratively; the role of creating	of working collaboratively; the role of creating	
role of creating a vision; methods for	role of creating a vision; methods for	a vision; methods for involving others in	a vision; methods for involving others in	
involving others in decision making; the	involving others in decision making; the	decision making; the process for developing a	decision making; the process for developing a	
process for developing a school improvement	process for developing a school improvement	school improvement plan; and how vision	school improvement plan; and how vision	
plan; and how vision guides future decisions	plan; and how vision guides future decisions	guides future decisions in a school.	guides future decisions in a school.	
in a school.	in a school.	B) The candidate experienced a <b>somewhat</b>	B) The candidate lacked experiencing an	
B) The candidate experienced a highly	B) The candidate experienced an authentic	authentic field experience and practice in this	authentic field experience and practice in this	
authentic, substantial field experience and	field experience and practice in this standard	standard element.	standard element.	
practice in this standard element.	element.	C) Leadership activities selected were	C) Leadership activities selected were <b>not</b>	
C) Leadership activities selected were <b>highly</b>	C) Leadership activities selected were	somewhat consistent with the standard and	consistent with the standard and element;	
consistent with the standard and element;	consistent with the standard and element;	element; and the candidate required support	and although the candidate received	
and the candidate required minimal support	and the candidate required <b>some</b> support or	or guidance in <b>mostly achieving</b> this element.	significant support or guidance, they did not	
or guidance in fully achieving this element.	guidance in <b>achieving</b> this element.		achieve this 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.	
	Internship Final Evaluation Criteria	for District Level Standard Element		
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any /	eadership
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of th	nis
this standard element regarding: the	this standard element regarding: the	standard element regarding: the importance	standard element regarding: the imp	ortance
importance of working collaboratively; the	importance of working collaboratively; the	of working collaboratively; the role of creating	of working collaboratively; the role of	of creating
role of creating a vision; methods for	role of creating a vision; methods for	a vision; methods for involving others in	a vision; methods for involving other	rs in
involving others in decision making; the	involving others in decision making; the	decision making; the process for developing a	decision making; the process for dev	eloping a
process for developing a district	process for developing a district improvement	district improvement plan; and how vision	district improvement plan; and how	vision
improvement plan; and how vision guides	plan; and how vision guides future decisions	guides future decisions in a district	guides future decisions in a district.	
future decisions in a district	in a district.	B) The candidate experienced a <b>somewhat</b>	B) The candidate lacked experiencing	g an
B) The candidate experienced a highly	B) The candidate experienced an authentic	authentic field experience and practice in this	authentic field experience and pract	ice in this
authentic, substantial field experience and	field experience and practice in this standard	standard element.	standard element.	
practice in this standard element.	element.	C) Leadership activities selected were	C) Leadership activities selected wer	e <b>not</b>
C) Leadership activities selected were highly	C) Leadership activities selected were	somewhat consistent with the standard and	consistent with the standard and ele	ement;
consistent with the standard and element;	consistent with the standard and element;	element; and the candidate required support	and although the candidate received	t
and the candidate required minimal support	and the candidate required <b>some</b> support or	or guidance in <b>mostly achieving</b> this element.	significant support or guidance, they	did not
or guidance in fully achieving this element.	guidance in <b>achieving</b> this element.		achieve this element.	

	ELCC Building Level Sta	indard Element	Score
ELCC Standard Element 1.2: Candidates unders	tand and can collect and use data to identify scho	ol goals, assess organizational effectiveness, and i	mplement plans to achieve school
goals.			
	Internship Final Evaluation Criteria	for Building Level Standard Element	
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any leadership
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of this
this standard element regarding: being able	this standard element regarding: being able	standard element regarding: being able to	standard element regarding: being able to
to select appropriate data to analyze student	to select appropriate data to analyze student	select appropriate data to analyze student	select appropriate data to analyze student
and building performance; develop school	and building performance; develop school	and building performance; develop school	and building performance; develop school
improvement processes and strategies based	improvement processes and strategies based	improvement processes and strategies based	improvement processes and strategies based
upon assessment data; and develop goals	upon assessment data; and develop goals	upon assessment data; and develop goals	upon assessment data; and develop goals
based upon student and building needs.	based upon student and building needs.	based upon student and building needs.	based upon student and building needs.
B) The candidate experienced a <b>highly</b>	B) The candidate experienced an authentic	B) The candidate experienced a somewhat	B) The candidate lacked experiencing an
authentic, substantial field experience and	field experience and practice in this standard	authentic field experience and practice in this	authentic field experience and practice in this
practice in this standard element.	element.	standard element.	standard element.
C) Leadership activities selected were highly	C) Leadership activities selected were	C) Leadership activities selected were	C) Leadership activities selected were <b>not</b>
consistent with the standard and element;	consistent with the standard and element;	somewhat consistent with the standard and	consistent with the standard and element;
and the candidate required minimal support	and the candidate required some support or	element; and the candidate required support	and although the candidate received
or guidance in fully achieving this element.	guidance in achieving this element.	or guidance in mostly achieving this element.	significant support or guidance, they did not
-			achieve this element.

	ELCC District Level Sta	ndard Element		Score
ELCC Standard Element 1.2: Candidates unders	tand and can collect and use data to identify distr	ict goals, assess organizational effectiveness, and	implement plans to achieve district	
goals.				
	Internship Final Evaluation Criteria	for District Level Standard Element		
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any	leadersh
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of the	his
this standard element regarding: being able	this standard element regarding: being able	standard element regarding: being able to	standard element regarding:	
to select appropriate data to analyze student	to select appropriate data to analyze student	select appropriate data to analyze student	being able to select appropriate data	a to
and district performance; develop district	and district performance; develop district	and district performance; develop district	analyze student and district perform	nance;
improvement processes and strategies based	improvement processes and strategies based	improvement processes and strategies based	develop district improvement proce	sses and
upon assessment data; and develop goals	upon assessment data; and develop goals	upon assessment data; and develop goals	strategies based upon assessment d	ata; and
based upon student and district needs.	based upon student and district needs.	based upon student and district needs.	develop goals based upon student a	nd distri
B) The candidate experienced a highly	B) The candidate experienced an authentic	B) The candidate experienced a somewhat	needs.	
authentic, substantial field experience and	field experience and practice in this standard	authentic field experience and practice in this	B) The candidate lacked experiencin	g an
practice in this standard element.	element.	standard element.	authentic field experience and pract	tice in thi
C) Leadership activities selected were highly	C) Leadership activities selected were	C) Leadership activities selected were	standard element.	
consistent with the standard and element;	consistent with the standard and element;	somewhat consistent with the standard and	C) Leadership activities selected wer	re <b>not</b>
and the candidate required minimal support	and the candidate required some support or	element; and the candidate required support	consistent with the standard and ele	ement;
or guidance in fully achieving this element.	guidance in achieving this element.	or guidance in <b>mostly achieving</b> this element.	and although the candidate received	d
			significant support or guidance, they	did not
			achieve this element.	

	ELCC Building Level Sta	ndard Element	Score	
ELCC Standard Element 1.3: Candidates underst	tand and can promote continual and sustainable s	school improvement.		
Internship Final Evaluation Criteria for Building Level Standard Element				
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any leadership	
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of this	
this standard element regarding: change	this standard element regarding: change	standard element regarding: change theories;	standard element regarding: change theories;	
theories; the role of professional learning	theories; the role of professional learning	the role of professional learning communities	the role of professional learning communities	
communities in creating and supporting	communities in creating and supporting	in creating and supporting school	in creating and supporting school	
school improvement; and how to design and	school improvement; and how to design and	improvement; and how to design and deliver	improvement; and how to design and deliver	
deliver effective professional development	deliver effective professional development	effective professional development that	effective professional development that	
that enhances professional practice and	that enhances professional practice and	enhances professional practice and learning.	enhances professional practice and learning.	
learning.	learning.	B) The candidate experienced a somewhat	B) The candidate lacked experiencing an	
B) The candidate experienced a highly	B) The candidate experienced an authentic	authentic field experience and practice in this	authentic field experience and practice in this	
authentic, substantial field experience and	field experience and practice in this standard	standard element.	standard element.	
practice in this standard element.	element.	C) Leadership activities selected were	C) Leadership activities selected were <b>not</b>	
C) Leadership activities selected were highly	C) Leadership activities selected were	somewhat consistent with the standard and	consistent with the standard and element;	
consistent with the standard and element;	consistent with the standard and element;	element; and the candidate required support	and although the candidate received	
and the candidate required minimal support	and the candidate required <b>some</b> support or	or guidance in <b>mostly achieving</b> this element.	significant support or guidance, they did not	
or guidance in fully achieving this element.	guidance in <b>achieving</b> this element.		achieve this element.	
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	ELCC District Level Sta	ndard Element		Score
ELCC Standard Element 1.3: Candidates unders	tand and can promote continual and sustainable	district improvement.		
	Internship Final Evaluation Criteria	for District Level Standard Element		
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any /	eadership
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of th	nis
this standard element regarding: change	this standard element regarding: change	standard element regarding: change theories;	standard element regarding: change	theories;
theories; the role of professional learning	theories; the role of professional learning	the role of professional learning communities	the role of professional learning com	nmunities
communities in creating and supporting	communities in creating and supporting	in creating and supporting district	in creating and supporting district	
district improvement; and how to design and	district improvement; and how to design and	improvement; and how to design and deliver	improvement; and how to design an	d deliver
deliver effective professional development	deliver effective professional development	effective professional development that	effective professional development	that
that enhances professional practice and	that enhances professional practice and	enhances professional practice and learning.	enhances professional practice and I	earning.
learning.	learning.	B) The candidate experienced a somewhat	B) The candidate lacked experiencing	g an
B) The candidate experienced a <b>highly</b>	B) The candidate experienced an authentic	authentic field experience and practice in this	authentic field experience and pract	ice in this
authentic, substantial field experience and	field experience and practice in this standard	standard element.	standard element.	
practice in this standard element.	element.	C) Leadership activities selected were	C) Leadership activities selected wer	e <b>not</b>
C) Leadership activities selected were highly	C) Leadership activities selected were	somewhat consistent with the standard and	consistent with the standard and ele	ement;
consistent with the standard and element;	consistent with the standard and element;	element; and the candidate required support	and although the candidate received	ł
and the candidate required minimal support	and the candidate required <b>some</b> support or	or guidance in <b>mostly achieving</b> this element.	significant support or guidance, they	did not
or guidance in fully achieving this element.	guidance in <b>achieving</b> this element.		achieve this 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.			
Internship Final Evaluation Criteria for Building Level Standard Element					
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point		
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any le	adership	
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of thi	is	
this standard element regarding: being able	this standard element regarding: being able	standard element regarding: being able to	standard element regarding: being ab	le to	
to identify tools and strategies that promote	to identify tools and strategies that promote	identify tools and strategies that promote	identify tools and strategies that pron	note	
monitoring of school progress; create	monitoring of school progress; create	monitoring of school progress; create	monitoring of school progress; create	!	
instrumentation and processes to evaluate	instrumentation and processes to evaluate	instrumentation and processes to evaluate	instrumentation and processes to eva	luate	
school progress; and how to communicate	school progress; and how to communicate	school progress; and how to communicate	school progress; and how to commun	icate	
goal progress to constituencies.	goal progress to constituencies.	goal progress to constituencies.	goal progress to constituencies.		
B) The candidate experienced a highly	B) The candidate experienced an authentic	B) The candidate experienced a somewhat	B) The candidate lacked experiencing	an	
authentic, substantial field experience and	field experience and practice in this standard	authentic field experience and practice in this	authentic field experience and practic	ce in this	
practice in this standard element.	element.	standard element.	standard element.		
C) Leadership activities selected were highly	C) Leadership activities selected were	C) Leadership activities selected were	C) Leadership activities selected were	not	
consistent with the standard and element;	consistent with the standard and element;	somewhat consistent with the standard and	consistent with the standard and eler	ment;	
and the candidate required minimal support	and the candidate required some support or	element; and the candidate required support	and although the candidate received		
or guidance in fully achieving this element.	guidance in achieving this element.	or guidance in mostly achieving this element.	significant support or guidance, they	did not	
			achieve this element.		

	ELCC District Level Sta	ndard Element		Score
ELCC Standard Element 1.4: Candidates unders	tand and can evaluate district progress and revise	$\ district\ plans\ supported\ by\ district\ stakeholders.$		
	Internship Final Evaluation Criteria	for District Level Standard Element		
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any /	leadership
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of the	nis
this standard element regarding: being able	this standard element regarding: being able	standard element regarding: being able to	standard element regarding: being a	ıble to
to identify tools and strategies that promote	to identify tools and strategies that promote	identify tools and strategies that promote	identify tools and strategies that pro	mote
monitoring of district progress; create	monitoring of district progress; create	monitoring of district progress; create	monitoring of district progress; crea	te
instrumentation and processes to evaluate	instrumentation and processes to evaluate	instrumentation and processes to evaluate	instrumentation and processes to ev	/aluate
district progress; and how to communicate	district progress; and how to communicate	district progress; and how to communicate	district progress; and how to commu	unicate
goal progress to constituencies.	goal progress to constituencies.	goal progress to constituencies.	goal progress to constituencies.	
B) The candidate experienced a highly	B) The candidate experienced an <b>authentic</b>	B) The candidate experienced a <b>somewhat</b>	B) The candidate lacked experiencing	g an
authentic, substantial field experience and	field experience and practice in this standard	authentic field experience and practice in this	authentic field experience and pract	ice in this
practice in this standard element.	element.	standard element.	standard element.	
C) Leadership activities selected were <b>highly</b>	C) Leadership activities selected were	C) Leadership activities selected were	C) Leadership activities selected wer	e <b>not</b>
consistent with the standard and element;	consistent with the standard and element;	somewhat consistent with the standard and	consistent with the standard and ele	ement;
and the candidate required minimal support	and the candidate required <b>some</b> support or	element; and the candidate required support	and although the candidate received	t
or guidance in fully achieving this element.	guidance in <b>achieving</b> this element.	or guidance in <b>mostly achieving</b> this element.	significant support or guidance, they achieve this element.	did not

	ELCC Building Level Sta	ndard Element	Score
ELCC Standard Element 2.1: Candidates underst	tand and can sustain a school culture and instruct	ional program conducive to student learning thro	ugh collaboration, trust, and a
personalized learning environment with high ex	spectations for students.		
	Internship Final Evaluation Criteria	for Building Level Standard Element	
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) <b>Periodically</b> demonstrated <b>good</b> <i>leadership</i>	A) Infrequently demonstrated any leadership
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of this
this standard element regarding: building a	this standard element regarding: building a	standard element regarding: building a	standard element regarding: building a
positive school learning environment through	positive school learning environment through	positive school learning environment through	positive school learning environment through
role modeling, high expectations for and fair	role modeling, high expectations for and fair	role modeling, high expectations for and fair	role modeling, high expectations for and fair
treatment of everyone; and an understanding	treatment of everyone; and an understanding	treatment of everyone; and an understanding	treatment of everyone; and an understanding
of human development and adult learning	of human development and adult learning	of human development and adult learning	of human development and adult learning
theories.	theories.	theories.	theories.
B) The candidate experienced a highly	B) The candidate experienced an authentic	B) The candidate experienced a somewhat	B) The candidate lacked experiencing an
authentic, substantial field experience and	field experience and practice in this standard	authentic field experience and practice in this	authentic field experience and practice in this
practice in this standard element.	element.	standard element.	standard element.
C) Leadership activities selected were highly	C) Leadership activities selected were	C) Leadership activities selected were	C) Leadership activities selected were <b>not</b>
consistent with the standard and element;	consistent with the standard and element;	somewhat consistent with the standard and	consistent with the standard and element;
and the candidate required minimal support	and the candidate required <b>some</b> support or	element; and the candidate required support	and although the candidate received
or guidance in fully achieving this element.	guidance in achieving this element.	or guidance in <b>mostly achieving</b> this element.	significant support or guidance, they did not
			achieve this element.
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	ELCC District Level Star		Score
ELCC Standard Element 2.1: Candidates underst personalized learning environment with high ex		tional program conducive to student learning thro	ough collaboration, trust, and a
	Internship Final Evaluation Criteria	for District Level Standard Element	
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point
A) Always demonstrated exemplary leadership skills in and content knowledge of this standard element regarding: building a positive district learning environment through role modeling, high expectations for and fair treatment of everyone; and an understanding of human development and adult learning	A) Consistently demonstrated very good leadership skills in and content knowledge of this standard element regarding: building a positive district learning environment through role modeling, high expectations for and fair treatment of everyone; and an understanding of human development and adult learning	A) <b>Periodically</b> demonstrated <b>good</b> <i>leadership skills</i> in and <i>content knowledge</i> of this standard element regarding: building a positive district learning environment through role modeling, high expectations for and fair treatment of everyone; and an understanding of human development and adult learning	A) Infrequently demonstrated any leadershift skills in and content knowledge of this standard element regarding: building a positive district learning environment throug role modeling, high expectations for and fair treatment of everyone; and an understanding of human development and adult learning
theories. B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element. C) Leadership activities selected were highly consistent with the standard and element; and the candidate required minimal support or guidance in fully achieving this element.	theories. B) The candidate experienced an authentic field experience and practice in this standard element. C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.	theories. B) The candidate experienced a somewhat authentic field experience and practice in this standard element. C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support or guidance in mostly achieving this element.	theories.  B) The candidate lacked experiencing an authentic field experience and practice in th standard element.  C) Leadership activities selected were not consistent with the standard and element; and although the candidate received significant support or guidance, they did not achieve this element.

	ELCC Building Level Sta	ndard Element		Score
ELCC Standard Element 2.2: Candidates unders	tand and can create and evaluate a comprehensiv	e, rigorous, and coherent curricular and instruction	onal school program.	
	Internship Final Evaluation Criteria	for Building Level Standard Element		
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any le	eadership
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of th	is
this standard element regarding:	this standard element regarding:	standard element regarding: understanding	standard element regarding: unders	tanding
understanding and selecting multiple teacher	understanding and selecting multiple teacher	and selecting multiple teacher assessment	and selecting multiple teacher assess	ment
assessment models; utilizing various	assessment models; utilizing various	models; utilizing various instructional	models; utilizing various instructiona	I
instructional observation techniques; and	instructional observation techniques; and	observation techniques; and developing an	observation techniques; and develop	ing an
developing an articulated school curriculum	developing an articulated school curriculum	articulated school curriculum based upon	articulated school curriculum based (	upon
based upon student needs and results.	based upon student needs and results.	student needs and results.	student needs and results.	
B) The candidate experienced a highly	B) The candidate experienced an authentic	B) The candidate experienced a somewhat	B) The candidate lacked experiencing	gan
authentic, substantial field experience and	field experience and practice in this standard	authentic field experience and practice in this	authentic field experience and practi	ce in this
practice in this standard element.	element.	standard element.	standard element.	
C) Leadership activities selected were highly	C) Leadership activities selected were	C) Leadership activities selected were	C) Leadership activities selected were	e <b>not</b>
consistent with the standard and element;	consistent with the standard and element;	somewhat consistent with the standard and	consistent with the standard and ele	ment;
and the candidate required minimal support	and the candidate required <b>some</b> support or	element; and the candidate required support	and although the candidate received	
or guidance in fully achieving this element.	guidance in achieving this element.	or guidance in mostly achieving this element.	significant support or guidance, they	did not
			achieve this element.	

	ELCC District Level Sta	ndard Element		Score	
ELCC Standard Element 2.2: Candidates unders	and and can create and evaluate a comprehensiv	ve, rigorous, and coherent curricular and instruction	onal district program.		
	Internship Final Evaluation Criteria for District Level Standard Element				
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point		
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any led	adership	
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of this	S	
this standard element regarding:	this standard element regarding:	standard element regarding: understanding	standard element regarding: understa	anding	
understanding and selecting multiple teacher	understanding and selecting multiple teacher	and selecting multiple teacher assessment	and selecting multiple teacher assessn	ment	
assessment models; utilizing various	assessment models; utilizing various	models; utilizing various instructional	models; utilizing various instructional		
instructional observation techniques; and	instructional observation techniques; and	observation techniques; and developing an	observation techniques; and developing	ng an	
developing an articulated district curriculum	developing an articulated district curriculum	articulated district curriculum based upon	articulated district curriculum based u	ıpon	
based upon student needs and results.	based upon student needs and results.	student needs and results.	student needs and results.		
B) The candidate experienced a <b>highly</b>	B) The candidate experienced an authentic	B) The candidate experienced a somewhat	B) The candidate lacked experiencing	an	
authentic, substantial field experience and	field experience and practice in this standard	authentic field experience and practice in this	authentic field experience and practic	e in thi	
practice in this standard element.	element.	standard element.	standard element.		
C) Leadership activities selected were highly	C) Leadership activities selected were	C) Leadership activities selected were	C) Leadership activities selected were	not	
consistent with the standard and element;	consistent with the standard and element;	somewhat consistent with the standard and	consistent with the standard and elen	nent;	
and the candidate required minimal support	and the candidate required some support or	element; and the candidate required support	and although the candidate received		
or guidance in fully achieving this element.	guidance in <b>achieving</b> this element.	or guidance in mostly achieving this element.	significant support or guidance, they o	did not	
			achieve this element.		

	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.	
	Internship Final Evaluation Criteria	for Building Level Standard Element	
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any leadership
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of this
this standard element regarding:	this standard element regarding:	standard element regarding: implementing	standard element regarding: implementing
implementing appropriate tools and	implementing appropriate tools and	appropriate tools and strategies to observe	appropriate tools and strategies to observe
strategies to observe and improve instruction;	strategies to observe and improve instruction;	and improve instruction; be able to design or	and improve instruction; be able to design or
be able to design or select school	be able to design or select school	select school instructional materials; and align	select school instructional materials; and aligr
instructional materials; and align professional	instructional materials; and align professional	professional development based on teacher	professional development based on teacher
development based on teacher needs and	development based on teacher needs and	needs and student data in the school.	needs and student data in the school.
student data in the school.	student data in the school.	B) The candidate experienced a somewhat	B) The candidate lacked experiencing an
B) The candidate experienced a highly	B) The candidate experienced an authentic	authentic field experience and practice in this	authentic field experience and practice in this
authentic, substantial field experience and	field experience and practice in this standard	standard element.	standard element.
practice in this standard element.	element.	C) Leadership activities selected were	C) Leadership activities selected were <b>not</b>
C) Leadership activities selected were highly	C) Leadership activities selected were	somewhat consistent with the standard and	consistent with the standard and element;
consistent with the standard and element;	consistent with the standard and element;	element; and the candidate required support	and although the candidate received
and the candidate required minimal support	and the candidate required <b>some</b> support or	or guidance in mostly achieving this element.	significant support or guidance, they did not
or guidance in fully achieving this element.	guidance in achieving this element.		achieve this element.

	ELCC District Level Star	ndard Element		Score
ELCC Standard Element 2.3: Candidates underst	and and can develop and supervise the instructio	nal and leadership capacity of district staff.		
	Internship Final Evaluation Criteria	for District Level Standard Element		
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any le	eadership
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of th	nis
this standard element regarding:	this standard element regarding:	standard element regarding: implementing	standard element regarding: implem	enting
implementing appropriate tools and	implementing appropriate tools and	appropriate tools and strategies to observe	appropriate tools and strategies to o	bserve
strategies to observe and improve instruction;	strategies to observe and improve instruction;	and improve instruction; be able to design or	and improve instruction; be able to d	design or
be able to design or select district	be able to design or select district	select district instructional materials; and	select district instructional materials;	; and
instructional materials; and align professional	instructional materials; and align professional	align professional development based on	align professional development base	d on
development based on teacher needs and	development based on teacher needs and	teacher needs and student data in the district.	teacher needs and student data in th	e district.
student data in the district.	student data in the district.	B) The candidate experienced a somewhat	B) The candidate lacked experiencing	g an
B) The candidate experienced a highly	B) The candidate experienced an authentic	authentic field experience and practice in this	authentic field experience and practi	ice in this
authentic, substantial field experience and	field experience and practice in this standard	standard element.	standard element.	
practice in this standard element.	element.	C) Leadership activities selected were	C) Leadership activities selected were	e <b>not</b>
C) Leadership activities selected were highly	C) Leadership activities selected were	somewhat consistent with the standard and	consistent with the standard and ele	ment;
consistent with the standard and element;	consistent with the standard and element;	element; and the candidate required support	and although the candidate received	
and the candidate required minimal support	and the candidate required some support or	or guidance in mostly achieving this element.	significant support or guidance, they	did not
or guidance in fully achieving this element.	guidance in achieving this element.		achieve this element.	

#### **ELCC Building Level Standard Element** Score 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. Internship Final Evaluation Criteria for Building Level Standard Element Distinguished - 4 Points Proficient – 3 Points Novice – 2 Points Unsatisfactory – 1 Point A) Always demonstrated exemplary A) Consistently demonstrated very good A) Periodically demonstrated good leadership A) Infrequently demonstrated any leadership leadership skills in and content knowledge of leadership skills in and content knowledge of skills in and content knowledge of this skills in and content knowledge of this this standard element regarding: the effective this standard element regarding: the effective standard element regarding: the effective use standard element regarding: the effective use use of appropriate technology to enhance use of appropriate technology to enhance of appropriate technology to enhance school of appropriate technology to enhance school school instruction; the challenges and need school instruction; the challenges and need instruction; the challenges and need for instruction; the challenges and need for for appropriate and reliable infrastructure; for appropriate and reliable infrastructure; appropriate and reliable infrastructure; and appropriate and reliable infrastructure; and and the use of technology to analyze data and the use of technology to analyze data the use of technology to analyze data results the use of technology to analyze data results results and target areas for improvement in results and target areas for improvement in and target areas for improvement in the and target areas for improvement in the the building. the building. building. building. B) The candidate experienced an authentic B) The candidate experienced a highly B) The candidate experienced a somewhat B) The candidate lacked experiencing an authentic, substantial field experience and field experience and practice in this standard authentic field experience and practice in this authentic field experience and practice in this practice in this standard element. element. standard element. standard element. C) Leadership activities selected were highly C) Leadership activities selected were C) Leadership activities selected were C) Leadership activities selected were **not consistent** with the standard and element; consistent with the standard and element; somewhat consistent with the standard and consistent with the standard and element; and the candidate required minimal support and the candidate required some support or element; and the candidate required support and although the candidate received or guidance in fully achieving this element. guidance in achieving this element. or guidance in **mostly achieving** this element. significant support or guidance, they did not achieve this element.

	ELCC District Level Star	ndard Element	Score		
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 district environment.				
	Internship Final Evaluation Criteria	for District Level Standard Element			
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point		
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any leadership		
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of this		
this standard element regarding: the effective	this standard element regarding: the effective	standard element regarding: the effective use	standard element regarding: the effective use		
use of appropriate technology to enhance	use of appropriate technology to enhance	of appropriate technology to enhance district	of appropriate technology to enhance district		
district instruction; the challenges and need	district instruction; the challenges and need	instruction; the challenges and need for	instruction; the challenges and need for		
for appropriate and reliable infrastructure;	for appropriate and reliable infrastructure;	appropriate and reliable infrastructure; and	appropriate and reliable infrastructure; and		
and the use of technology to analyze data	and the use of technology to analyze data	the use of technology to analyze data results	the use of technology to analyze data results		
results and target areas for improvement in	results and target areas for improvement in	and target areas for improvement in the	and target areas for improvement in the		
the district.	the district.	district.	district.		
B) The candidate experienced a <b>highly</b>	B) The candidate experienced an authentic	B) The candidate experienced a somewhat	B) The candidate lacked experiencing an		
authentic, substantial field experience and	field experience and practice in this standard	authentic field experience and practice in this	authentic field experience and practice in this		
practice in this standard element.	element.	standard element.	standard element.		
C) Leadership activities selected were <b>highly</b>	C) Leadership activities selected were	C) Leadership activities selected were	C) Leadership activities selected were <b>not</b>		
consistent with the standard and element;	consistent with the standard and element;	somewhat consistent with the standard and	consistent with the standard and element;		
and the candidate required minimal support	and the candidate required <b>some</b> support or	element; and the candidate required support	and although the candidate received		

or guidance in fully achieving this element.
guidance in achieving this element.
guidance in achieving this element.
or guidance in mostly achieving this element.
significant support or guidance, they did not achieve this element.

	ELCC Building Level Sta	ndard Element	Score		
ELCC Standard Element 3.1: Candidates unders	ELCC Standard Element 3.1: Candidates understand and can monitor and evaluate school management and operational systems.				
	Internship Final Evaluation Criteria	for Building Level Standard Element			
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point		
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any leadership		
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of this		
this standard element regarding: assessing	this standard element regarding: assessing	standard element regarding: assessing the	standard element regarding: assessing the		
the work and operating processes of the	the work and operating processes of the	work and operating processes of the school to	work and operating processes of the school t		
school to identify challenges and	school to identify challenges and	identify challenges and opportunities for	identify challenges and opportunities for		
opportunities for improvement and	opportunities for improvement and	improvement and efficiency; and develop	improvement and efficiency; and develop		
efficiency; and develop long range goals and	efficiency; and develop long range goals and	long range goals and plans to address and	long range goals and plans to address and		
plans to address and improve overall	plans to address and improve overall	improve overall operation of the school.	improve overall operation of the school.		
operation of the school.	operation of the school.	B) The candidate experienced a somewhat	B) The candidate lacked experiencing an		
B) The candidate experienced a highly	B) The candidate experienced an authentic	authentic field experience and practice in this	authentic field experience and practice in the		
authentic, substantial field experience and	field experience and practice in this standard	standard element.	standard element.		
practice in this standard element.	element.	C) Leadership activities selected were	C) Leadership activities selected were <b>not</b>		
C) Leadership activities selected were <b>highly</b>	C) Leadership activities selected were	somewhat consistent with the standard and	consistent with the standard and element;		
consistent with the standard and element;	consistent with the standard and element;	element; and the candidate required support	and although the candidate received		
and the candidate required minimal support	and the candidate required some support or	or guidance in mostly achieving this element.	significant support or guidance, they did not		
or guidance in fully achieving this element.	guidance in achieving this element.		achieve this element.		

	ELCC District Level Sta	ndard Element	Score	
ELCC Standard Element 3.1: Candidates understand and can monitor and evaluate district management and operational systems.				
	Internship Final Evaluation Criteria	for District Level Standard Element		
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any leadership	
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of this	
this standard element regarding: assessing	this standard element regarding: assessing	standard element regarding: assessing the	standard element regarding: assessing the	
the work and operating processes of the	the work and operating processes of the	work and operating processes of the district	work and operating processes of the district	
district to identify challenges and	district to identify challenges and	to identify challenges and opportunities for	to identify challenges and opportunities for	
opportunities for improvement and	opportunities for improvement and	improvement and efficiency; and develop	improvement and efficiency; and develop	
efficiency; and develop long range goals and	efficiency; and develop long range goals and	long range goals and plans to address and	long range goals and plans to address and	
plans to address and improve overall	plans to address and improve overall	improve overall operation of the district.	improve overall operation of the district.	
operation of the district.	operation of the district.	B) The candidate experienced a somewhat	B) The candidate lacked experiencing an	
B) The candidate experienced a highly	B) The candidate experienced an authentic	authentic field experience and practice in this	authentic field experience and practice in this	
authentic, substantial field experience and	field experience and practice in this standard	standard element.	standard element.	
practice in this standard element.	element.	C) Leadership activities selected were	C) Leadership activities selected were <b>not</b>	
C) Leadership activities selected were highly	C) Leadership activities selected were	somewhat consistent with the standard and	consistent with the standard and element;	
consistent with the standard and element;	consistent with the standard and element;	element; and the candidate required support	and although the candidate received	
and the candidate required minimal support	and the candidate required some support or	or guidance in mostly achieving this element.	significant support or guidance, they did not	

#### **ELCC Building Level Standard Element** Score ELCC Standard Element 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations. Internship Final Evaluation Criteria for Building Level Standard Element Distinguished - 4 Points Proficient – 3 Points Novice - 2 Points Unsatisfactory – 1 Point A) Always demonstrated exemplary A) Consistently demonstrated very good A) Periodically demonstrated good leadership A) Infrequently demonstrated any leadership leadership skills in and content knowledge of leadership skills in and content knowledge of skills in and content knowledge of this skills in and content knowledge of this this standard element regarding: this standard element regarding: standard element regarding: understanding standard element regarding: understanding understanding how to align fiscal, human and understanding how to align fiscal, human and how to align fiscal, human and facility how to align fiscal, human and facility facility resources to efficiently support facility resources to efficiently support resources to efficiently support learning in a resources to efficiently support learning in a learning in a school; developing budgetary learning in a school; developing budgetary school; developing budgetary plans including school; developing budgetary plans including plans including long range fiscal projections; plans including long range fiscal projections; long range fiscal projections; and utilizing long range fiscal projections; and utilizing and utilizing technology tools to project needs and utilizing technology tools to project needs technology tools to project needs in the technology tools to project needs in the in the school building. in the school building. school building. school building. B) The candidate experienced a highly B) The candidate experienced an authentic B) The candidate experienced a somewhat B) The candidate lacked experiencing an field experience and practice in this standard authentic, substantial field experience and authentic field experience and practice in this authentic field experience and practice in this practice in this standard element. element. standard element. standard element. C) Leadership activities selected were highly C) Leadership activities selected were C) Leadership activities selected were C) Leadership activities selected were **not** consistent with the standard and element; consistent with the standard and element; somewhat consistent with the standard and consistent with the standard and element; and the candidate required minimal support and the candidate required some support or element; and the candidate required support and although the candidate received or guidance in fully achieving this element. guidance in achieving this element. or guidance in mostly achieving this element. significant support or guidance, they did not achieve this element.

	ELCC District Level Star	ndard Element	Score			
ELCC Standard Element 3.2: Candidates underst	ELCC Standard Element 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage district operations.					
	Internship Final Evaluation Criteria	for District Level Standard Element				
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point			
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any leadership			
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of this			
this standard element regarding:	this standard element regarding:	standard element regarding: understanding	standard element regarding: understanding			
understanding how to align fiscal, human and	understanding how to align fiscal, human and	how to align fiscal, human and facility	how to align fiscal, human and facility			
facility resources to efficiently support	facility resources to efficiently support	resources to efficiently support learning in a	resources to efficiently support learning in a			
learning in a district; developing budgetary	learning in a district; developing budgetary	district; developing budgetary plans including	district; developing budgetary plans including			
plans including long range fiscal projections;	plans including long range fiscal projections;	long range fiscal projections; and utilizing	long range fiscal projections; and utilizing			
and utilizing technology tools to project needs	and utilizing technology tools to project needs	technology tools to project needs in the	technology tools to project needs in the			
in the school district.	in the school district.	school district.	school district.			
B) The candidate experienced a <b>highly</b>	B) The candidate experienced an authentic	B) The candidate experienced a somewhat	B) The candidate lacked experiencing an			
authentic, substantial field experience and	field experience and practice in this standard	authentic field experience and practice in this	authentic field experience and practice in this			
practice in this standard element.	element.	standard element.	standard element.			
C) Leadership activities selected were highly	C) Leadership activities selected were	C) Leadership activities selected were	C) Leadership activities selected were <b>not</b>			
consistent with the standard and element;	consistent with the standard and element;	somewhat consistent with the standard and	consistent with the standard and element;			

and the candidate required **minimal support** or guidance in fully achieving this element.

and the candidate required **some** support or guidance in **achieving** this element.

element; and the candidate required support or guidance in **mostly achieving** this element.

and although the candidate received significant support or guidance, they did not achieve this element.

	ELCC Building Level Sta	ndard Element	Score
ELCC Standard Element 3.3: Candidates underst	and and can promote school-based policies and I	procedures that protect the welfare and safety of	students and staff within the school.
	Internship Final Evaluation Criteria	for Building Level Standard Element	
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any leadership
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of this
this standard element regarding: establishing	this standard element regarding: establishing	standard element regarding: establishing and	standard element regarding: establishing and
and maintaining a safe, orderly learning	and maintaining a safe, orderly learning	maintaining a safe, orderly learning	maintaining a safe, orderly learning
environment through establishing school	environment through establishing school	environment through establishing school	environment through establishing school
crisis procedures and expectations for	crisis procedures and expectations for	crisis procedures and expectations for	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 school; and monitoring and evaluating	the school; and monitoring and evaluating	the school; and monitoring and evaluating	the school; and monitoring and evaluating
school processes.	school processes.	school processes.	school processes.
B) The candidate experienced a highly	B) The candidate experienced an authentic	B) The candidate experienced a somewhat	B) The candidate lacked experiencing an
authentic, substantial field experience and	field experience and practice in this standard	authentic field experience and practice in this	authentic field experience and practice in this
practice in this standard element.	element.	standard element.	standard element.
C) Leadership activities selected were <b>highly</b>	C) Leadership activities selected were	C) Leadership activities selected were	C) Leadership activities selected were <b>not</b>
consistent with the standard and element;	consistent with the standard and element;	somewhat consistent with the standard and	consistent with the standard and element;
and the candidate required minimal support	and the candidate required <b>some</b> support or	element; and the candidate required support	and although the candidate received
or guidance in fully achieving this element.	guidance in <b>achieving</b> this element.	or guidance in <b>mostly achieving</b> this element.	significant support or guidance, they did not
			achieve this element.

ELCC District Level Standard Element					
ELCC Standard Element 3.3: Candidates underst	ELCC Standard Element 3.3: Candidates understand and can promote district-based policies and procedures that protect the welfare and safety of students and staff in the district.				
	Internship Final Evaluation Criteria	for District Level Standard Element			
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point		
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any /	eadership	
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of th	nis	
this standard element regarding: establishing	this standard element regarding: establishing	standard element regarding: establishing and	standard element regarding: establis	hing and	
and maintaining a safe, orderly learning	and maintaining a safe, orderly learning	maintaining a safe, orderly learning	maintaining a safe, orderly learning		
environment through establishing district	environment through establishing district	environment through establishing district	environment through establishing di	strict	
crisis procedures and expectations for	crisis procedures and expectations for	crisis procedures and expectations for	crisis procedures and expectations for	or	
behavior; by enforcing student discipline in	behavior; by enforcing student discipline in	behavior; by enforcing student discipline in	behavior; by enforcing student discip	oline in	
the school; and monitoring and evaluating	the school; and monitoring and evaluating	the school; and monitoring and evaluating	the school; and monitoring and eval	uating	
district processes.	district processes.	district processes.	district processes.		
B) The candidate experienced a highly	B) The candidate experienced an authentic	B) The candidate experienced a somewhat	B) The candidate lacked experiencing	g an	
authentic, substantial field experience and	field experience and practice in this standard	authentic field experience and practice in this	authentic field experience and pract	ice in this	
practice in this standard element.	element.	standard element.	standard element.		
C) Leadership activities selected were highly	C) Leadership activities selected were	C) Leadership activities selected were	C) Leadership activities selected wer	e <b>not</b>	

consistent with the standard and element; and the candidate required minimal support or guidance in fully achieving this element. **consistent** with the standard and element; and the candidate required **some** support or guidance in **achieving** this element.

**somewhat consistent** with the standard and element; and the candidate required support or guidance in **mostly achieving** this element.

consistent with the standard and element; and although the candidate received significant support or guidance, they did not achieve this element.

	ELCC Building Level Sta	ndard Element		Score
ELCC Standard Element 3.4: Candidates understand and can develop school capacity for distributed leadership.				
	Internship Final Evaluation Criteria	for Building Level Standard Element		
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any /	eadership
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of the	nis
this standard element regarding:	this standard element regarding:	standard element regarding: understanding	standard element regarding: unders	tanding
understanding the value of distributed or	understanding the value of distributed or	the value of distributed or shared school	the value of distributed or shared sc	hool
shared school leadership; being able to	shared school leadership; being able to	leadership; being able to identify and	leadership; being able to identify an	d
identify and encourage staff to assume roles	identify and encourage staff to assume roles	encourage staff to assume roles in decisions;	encourage staff to assume roles in d	ecisions;
in decisions; and implement shared decision	in decisions; and implement shared decision	and implement shared decision making	and implement shared decision mak	ing
making processes for the school.	making processes for the school.	processes for the school.	processes for the school.	
B) The candidate experienced a <b>highly</b>	B) The candidate experienced an authentic	B) The candidate experienced a somewhat	B) The candidate lacked experiencing	g an
authentic, substantial field experience and	field experience and practice in this standard	authentic field experience and practice in this	authentic field experience and pract	ice in this
practice in this standard element.	element.	standard element.	standard element.	
C) Leadership activities selected were highly	C) Leadership activities selected were	C) Leadership activities selected were	C) Leadership activities selected wer	e <b>not</b>
consistent with the standard and element;	consistent with the standard and element;	somewhat consistent with the standard and	consistent with the standard and ele	ement;
and the candidate required minimal support	and the candidate required some support or	element; and the candidate required support	and although the candidate received	ł
or guidance in fully achieving this element.	guidance in achieving this element.	or guidance in <b>mostly achieving</b> this element.	significant support or guidance, they	did not
			achieve this element.	

ELCC District Level Standard Element				
ELCC Standard Element 3.4: Candidates unders	tand and can develop district capacity for distribu	ted leadership.		
	Internship Final Evaluation Criteria	for District Level Standard Element		
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any la	eadership
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of th	nis
this standard element regarding:	this standard element regarding:	standard element regarding: understanding	standard element regarding: underst	tanding
understanding the value of distributed or	understanding the value of distributed or	the value of distributed or shared district	the value of distributed or shared dis	strict
shared district leadership; being able to	shared district leadership; being able to	leadership; being able to identify and	leadership; being able to identify and	d
identify and encourage staff to assume roles	identify and encourage staff to assume roles	encourage staff to assume roles in decisions;	encourage staff to assume roles in de	ecisions;
in decisions; and implement shared decision	in decisions; and implement shared decision	and implement shared decision making	and implement shared decision mak	ing
making processes for the district.	making processes for the district.	processes for the district.	processes for the district.	
B) The candidate experienced a highly	B) The candidate experienced an authentic	B) The candidate experienced a somewhat	B) The candidate lacked experiencing	g an
authentic, substantial field experience and	field experience and practice in this standard	authentic field experience and practice in this	authentic field experience and pract	ice in this
practice in this standard element.	element.	standard element.	standard element.	
C) Leadership activities selected were highly	C) Leadership activities selected were	C) Leadership activities selected were	C) Leadership activities selected wer	e <b>not</b>
consistent with the standard and element;	consistent with the standard and element;	somewhat consistent with the standard and	consistent with the standard and ele	ement;

and the candidate required minimal support	and the candidate required some support or	element; and the candidate required support	and although the candidate received
or guidance in fully achieving this element.	guidance in <b>achieving</b> this element.	or guidance in <b>mostly achieving</b> this element.	significant support or guidance, they did not
			achieve this element.

ELCC Building Level Standard Element				Score	
ELCC Standard Element 3.5: Candidates underst	ELCC Standard Element 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.				
	Internship Final Evaluation Criteria	for Building Level Standard Element			
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point		
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any la	eadership	
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of th	nis	
this standard element regarding: strategies to	this standard element regarding: strategies to	standard element regarding: strategies to	standard element regarding: strateg	ies to	
increase instructional time and time for	increase instructional time and time for	increase instructional time and time for	increase instructional time and time	for	
teacher collaboration; be able to develop	teacher collaboration; be able to develop	teacher collaboration; be able to develop	teacher collaboration; be able to dev	/elop	
school schedules that maximize time teaching	school schedules that maximize time teaching	school schedules that maximize time teaching	school schedules that maximize time	teaching	
and planning; and work to reduce non-	and planning; and work to reduce non-	and planning; and work to reduce non-	and planning; and work to reduce no	n-	
teaching duties of teachers in the school.	teaching duties of teachers in the school.	teaching duties of teachers in the school.	teaching duties of teachers in the sch	nool.	
B) The candidate experienced a highly	B) The candidate experienced an authentic	B) The candidate experienced a somewhat	B) The candidate lacked experiencing	g an	
authentic, substantial field experience and	field experience and practice in this standard	authentic field experience and practice in this	authentic field experience and pract	ice in this	
practice in this standard element.	element.	standard element.	standard element.		
C) Leadership activities selected were highly	C) Leadership activities selected were	C) Leadership activities selected were	C) Leadership activities selected wer	e <b>not</b>	
consistent with the standard and element;	consistent with the standard and element;	somewhat consistent with the standard and	consistent with the standard and ele	ement;	
and the candidate required minimal support	and the candidate required <b>some</b> support or	element; and the candidate required support	and although the candidate received		
or guidance in fully achieving this element.	guidance in achieving this element.	or guidance in mostly achieving this element.	significant support or guidance, they	did not	
			achieve this element.		

	ELCC District Level Sta	ndard 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.						
	Internship Final Evaluation Criteria for District Level Standard Element					
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point			
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any lo	eadership		
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of th	nis		
this standard element regarding: strategies to	this standard element regarding: strategies to	standard element regarding: strategies to	standard element regarding: strategi	ies to		
increase instructional time and time for	increase instructional time and time for	increase instructional time and time for	increase instructional time and time	for		
teacher collaboration; be able to develop	teacher collaboration; be able to develop	teacher collaboration; be able to develop	teacher collaboration; be able to dev	/elop		
district schedules that maximize time	district schedules that maximize time	district schedules that maximize time	district schedules that maximize time	e		
teaching and planning; and work to reduce	teaching and planning; and work to reduce	teaching and planning; and work to reduce	teaching and planning; and work to r	reduce		
non-teaching duties of teachers in the district.	non-teaching duties of teachers in the district.	non-teaching duties of teachers in the district.	non-teaching duties of teachers in th	ie district.		
B) The candidate experienced a highly	B) The candidate experienced an authentic	B) The candidate experienced a somewhat	B) The candidate lacked experiencing	g an		
authentic, substantial field experience and	field experience and practice in this standard	authentic field experience and practice in this	authentic field experience and pract	ice in this		
practice in this standard element.	element.	standard element.	standard element.			
C) Leadership activities selected were <b>highly</b>	C) Leadership activities selected were	C) Leadership activities selected were	C) Leadership activities selected were	e <b>not</b>		
consistent with the standard and element;	consistent with the standard and element;	somewhat consistent with the standard and	consistent with the standard and ele	ement;		

and the candidate required **minimal support**or **guidance** in **fully achieving** this element.

and the candidate required **some** support or guidance in **achieving** this element.

and the candidate required **some** support or guidance in **mostly achieving** this element.

and although the candidate received significant support or guidance, they did not achieve this 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 f the school's educational environment.					
	Internship Final Evaluation Criteria for Building Level Standard Element				
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point		
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any leadership		
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of this		
this standard element regarding:	this standard element regarding:	standard element regarding:	standard element regarding:		
collaboratively using evidence based research	collaboratively using evidence based research	collaboratively using evidence based research	collaboratively using evidence based research		
to collect school and community information;	to collect school and community information;	to collect school and community information;	to collect school and community information;		
understand how to include staff and	understand how to include staff and	understand how to include staff and	understand how to include staff and		
community members in reviewing	community members in reviewing	community members in reviewing	community members in reviewing		
information; and how to share school	information; and how to share school	information; and how to share school	information; and how to share school		
information within the larger community.	information within the larger community.	information within the larger community.	information within the larger community.		
B) The candidate experienced a highly	B) The candidate experienced an authentic	B) The candidate experienced a somewhat	B) The candidate lacked experiencing an		
authentic, substantial field experience and	field experience and practice in this standard	authentic field experience and practice in this	authentic field experience and practice in this		
practice in this standard element.	element.	standard element.	standard element.		
C) Leadership activities selected were <b>highly</b>	C) Leadership activities selected were	C) Leadership activities selected were	C) Leadership activities selected were <b>not</b>		
consistent with the standard and element;	consistent with the standard and element;	somewhat consistent with the standard and	consistent with the standard and element;		
and the candidate required minimal support	and the candidate required some support or	element; and the candidate required support	and although the candidate received		
or guidance in fully achieving this element.	guidance in achieving this element.	or guidance in mostly achieving this element.	significant support or guidance, they did not		
			achieve this element.		

ELCC District Level Standard Element					
ELCC 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.					
Internship Final Evaluation Criteria for District Level Standard Element					
Distinguished - 4 Points	· · · · · · · · · · · · · · · · · · ·				
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any /	eadership	
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of th	nis	
this standard element regarding:	this standard element regarding:	standard element regarding:	standard element regarding: collabo	ratively	
collaboratively using evidence based research	collaboratively using evidence based research	collaboratively using evidence based research	using evidence based research to co	llect	
to collect district and community information;	to collect district and community information;	to collect district and community information;	district and community information;		
understand how to include staff and	understand how to include staff and	understand how to include staff and	understand how to include staff and		
community members in reviewing	community members in reviewing	community members in reviewing	community members in reviewing		
information; and how to share district	information; and how to share district	information; and how to share district	information; and how to share distri	ct	
information within the larger community.	information within the larger community.	information within the larger community.	information within the larger commi	unity.	
B) The candidate experienced a <b>highly</b>	B) The candidate experienced an authentic	B) The candidate experienced a <b>somewhat</b>	B) The candidate lacked experiencing	g an	
authentic, substantial field experience and	field experience and practice in this standard	authentic field experience and practice in this	authentic field experience and pract	ice in this	

practice in this standard element.
C) Leadership activities selected were **highly consistent** with the standard and element;
and the candidate required **minimal support** 

or guidance in fully achieving this element.

element.
C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.

standard element.
C) Leadership activities selected were
somewhat consistent with the standard and
element; and the candidate required support
or guidance in mostly achieving this element.

standard element.
C) Leadership activities selected were **not consistent** with the standard and element;
although the candidate received significant
support, they did not **achieve** this 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					
ELCC Standard Element 4.2: Candidates unders intellectual resources within the school commu		romoting an understanding, appreciation, and use	of diverse cultural, social, and		
Internship Final Evaluation Criteria for Building Level Standard Element					
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point		
A) Always demonstrated exemplary leadership skills in and content knowledge of this standard element regarding: identifying and accessing the varied community, agency, business and religious resources that can support the school's mission; and be able to mobilize these many groups to support the goals of the school.  B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element.  C) Leadership activities selected were highly consistent with the standard and element; and the candidate required minimal support arguidages in fully achieving this element.	A) Consistently demonstrated very good leadership skills in and content knowledge of this standard element regarding: identifying and accessing the varied community, agency, business and religious resources that can support the school's mission; and be able to mobilize these many groups to support the goals of the school.  B) The candidate experienced an authentic field experience and practice in this standard element.  C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.	A) Periodically demonstrated good leadership skills in and content knowledge of this standard element regarding: identifying and accessing the varied community, agency, business and religious resources that can support the school's mission; and be able to mobilize these many groups to support the goals of the school.  B) The candidate experienced a somewhat authentic field experience and practice in this standard element.  C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support are guidance in mostly achieving this element.	A) Infrequently demonstrated any leadership skills in and content knowledge of this standard element regarding: identifying and accessing the varied community, agency, business and religious resources that can support the school's mission; and be able to mobilize these many groups to support the goals of the school.  B) The candidate lacked experiencing an authentic field experience and practice in this standard element.  C) Leadership activities selected were not consistent with the standard and element; and although the candidate received significant support or guidance they did not		
or guidance in fully achieving this element.	guidance in <b>achieving</b> this element.	or guidance in <b>mostly achieving</b> this element.	significant support or guidance, they did not achieve this element.		

ELCC District 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				
ntellectual resources within the school community.				
	Internship Final Evaluation Criteria	for District Level Standard Element		
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any /	eadership
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of th	nis
this standard element regarding: identifying	this standard element regarding: identifying	standard element regarding: identifying and	standard element regarding: identify	ing and
and accessing the varied community, agency,	and accessing the varied community, agency,	accessing the varied community, agency,	accessing the varied community, age	ency,
business and religious resources that can	business and religious resources that can	business and religious resources that can	business and religious resources that	t can
support the district's mission; and be able to	support the district's mission; and be able to	support the district's mission; and be able to	support the district's mission; and be	e able to
mobilize these many groups to support the	mobilize these many groups to support the	mobilize these many groups to support the	mobilize these many groups to supp	ort the
goals of the district.	goals of the district.	goals of the district.	goals of the district.	
B) The candidate experienced a <b>highly</b>	B) The candidate experienced an authentic	B) The candidate experienced a <b>somewhat</b>	B) The candidate lacked experiencing	g an
authentic, substantial field experience and	field experience and practice in this standard	authentic field experience and practice in this	authentic field experience and pract	ice in this
practice in this standard element.	element.	standard element.	standard element.	
C) Leadership activities selected were <b>highly</b>	C) Leadership activities selected were	C) Leadership activities selected were	C) Leadership activities selected wer	e <b>not</b>

consistent with the standard and element; and the candidate required minimal support or guidance in fully achieving this element. **consistent** with the standard and element; and the candidate required **some** support or guidance in **achieving** this element.

**somewhat consistent** with the standard and element; and the candidate required support or guidance in **mostly achieving** this element.

**consistent** with the standard and element; and although the candidate received significant support or guidance, they did not **achieve** this element.

	ELCC Building Level Sta	ndard Element	Score
ELCC Standard Element 4.3: Candidates unders	tand and can respond to community interests and	needs by building and sustaining positive school	relationships with families and
caregivers.			
	Internship Final Evaluation Criteria	for Building Level Standard Element	
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any leadership
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of this
this standard element regarding: creating and	this standard element regarding: creating and	standard element regarding creating and	standard element regarding: creating and
preserving programs that invite and engage	preserving programs that invite and engage	preserving programs that invite and engage	preserving programs that invite and engage
parents and community to school events;	parents and community to school events;	parents and community to school events;	parents and community to school events;
creating a culture of openness and	creating a culture of openness and	creating a culture of openness and	creating a culture of openness and
transparency; and reaching out to parents	transparency; and reaching out to parents	transparency; and reaching out to parents	transparency; and reaching out to parents
and caregivers to build a strong affiliation	and caregivers to build a strong affiliation	and caregivers to build a strong affiliation	and caregivers to build a strong affiliation
with the school.	with the school.	with the school.	with the school.
B) The candidate experienced a highly	B) The candidate experienced an authentic	B) The candidate experienced a somewhat	B) The candidate lacked experiencing an
authentic, substantial field experience and	field experience and practice in this standard	authentic field experience and practice in this	authentic field experience and practice in this
practice in this standard element.	element.	standard element.	standard element.
C) Leadership activities selected were <b>highly</b>	C) Leadership activities selected were	C) Leadership activities selected were	C) Leadership activities selected were <b>not</b>
consistent with the standard and element;	consistent with the standard and element;	somewhat consistent with the standard and	consistent with the standard and element;
and the candidate required minimal support	and the candidate required <b>some</b> support or	element; and the candidate required support	and although the candidate received
or guidance in fully achieving this element.	guidance in <b>achieving</b> this element.	or guidance in <b>mostly achieving</b> this element.	significant support or guidance, they did not
			achieve this element.
	ELCC District Level Star		Score
	tand and can respond to community interests and	I needs by building and sustaining positive district	relationships with families and
caregivers.			
	Internship Final Evaluation Criteria	for District Level Standard Element	
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) <b>Periodically</b> demonstrated <b>good</b> <i>leadership</i>	A) Infrequently demonstrated any leadership
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of this
this standard element regarding: creating and	this standard element regarding: creating and	standard element regarding: creating and	standard element regarding: creating and
preserving programs that invite and engage	preserving programs that invite and engage	preserving programs that invite and engage	preserving programs that invite and engage
parents and community to school events;	parents and community to school events;	parents and community to school events;	parents and community to school events;
creating a culture of openness and	creating a culture of openness and	creating a culture of openness and	creating a culture of openness and
transparency; and reaching out to parents	transparency; and reaching out to parents	transparency; and reaching out to parents	transparency; and reaching out to parents
and caregivers to build a strong affiliation	and caregivers to build a strong affiliation	and caregivers to build a strong affiliation	and caregivers to build a strong affiliation
with the school.	with the school.	with the school.	with the school.
B) The candidate experienced a <b>highly</b>	B) The candidate experienced an <b>authentic</b>	B) The candidate experienced a <b>somewhat</b>	B) The candidate lacked experiencing an
authentic, substantial field experience and	field experience and practice in this standard	authentic field experience and practice in this	authentic field experience and practice in this

practice in this standard element.

C) Leadership activities selected were **highly consistent** with the standard and element;
and the candidate required **minimal support** 

or guidance in fully achieving this element.

B) The candidate experienced a highly

authentic, substantial field experience and

element.
C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.

B) The candidate experienced an authentic

field experience and practice in this standard

C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support or guidance in mostly achieving this element.

standard element.
C) Leadership activities selected were **not consistent** with the standard and element;
and although the candidate received
significant support or guidance, they did not **achieve** this element.

B) The candidate lacked experiencing an

authentic field experience and practice in this

#### SBL/SDL Program Assessment 4: Final Internship Evaluation Rubrics for Internship - ELCC 4.4

FLCC Building Level Standard Flement

standard element.

	ELCC Building Level Sta	ndard Element	Score
ELCC Standard Element 4.4: Candidates underst	and and can respond to community interests and	needs by building and sustaining productive scho	ool relationships with community
partners.	,	,	
	Internship Final Evaluation Criteria	for Building Level Standard Element	
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any leadership
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of this
this standard element regarding: creating and	this standard element regarding: creating and	standard element regarding: creating and	standard element regarding: creating and
preserving programs that engage community	preserving programs that engage community	preserving programs that engage community	preserving programs that engage community
partners (business, agencies, faith, etc.) in the	partners (business, agencies, faith, etc.) in the	partners (business, agencies, faith, etc.) in the	partners (business, agencies, faith, etc.) in the
school; be able to identify community needs	school; be able to identify community needs	school; be able to identify community needs	school; be able to identify community needs
and interests; and encourage community	and interests; and encourage community	and interests; and encourage community	and interests; and encourage community
partners to be involved in decision making in	partners to be involved in decision making in	partners to be involved in decision making in	partners to be involved in decision making in
the school.	the school.	the school.	the school.
B) The candidate experienced a <b>highly</b>	B) The candidate experienced an <b>authentic</b>	B) The candidate experienced a <b>somewhat</b>	B) The candidate lacked experiencing an
authentic, substantial field experience and	field experience and practice in this standard	authentic field experience and practice in this	authentic field experience and practice in this
practice in this standard element.	element.	standard element.	standard element.
C) Leadership activities selected were <b>highly</b>	C) Leadership activities selected were	C) Leadership activities selected were	C) Leadership activities selected were <b>not</b>
consistent with the standard and element;	consistent with the standard and element;	somewhat consistent with the standard and	consistent with the standard and element;
and the candidate required minimal support	and the candidate required <b>some</b> support or	element; and the candidate required support	and although the candidate received
or guidance in fully achieving this element.	guidance in <b>achieving</b> this element.	or guidance in <b>mostly achieving</b> this element.	significant support or guidance, they did not
			achieve this element.
	ELCC District Level Star	ndard Element	Score
ELCC Standard Element 4.4: Candidates underst	and and can respond to community interests and	I needs by building and sustaining productive distr	rict relationships with community
partners.			
	Internship Final Evaluation Criteria	for District Level Standard Element	
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) <b>Periodically</b> demonstrated <b>good</b> <i>leadership</i>	A) Infrequently demonstrated any leadership
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of this
this standard element regarding: creating and	this standard element regarding: creating and	standard element regarding: creating and	standard element regarding: creating and
preserving programs that engage community	preserving programs that engage community	preserving programs that engage community	preserving programs that engage community
partners (business, agencies, faith, etc.) in the	partners (business, agencies, faith, etc.) in the	partners (business, agencies, faith, etc.) in the	partners (business, agencies, faith, etc.) in the
district; be able to identify community needs	district; be able to identify community needs	district; be able to identify community needs	district; be able to identify community needs
and interests; and encourage community	and interests; and encourage community	and interests; and encourage community	and interests; and encourage community
partners to be involved in decision making in	partners to be involved in decision making in	partners to be involved in decision making in	partners to be involved in decision making in
the district	the district.	the district.	the district
D) The constitution of the control of the big	D) The condition of the control of t	D) The constitution of the	D) The constitute to the decision of a continuous

B) The candidate experienced a somewhat

authentic field experience and practice in this

practice in this standard element.

C) Leadership activities selected were highly consistent with the standard and element; and the candidate required minimal support or guidance in fully achieving this element.

element.

C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.

standard element.

C) Leadership activities selected were **somewhat consistent** with the standard and element; and the candidate required support or guidance in **mostly achieving** this element.

standard element.

C) Leadership activities selected were **not consistent** with the standard and element; and although the candidate received significant support or guidance, they did not **achieve** this element.

ELCC Building Level Standard Element  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.				
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
A) Always demonstrated exemplary leadership skills in and content knowledge of this standard element regarding: the need to advocate for every child by ensuring high expectations for all children and staff; leading with a sense of fairness; and acting with a high degree of integrity to promote full accountability for everyone on local and state measures of student learning in the school.  B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element.  C) Leadership activities selected were highly consistent with the standard and element; and the candidate required minimal support or guidance in fully achieving this element.	A) Consistently demonstrated very good leadership skills in and content knowledge of this standard element regarding: the need to advocate for every child by ensuring high expectations for all children and staff; leading with a sense of fairness; and acting with a high degree of integrity to promote full accountability for everyone on local and state measures of student learning in the school.  B) The candidate experienced an authentic field experience and practice in this standard element.  C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.	A) Periodically demonstrated good leadership skills in and content knowledge of this standard element regarding: the need to advocate for every child by ensuring high expectations for all children and staff; leading with a sense of fairness; and acting with a high degree of integrity to promote full accountability for everyone on local and state measures of student learning in the school.  B) The candidate experienced a somewhat authentic field experience and practice in this standard element.  C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support or guidance in mostly achieving this element.	A) Infrequently demonstrated any leadersh skills in and content knowledge of this standard element regarding: the need to advocate for every child by ensuring high expectations for all children and staff; leadin with a sense of fairness; and acting with a high degree of integrity to promote full accountability for everyone on local and staff measures of student learning in the school.  B) The candidate lacked experiencing an authentic field experience and practice in the standard element.  C) Leadership activities selected were not consistent with the standard and element; and although the candidate received significant support or guidance, they did not achieve this element.	

ELCC District Level Standard Element					
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.					
	Internship Final Evaluation Criteria	for District Level Standard Element			
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point		
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any leadership		
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of this		
this standard element regarding: the need to	this standard element regarding: the need to	standard element regarding: the need to	standard element regarding: the need to		
advocate for every child by ensuring high	advocate for every child by ensuring high	advocate for every child by ensuring high	advocate for every child by ensuring high		
expectations for all children and staff; leading	expectations for all children and staff; leading	expectations for all children and staff; leading	expectations for all children and staff; leading		
with a sense of fairness; and acting with a	with a sense of fairness; and acting with a	with a sense of fairness; and acting with a	with a sense of fairness; and acting with a		
high degree of integrity to promote full	high degree of integrity to promote full	high degree of integrity to promote full	high degree of integrity to promote full		
accountability for everyone on local and state	accountability for everyone on local and state	accountability for everyone on local and state	accountability for everyone on local and state		
measures of student learning in the district.	measures of student learning in the district.	measures of student learning in the district.	measures of student learning in the district.		
B) The candidate experienced a highly	B) The candidate experienced an <b>authentic</b>	B) The candidate experienced a somewhat	B) The candidate lacked experiencing an		

**authentic, substantial** field experience and practice in this standard element.

C) Leadership activities selected were **highly consistent** with the standard and element; and the candidate required **minimal support or guidance** in **fully achieving** this element.

field experience and practice in this standard element.

C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.

**authentic** field experience and practice in this standard element.

C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support or guidance in mostly achieving this element.

**authentic** field experience and practice in this standard element.

C) Leadership activities selected were **not consistent** with the standard and element; and although the candidate received significant support or guidance, they did not **achieve** this element.

	Internship Final Evaluation Criteria	for Building Level Standard Element	
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point
A) Always demonstrated exemplary leadership skills in and content knowledge of this standard element regarding: articulating impact of ethical principles on building	A) Consistently demonstrated very good leadership skills in and content knowledge of this standard element regarding: articulating impact of ethical principles on building	A) <b>Periodically</b> demonstrated <b>good</b> <i>leadership skills</i> in and <i>content knowledge</i> of this standard element regarding: articulating impact of ethical principles on building	A) Infrequently demonstrated any leadersh skills in and content knowledge of this standard element regarding: articulating impact of ethical principles on building
leadership; understand the legal and ethical context of building decisions; and support the ethical principles of various school leadership associations.	leadership; understand the legal and ethical context of building decisions; and support the ethical principles of various school leadership associations.	leadership; understand the legal and ethical context of building decisions; and support the ethical principles of various school leadership associations.	leadership; understand the legal and ethica context of building decisions; and support t ethical principles of various school leadersh associations.
B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element.	B) The candidate experienced an <b>authentic</b> field experience and practice in this standard element.	B) The candidate experienced a <b>somewhat authentic</b> field experience and practice in this standard element.	B) The candidate lacked experiencing an authentic field experience and practice in t standard element.
C) Leadership activities selected were highly consistent with the standard and element; and the candidate required minimal support or guidance in fully achieving this element.	C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.	C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support or guidance in mostly achieving this element.	C) Leadership activities selected were <b>not consistent</b> with the standard and element; and although the candidate received significant support or guidance, they did no <b>achieve</b> this element.

ELCC District Level Standard Element				
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.				
	Internship Final Evaluation Criteria	for District Level Standard Element		
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any le	eadership
leadership skills in and content knowledge of	ership skills in and content knowledge of leadership skills in and content knowledge of skills in and content knowledge of this skills in and content knowledge of this			is
this standard element regarding: articulating	ard element regarding: articulating this standard element regarding: articulating standard element regarding: articulating standard element regarding: articulating			ting
impact of ethical principles on district	impact of ethical principles on district	impact of ethical principles on district	impact of ethical principles on distric	:t
leadership; understand the legal and ethical	leadership; understand the legal and ethical	leadership; understand the legal and ethical	leadership; understand the legal and	ethical
context of district decisions; and support the			port the	
ethical principles of various school leadership				adership
associations.	associations.	associations.	associations.	
B) The candidate experienced a highly	B) The candidate experienced an authentic	B) The candidate experienced a somewhat	B) The candidate lacked experiencing	g an
authentic, substantial field experience and	field experience and practice in this standard	authentic field experience and practice in this	authentic field experience and practi	ice in this

practice in this standard element.	element.	standard element.	standard element.
C) Leadership activities selected were highly	C) Leadership activities selected were	C) Leadership activities selected were	C) Leadership activities selected were <b>not</b>
consistent with the standard and element;	consistent with the standard and element;	somewhat consistent with the standard and	consistent with the standard and element;
and the candidate required minimal support	and the candidate required <b>some</b> support or	element; and the candidate required support	and although the candidate received
or guidance in fully achieving this element.	guidance in achieving this element.	or guidance in <b>mostly achieving</b> this element.	significant support or guidance, they did not
			achieve this element.

	ELCC Building Level Sta	ndard Element	Score		
ELCC Standard Element 5.3: Candidates underst	ELCC Standard Element 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity.				
	Internship Final Evaluation Criteria	for Building Level Standard Element			
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point		
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any leadership		
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of this		
this standard element regarding: supporting a	this standard element regarding: supporting a	standard element regarding: supporting a	standard element regarding: supporting a		
school culture that embraces democratic	school culture that embraces democratic	school culture that embraces democratic	school culture that embraces democratic		
values of participation and fairness; equitable	values of participation and fairness; equitable	values of participation and fairness; equitable	values of participation and fairness; equitable		
distribution of resources; and procedures that	distribution of resources; and procedures that	distribution of resources; and procedures that	distribution of resources; and procedures that		
ensure children have full opportunity for	ensure children have full opportunity for	ensure children have full opportunity for	ensure children have full opportunity for		
success in a school building.	success in a school building.	success in a school building.	success in a school building.		
B) The candidate experienced a <b>highly</b>	B) The candidate experienced an <b>authentic</b>	B) The candidate experienced a <b>somewhat</b>	B) The candidate lacked experiencing an		
authentic, substantial field experience and	field experience and practice in this standard	authentic field experience and practice in this	authentic field experience and practice in this		
practice in this standard element.	element.	standard element.	standard element.		
C) Leadership activities selected were <b>highly</b>	C) Leadership activities selected were	C) Leadership activities selected were	C) Leadership activities selected were <b>not</b>		
consistent with the standard and element;	consistent with the standard and element;	somewhat consistent with the standard and	consistent with the standard and element;		
and the candidate required minimal support	and the candidate required <b>some</b> support or	element; and the candidate required support	and although the candidate received		
or guidance in fully achieving this element.	guidance in <b>achieving</b> this element.	or guidance in <b>mostly achieving</b> this element.	significant support or guidance, they did not		
			achieve this element.		

	ELCC District Level Star	ndard Element		Score	
ELCC Standard Element 5.3: Candidates underst	ELCC Standard Element 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity.				
	Internship Final Evaluation Criteria	for District Level Standard Element			
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point		
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any /	eadership	
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of th	nis	
this standard element regarding: supporting a	this standard element regarding: supporting a	standard element regarding: supporting a	standard element regarding: suppor	ting a	
district culture that embraces democratic	district culture that embraces democratic	district culture that embraces democratic	district culture that embraces demo	cratic	
values of participation and fairness; equitable	values of participation and fairness; equitable	values of participation and fairness; equitable	values of participation and fairness;	equitable	
distribution of resources; and procedures that	distribution of resources; and procedures that	distribution of resources; and procedures that	distribution of resources; and proced	dures that	
ensure children have full opportunity for	ensure children have full opportunity for	ensure children have full opportunity for	ensure children have full opportunit	y for	
success in a district.	success in a district.	success in a district.	success in a district.		
B) The candidate experienced a <b>highly</b>	B) The candidate experienced an authentic	B) The candidate experienced a somewhat	B) The candidate lacked experiencing	g an	
authentic, substantial field experience and	field experience and practice in this standard	authentic field experience and practice in this	authentic field experience and pract	ice in this	

practice in this standard element.	element.	standard element.	standard element.
C) Leadership activities selected were highly	C) Leadership activities selected were	C) Leadership activities selected were	C) Leadership activities selected were <b>not</b>
consistent with the standard and element;	consistent with the standard and element;	somewhat consistent with the standard and	consistent with the standard and element;
and the candidate required minimal support	and the candidate required some support or	element; and the candidate required support	and although the candidate received
or guidance in fully achieving this element.	guidance in achieving this element.	or guidance in <b>mostly achieving</b> this element.	significant support or guidance, they did not
			achieve this element.

	ELCC Building Level Standard Element				
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.				
	Internship Final Evaluation Criteria	for Building Level Standard Element			
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point		
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any lo	eadership	
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of th	nis	
this standard element regarding: ensuring	this standard element regarding: ensuring	standard element regarding: ensuring that	standard element regarding: ensurin	g that	
that school policies and procedures provide	that school policies and procedures provide	school policies and procedures provide	school policies and procedures provi	de	
guidance in matters related to ethics and law;	guidance in matters related to ethics and law;	guidance in 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 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 candidate experienced a highly	B) The candidate experienced an authentic	B) The candidate experienced a <b>somewhat</b>	B) The candidate lacked experiencing	g an	
authentic, substantial field experience and	field experience and practice in this standard	authentic field experience and practice in this	authentic field experience and pract	ice in this	
practice in this standard element.	element.	standard element.	standard element.		
C) Leadership activities selected were highly	C) Leadership activities selected were	C) Leadership activities selected were	C) Leadership activities selected were	e <b>not</b>	
consistent with the standard and element;	consistent with the standard and element;	somewhat consistent with the standard and	consistent with the standard and ele	ement;	
and the candidate required minimal support	and the candidate required <b>some</b> support or	element; and the candidate required support	and although the candidate received		
or guidance in fully achieving this element.	guidance in <b>achieving</b> this element.	or guidance in <b>mostly achieving</b> this element.	significant support or guidance, they	did not	
			achieve this element.		

ELCC District Level Standard Element					
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.				
	Internship Final Evaluation Criteria	for District Level Standard Element			
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point		
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any la	eadership	
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of th	nis	
this standard element regarding: ensuring	this standard element regarding: ensuring	standard element regarding: ensuring that	standard element regarding: ensurin	g that	
that district policies and procedures provide	that district policies and procedures provide	district policies and procedures provide	district policies and procedures prov	ide	
guidance in matters related to ethics and law;	guidance in matters related to ethics and law;	guidance in 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 district	a decision; and making sound district	a decision; and making sound district	a decision; and making sound district	t	
decisions that are both legal and highly	decisions that are both legal and highly	decisions that are both legal and highly	decisions that are both legal and hig	hly	
ethical.	ethical.	ethical.	ethical.		
B) The candidate experienced a <b>highly</b>	B) The candidate experienced an authentic	B) The candidate experienced a somewhat	B) The candidate lacked experiencing	g an	

**authentic, substantial** field experience and practice in this standard element.

C) Leadership activities selected were **highly consistent** with the standard and element; and the candidate required **minimal support or guidance** in **fully achieving** this element.

field experience and practice in this standard element.

C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.

**authentic** field experience and practice in this standard element.

C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support or guidance in mostly achieving this element.

**authentic** field experience and practice in this standard element.

C) Leadership activities selected were **not consistent** with the standard and element; and although the candidate received significant support or guidance, they did not **achieve** this element.

	ELCC Building Level Sta	ndard Element	Score
ELCC Standard Element 5.5: Candidates underst	and and can promote social justice within a school	ol to ensure that individual student needs inform	all aspects of schooling.
	Internship Final Evaluation Criteria	for Building Level Standard Element	
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any leadership
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of this
this standard element regarding: promoting a	this standard element regarding: promoting a	standard element regarding: promoting a	standard element regarding: promoting a
child centered school culture that ensures	child centered school culture that ensures	child centered school culture that ensures	child centered school culture that ensures
every child receives what is needed to	every child receives what is needed to	every child receives what is needed to	every child receives what is needed to
achieve success; ensuring all procedures and	achieve success; ensuring all procedures and	achieve success; ensuring all procedures and	achieve success; ensuring all procedures and
processes are focused on meeting student	processes are focused on meeting student	processes are focused on meeting student	processes are focused on meeting student
needs; and maintaining a strong set of child	needs; and maintaining a strong set of child	needs; and maintaining a strong set of child	needs; and maintaining a strong set of child
focused core values.	focused core values.	focused core values.	focused core values.
B) The candidate experienced a <b>highly</b>	B) The candidate experienced an authentic	B) The candidate experienced a somewhat	B) The candidate lacked experiencing an
authentic, substantial field experience and	field experience and practice in this standard	authentic field experience and practice in this	authentic field experience and practice in this
practice in this standard element.	element.	standard element.	standard element.
C) Leadership activities selected were highly	C) Leadership activities selected were	C) Leadership activities selected were	C) Leadership activities selected were <b>not</b>
consistent with the standard and element;	consistent with the standard and element;	somewhat consistent with the standard and	consistent with the standard and element;
and the candidate required minimal support	and the candidate required some support or	element; and the candidate required support	and although the candidate received
or guidance in fully achieving this element.	guidance in <b>achieving</b> this element.	or guidance in <b>mostly achieving</b> this element.	significant support or guidance, they did not
			achieve this element.
	ELCC District Level Star	ndard Element	Score
ELCC Standard Element 5.5: Candidates underst	and and can promote social justice within a distri	ct to ensure that individual student needs inform	all aspects of schooling.
	Internship Final Evaluation Criteria	for District Level Standard Element	
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) <b>Periodically</b> demonstrated <b>good</b> <i>leadership</i>	A) Infrequently demonstrated any leadership
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of this
this standard element regarding: promoting a	this standard element regarding: promoting a	standard element regarding: promoting a	standard element regarding: promoting a
child centered district culture that ensures	child centered district culture that ensures	child centered district culture that ensures	child centered district culture that ensures
every child receives what is needed to	every child receives what is needed to	every child receives what is needed to	every child receives what is needed to
achieve success; ensuring all procedures and	achieve success; ensuring all procedures and	achieve success; ensuring all procedures and	achieve success; ensuring all procedures and
processes are focused on meeting student	processes are focused on meeting student	processes are focused on meeting student	processes are focused on meeting student
needs; and maintaining a strong set of child	needs; and maintaining a strong set of child	needs; and maintaining a strong set of child	needs; and maintaining a strong set of child
focused core values.	focused core values.	focused core values.	focused core values.
B) The candidate experienced a <b>highly</b>	B) The candidate experienced an <b>authentic</b>	B) The candidate experienced a <b>somewhat</b>	B) The candidate lacked experiencing an

**authentic, substantial** field experience and practice in this standard element.

C) Leadership activities selected were **highly consistent** with the standard and element; and the candidate required **minimal support or guidance** in **fully achieving** this element.

field experience and practice in this standard element.

C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.

**authentic** field experience and practice in this standard element.

C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support or guidance in mostly achieving this element.

**authentic** field experience and practice in this standard element.

C) Leadership activities selected were **not consistent** with the standard and element; and although the candidate received significant support or guidance, they did not **achieve** this element.

ELCC Standard Floment & 1: Candidates unders	tand and can advocate for school students, famili	os and carogivors	
ELCC Standard Element 6.1. Candidates unders	tand and can advocate for school students, failing	es, and caregivers.	
	Internship Final Evaluation Criteria	for Building Level Standard Element	
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point
A) Always demonstrated exemplary leadership skills in and content knowledge of this standard element regarding: recognizing the school 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 school building.  B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element.  C) Leadership activities selected were highly consistent with the standard and element;	A) Consistently demonstrated very good leadership skills in and content knowledge of this standard element regarding: recognizing the school 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 school building.  B) The candidate experienced an authentic field experience and practice in this standard element.  C) Leadership activities selected were consistent with the standard and element;	A) Periodically demonstrated good leadership skills in and content knowledge of this standard element regarding: recognizing the school 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 school building.  B) The candidate experienced a somewhat authentic field experience and practice in this standard element.  C) Leadership activities selected were somewhat consistent with the standard and	A) Infrequently demonstrated any leadershis skills in and content knowledge of this standard element regarding: recognizing the school 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 school building.  B) The candidate lacked experiencing an authentic field experience and practice in this standard element.  C) Leadership activities selected were not consistent with the standard and element;
and the candidate required minimal support or guidance in fully achieving this element.	and the candidate required <b>some</b> support or guidance in <b>achieving</b> this element.	element; and the candidate required support or guidance in <b>mostly achieving</b> this element.	and although the candidate received significant support or guidance, they did no achieve this element.

ELCC District Level Standard Element					
ELCC Standard Element 6.1: Candidates underst	ELCC Standard Element 6.1: Candidates understand and can advocate for district students, families, and caregivers.				
	Internship Final Evaluation Criteria	for District Level Standard Element			
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point		
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any la	eadership	
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of th	nis	
this standard element regarding: recognizing	this standard element regarding: recognizing	standard element regarding: recognizing the	standard element regarding: recogni	zing the	
the district school implications of various laws	the district school implications of various laws	district school implications of various laws	district school implications of various	slaws	
and regulations; understanding the	and regulations; understanding the	and regulations; understanding the	and regulations; understanding the		
connection between poverty and student	connection between poverty and student	connection between poverty and student	connection between poverty and stu	dent	
achievement; and being able to advocate for	achievement; and being able to advocate for	achievement; and being able to advocate for	achievement; and being able to advo	cate for	
the needs of children and families within the	the needs of children and families within the	the needs of children and families within the	the needs of children and families w	thin the	
district.	district.	district.	district.		

- B) The candidate experienced a **highly authentic**, **substantial** field experience and practice in this standard element.
- C) Leadership activities selected were **highly consistent** with the standard and element; and the candidate required **minimal support or guidance** in **fully achieving** this element.
- B) The candidate experienced an **authentic** field experience and practice in this standard element.
- C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.
- B) The candidate experienced a **somewhat authentic** field experience and practice in this standard element.
- C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support or guidance in mostly achieving this element.
- B) The candidate lacked experiencing an **authentic** field experience and practice in this standard element.
- C) Leadership activities selected were **not consistent** with the standard and element; and although the candidate received significant support or guidance, they did not **achieve** this element.

	ELCC Building Level Sta	ndard Element	Score
ELCC Standard Element 6.2: Candidates unders	tand and can act to influence local, district, state,	and national decisions affecting student learning	in a school environment.
	Internship Final Evaluation Criteria	for Building Level Standard Element	
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any leadership
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of this
this standard element regarding: being able	this standard element regarding: being able	standard element regarding: being able to	standard element regarding: being able to
to advocate for equitable learning	to advocate for equitable learning	advocate for equitable learning opportunities	advocate for equitable learning opportunities
opportunities for the school children through	opportunities for the school children through	for the school children through influencing	for the school children through influencing
influencing various levels of government	influencing various levels of government	various levels of government legislation; and	various levels of government legislation; and
legislation; and informing various school	legislation; and informing various school	informing various school constituencies of	informing various school constituencies of
constituencies of school policies, laws, etc.	constituencies of school policies, laws, etc.	school policies, laws, etc.	school policies, laws, etc.
B) The candidate experienced a highly	B) The candidate experienced an authentic	B) The candidate experienced a somewhat	B) The candidate lacked experiencing an
authentic, substantial field experience and	field experience and practice in this standard	authentic field experience and practice in this	authentic field experience and practice in this
practice in this standard element.	element.	standard element.	standard element.
C) Leadership activities selected were highly	C) Leadership activities selected were	C) Leadership activities selected were	C) Leadership activities selected were <b>not</b>
consistent with the standard and element;	consistent with the standard and element;	somewhat consistent with the standard and	consistent with the standard and element;
and the candidate required minimal support	and the candidate required <b>some</b> support or	element; and the candidate required support	and although the candidate received
or guidance in fully achieving this element.	guidance in <b>achieving</b> this element.	or guidance in <b>mostly achieving</b> this element.	significant support or guidance, they did not
			achieve this element.

ELCC District Level Standard Element				
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.				
	Internship Final Evaluation Criteria	for District Level Standard Element		
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any lo	eadership
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of th	nis
this standard element regarding: being able	this standard element regarding: being able	standard element regarding: being able to	standard element regarding: being a	ble to
to advocate for equitable learning	to advocate for equitable learning	advocate for equitable learning opportunities	advocate for equitable learning oppo	ortunities
opportunities for the district children through	opportunities for the district children through	for the district children through influencing	for the district children through influ	encing
influencing various levels of government	influencing various levels of government	various levels of government legislation; and	various levels of government legislat	ion; and
legislation; and informing various district	legislation; and informing various district	informing various district constituencies of	informing various district constituen	cies of
constituencies of school policies, laws, etc.	constituencies of school policies, laws, etc.	school policies, laws, etc.	school policies, laws, etc.	
B) The candidate experienced a highly	B) The candidate experienced an authentic	B) The candidate experienced a somewhat	B) The candidate lacked experiencing	g an

**authentic, substantial** field experience and practice in this standard element.

C) Leadership activities selected were **highly consistent** with the standard and element; and the candidate required **minimal support or guidance** in **fully achieving** this element.

field experience and practice in this standard element.

C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.

**authentic** field experience and practice in this standard element.

C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support or guidance in mostly achieving this element.

**authentic** field experience and practice in this standard element.

C) Leadership activities selected were **not consistent** with the standard and element; and although the candidate received significant support or guidance, they did not **achieve** this element.

	ELCC Building Level Sta	ndard Element		Score	
ELCC Standard Element 6.3: Candidates underst	and and can anticipate and assess emerging tren	ds and initiatives in order to adapt school-based lo	eadership strategies.		
	Internship Final Evaluation Criteria for Building Level Standard Element				
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point		
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any /	eadership	
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of th	nis	
this standard element regarding: anticipating	this standard element regarding: anticipating	standard element regarding: anticipating	standard element regarding: anticipa	ating	
future external trends or initiatives that may	future external trends or initiatives that may	future external trends or initiatives that may	future external trends or initiatives t	hat may	
affect the school; promoting adaptive	affect the school; promoting adaptive	affect the school; promoting adaptive	affect the school; promoting adaptive	re	
strategies to meet changing demands or	strategies to meet changing demands or	strategies to meet changing demands or	strategies to meet changing demand	ls or	
needs, and anticipate need for changes in	needs, and anticipate need for changes in	needs, and anticipate need for changes in	needs, and anticipate need for chang	ges in	
leadership strategies.	leadership strategies.	leadership strategies.	leadership strategies.		
B) The candidate experienced a highly	B) The candidate experienced an authentic	B) The candidate experienced a somewhat	B) The candidate lacked experiencing	g an	
authentic, substantial field experience and	field experience and practice in this standard	authentic field experience and practice in this	authentic field experience and pract	ice in this	
practice in this standard element.	element.	standard element.	standard element.		
C) Leadership activities selected were highly	C) Leadership activities selected were	C) Leadership activities selected were	C) Leadership activities selected wer	e <b>not</b>	
consistent with the standard and element;	consistent with the standard and element;	somewhat consistent with the standard and	consistent with the standard and ele	ement;	
and the candidate required minimal support	and the candidate required <b>some</b> support or	element; and the candidate required support	and although the candidate received	l	
or guidance in fully achieving this element.	guidance in achieving this element.	or guidance in <b>mostly achieving</b> this element.	significant support or guidance, they	did not	
			achieve this element.		

	ELCC District Level Sta	ndard 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.				
	Internship Final Evaluation Criteria	for District Level Standard Element		
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
A) Always demonstrated exemplary	A) Consistently demonstrated very good	A) Periodically demonstrated good leadership	A) Infrequently demonstrated any /	eadership
leadership skills in and content knowledge of	leadership skills in and content knowledge of	skills in and content knowledge of this	skills in and content knowledge of the	nis
this standard element regarding: anticipating	this standard element regarding: anticipating	standard element regarding: anticipating	standard element regarding: anticipa	ating
future external trends or initiatives that may	future external trends or initiatives that may	future external trends or initiatives that may	future external trends or initiatives t	hat may
affect the district; promoting adaptive	affect the district; promoting adaptive	affect the district; promoting adaptive	affect the district; promoting adaptive	ve .
strategies to meet changing demands or	strategies to meet changing demands or	strategies to meet changing demands or	strategies to meet changing demand	ls or
needs, and anticipate need for changes in	needs, and anticipate need for changes in	needs, and anticipate need for changes in	needs, and anticipate need for change	ges in
leadership strategies.	leadership strategies.	leadership strategies.	leadership strategies.	-
B) The candidate experienced a <b>highly</b>	B) The candidate experienced an <b>authentic</b>	B) The candidate experienced a <b>somewhat</b>	B) The candidate lacked experiencing	g an

authentic, substantial field experience and field experience and practice in this standard authentic field experience and practice in this practice in this standard element. element. standard element. C) Leadership activities selected were highly C) Leadership activities selected were consistent with the standard and element; consistent with the standard and element; and the candidate required minimal support and the candidate required some support or

guidance in **achieving** this element.

or guidance in fully achieving this element.

C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support or guidance in **mostly achieving** this element. standard element. C) Leadership activities selected were **not** consistent with the standard and element; and although the candidate received significant support or guidance, they did not achieve this element.

authentic field experience and practice in this

#### SBL/SDL Program Assessment 4: Final Internship Evaluation Comments for Internship

Overall Comments on Internship Performance During the Field Internship Experience			
Evaluatan		Nata:	