

SBL/SDL Program Assessment 4: Final Internship Evaluation Rubrics for Internship - ELCC 1.1

ELCC Building Level Standard Element				Score
ELCC Standard Element 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.				
Internship Final Evaluation Criteria for Building Level Standard Element				
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>	
<p>A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: the importance of working collaboratively; the role of creating a vision; methods for involving others in decision making; the process for developing a school improvement plan; and how vision guides future decisions in a school.</p> <p>B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element.</p> <p>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.</p>	<p>A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: the importance of working collaboratively; the role of creating a vision; methods for involving others in decision making; the process for developing a school improvement plan; and how vision guides future decisions in a school.</p> <p>B) The candidate experienced an authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.</p>	<p>A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> of this standard element regarding: the importance of working collaboratively; the role of creating a vision; methods for involving others in decision making; the process for developing a school improvement plan; and how vision guides future decisions in a school.</p> <p>B) The candidate experienced a somewhat authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support or guidance in mostly achieving this element.</p>	<p>A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> of this standard element regarding: the importance of working collaboratively; the role of creating a vision; methods for involving others in decision making; the process for developing a school improvement plan; and how vision guides future decisions in a school.</p> <p>B) The candidate lacked experiencing an authentic field experience and practice in this standard element.</p> <p>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.</p>	

ELCC District Level Standard Element				Score
ELCC Standard Element 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a district.				
Internship Final Evaluation Criteria for District Level Standard Element				
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>	
<p>A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: the importance of working collaboratively; the role of creating a vision; methods for involving others in decision making; the process for developing a district improvement plan; and how vision guides future decisions in a district..</p> <p>B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element.</p> <p>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.</p>	<p>A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: the importance of working collaboratively; the role of creating a vision; methods for involving others in decision making; the process for developing a district improvement plan; and how vision guides future decisions in a district.</p> <p>B) The candidate experienced an authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.</p>	<p>A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> of this standard element regarding: the importance of working collaboratively; the role of creating a vision; methods for involving others in decision making; the process for developing a district improvement plan; and how vision guides future decisions in a district. .</p> <p>B) The candidate experienced a somewhat authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support or guidance in mostly achieving this element.</p>	<p>A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> of this standard element regarding: the importance of working collaboratively; the role of creating a vision; methods for involving others in decision making; the process for developing a district improvement plan; and how vision guides future decisions in a district. .</p> <p>B) The candidate lacked experiencing an authentic field experience and practice in this standard element.</p> <p>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.</p>	

SBL/SDL Program Assessment 4: Final Internship Evaluation Rubrics for Internship - ELCC 1.2

ELCC Building Level Standard Element				Score
ELCC Standard Element 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.				
Internship Final Evaluation Criteria for Building Level Standard Element				
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>	
<p>A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: being able to select appropriate data to analyze student and building performance; develop school improvement processes and strategies based upon assessment data; and develop goals based upon student and building needs.</p> <p>B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element.</p> <p>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.</p>	<p>A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: being able to select appropriate data to analyze student and building performance; develop school improvement processes and strategies based upon assessment data; and develop goals based upon student and building needs.</p> <p>B) The candidate experienced an authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.</p>	<p>A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> of this standard element regarding: being able to select appropriate data to analyze student and building performance; develop school improvement processes and strategies based upon assessment data; and develop goals based upon student and building needs.</p> <p>B) The candidate experienced a somewhat authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support or guidance in mostly achieving this element.</p>	<p>A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> of this standard element regarding: being able to select appropriate data to analyze student and building performance; develop school improvement processes and strategies based upon assessment data; and develop goals based upon student and building needs.</p> <p>B) The candidate lacked experiencing an authentic field experience and practice in this standard element.</p> <p>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.</p>	

ELCC District Level Standard Element				Score
ELCC Standard Element 1.2: Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement plans to achieve district goals.				
Internship Final Evaluation Criteria for District Level Standard Element				
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>	
<p>A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: being able to select appropriate data to analyze student and district performance; develop district improvement processes and strategies based upon assessment data; and develop goals based upon student and district needs.</p> <p>B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element.</p> <p>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.</p>	<p>A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: being able to select appropriate data to analyze student and district performance; develop district improvement processes and strategies based upon assessment data; and develop goals based upon student and district needs.</p> <p>B) The candidate experienced an authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.</p>	<p>A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> of this standard element regarding: being able to select appropriate data to analyze student and district performance; develop district improvement processes and strategies based upon assessment data; and develop goals based upon student and district needs.</p> <p>B) The candidate experienced a somewhat authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support or guidance in mostly achieving this element.</p>	<p>A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> of this standard element regarding: being able to select appropriate data to analyze student and district performance; develop district improvement processes and strategies based upon assessment data; and develop goals based upon student and district needs.</p> <p>B) The candidate lacked experiencing an authentic field experience and practice in this standard element.</p> <p>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.</p>	

SBL/SDL Program Assessment 4: Final Internship Evaluation Rubrics for Internship - ELCC 1.3

ELCC Building Level Standard Element				Score
ELCC Standard Element 1.3: Candidates understand and can promote continual and sustainable school improvement.				
Internship Final Evaluation Criteria for Building Level Standard Element				
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
<p>A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: change theories; the role of professional learning communities in creating and supporting school improvement; and how to design and deliver effective professional development that enhances professional practice and learning.</p> <p>B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element.</p> <p>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.</p>	<p>A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: change theories; the role of professional learning communities in creating and supporting school improvement; and how to design and deliver effective professional development that enhances professional practice and learning.</p> <p>B) The candidate experienced an authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.</p>	<p>A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> of this standard element regarding: change theories; the role of professional learning communities in creating and supporting school improvement; and how to design and deliver effective professional development that enhances professional practice and learning.</p> <p>B) The candidate experienced a somewhat authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support or guidance in mostly achieving this element.</p>	<p>A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> of this standard element regarding: change theories; the role of professional learning communities in creating and supporting school improvement; and how to design and deliver effective professional development that enhances professional practice and learning.</p> <p>B) The candidate lacked experiencing an authentic field experience and practice in this standard element.</p> <p>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.</p>	

ELCC District Level Standard Element				Score
ELCC Standard Element 1.3: Candidates understand 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	
<p>A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: change theories; the role of professional learning communities in creating and supporting district improvement; and how to design and deliver effective professional development that enhances professional practice and learning.</p> <p>B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element.</p> <p>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.</p>	<p>A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: change theories; the role of professional learning communities in creating and supporting district improvement; and how to design and deliver effective professional development that enhances professional practice and learning.</p> <p>B) The candidate experienced an authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.</p>	<p>A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> of this standard element regarding: change theories; the role of professional learning communities in creating and supporting district improvement; and how to design and deliver effective professional development that enhances professional practice and learning.</p> <p>B) The candidate experienced a somewhat authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support or guidance in mostly achieving this element.</p>	<p>A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> of this standard element regarding: change theories; the role of professional learning communities in creating and supporting district improvement; and how to design and deliver effective professional development that enhances professional practice and learning.</p> <p>B) The candidate lacked experiencing an authentic field experience and practice in this standard element.</p> <p>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.</p>	

SBL/SDL Program Assessment 4: Final Internship Evaluation Rubrics for Internship - ELCC 1.4

ELCC Building Level Standard Element				Score
ELCC Standard Element 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.				
Internship Final Evaluation Criteria for Building Level Standard Element				
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>	
<p>A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: being able to identify tools and strategies that promote monitoring of school progress; create instrumentation and processes to evaluate school progress; and how to communicate goal progress to constituencies.</p> <p>B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element.</p> <p>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.</p>	<p>A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: being able to identify tools and strategies that promote monitoring of school progress; create instrumentation and processes to evaluate school progress; and how to communicate goal progress to constituencies.</p> <p>B) The candidate experienced an authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.</p>	<p>A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> of this standard element regarding: being able to identify tools and strategies that promote monitoring of school progress; create instrumentation and processes to evaluate school progress; and how to communicate goal progress to constituencies.</p> <p>B) The candidate experienced a somewhat authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support or guidance in mostly achieving this element.</p>	<p>A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> of this standard element regarding: being able to identify tools and strategies that promote monitoring of school progress; create instrumentation and processes to evaluate school progress; and how to communicate goal progress to constituencies.</p> <p>B) The candidate lacked experiencing an authentic field experience and practice in this standard element.</p> <p>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.</p>	

ELCC District Level Standard Element				Score
ELCC Standard Element 1.4: Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders.				
Internship Final Evaluation Criteria for District Level Standard Element				
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>	
<p>A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: being able to identify tools and strategies that promote monitoring of district progress; create instrumentation and processes to evaluate district progress; and how to communicate goal progress to constituencies.</p> <p>B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element.</p> <p>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.</p>	<p>A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: being able to identify tools and strategies that promote monitoring of district progress; create instrumentation and processes to evaluate district progress; and how to communicate goal progress to constituencies.</p> <p>B) The candidate experienced an authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.</p>	<p>A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> of this standard element regarding: being able to identify tools and strategies that promote monitoring of district progress; create instrumentation and processes to evaluate district progress; and how to communicate goal progress to constituencies.</p> <p>B) The candidate experienced a somewhat authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support or guidance in mostly achieving this element.</p>	<p>A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> of this standard element regarding: being able to identify tools and strategies that promote monitoring of district progress; create instrumentation and processes to evaluate district progress; and how to communicate goal progress to constituencies.</p> <p>B) The candidate lacked experiencing an authentic field experience and practice in this standard element.</p> <p>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.</p>	

SBL/SDL Program Assessment 4: Final Internship Evaluation Rubrics for Internship - ELCC 2.1

ELCC Building Level Standard Element				Score
ELCC Standard Element 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.				
Internship Final Evaluation Criteria for Building Level Standard Element				
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>	
<p>A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: building a positive school learning environment through role modeling, high expectations for and fair treatment of everyone; and an understanding of human development and adult learning theories.</p> <p>B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element.</p> <p>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.</p>	<p>A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: building a positive school learning environment through role modeling, high expectations for and fair treatment of everyone; and an understanding of human development and adult learning theories.</p> <p>B) The candidate experienced an authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.</p>	<p>A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> of this standard element regarding: building a positive school learning environment through role modeling, high expectations for and fair treatment of everyone; and an understanding of human development and adult learning theories.</p> <p>B) The candidate experienced a somewhat authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support or guidance in mostly achieving this element.</p>	<p>A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> of this standard element regarding: building a positive school learning environment through role modeling, high expectations for and fair treatment of everyone; and an understanding of human development and adult learning theories.</p> <p>B) The candidate lacked experiencing an authentic field experience and practice in this standard element.</p> <p>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.</p>	

ELCC District Level Standard Element				Score
ELCC Standard Element 2.1: Candidates understand and can sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.				
Internship Final Evaluation Criteria for District Level Standard Element				
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>	
<p>A) Always demonstrated exemplary leadership skills 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 theories.</p> <p>B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element.</p> <p>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.</p>	<p>A) Consistently demonstrated very good leadership skills 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 theories.</p> <p>B) The candidate experienced an authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.</p>	<p>A) Periodically demonstrated good leadership skills 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 theories.</p> <p>B) The candidate experienced a somewhat authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support or guidance in mostly achieving this element.</p>	<p>A) Infrequently demonstrated any leadership skills 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 theories.</p> <p>B) The candidate lacked experiencing an authentic field experience and practice in this standard element.</p> <p>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.</p>	

SBL/SDL Program Assessment 4: Final Internship Evaluation Rubrics for Internship - ELCC 2.2

ELCC Building Level Standard Element				Score
ELCC Standard Element 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.				
Internship Final Evaluation Criteria for Building Level Standard Element				
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
<p>A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: understanding and selecting multiple teacher assessment models; utilizing various instructional observation techniques; and developing an articulated school curriculum based upon student needs and results.</p> <p>B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element.</p> <p>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.</p>	<p>A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: understanding and selecting multiple teacher assessment models; utilizing various instructional observation techniques; and developing an articulated school curriculum based upon student needs and results.</p> <p>B) The candidate experienced an authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.</p>	<p>A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> of this standard element regarding: understanding and selecting multiple teacher assessment models; utilizing various instructional observation techniques; and developing an articulated school curriculum based upon student needs and results.</p> <p>B) The candidate experienced a somewhat authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support or guidance in mostly achieving this element.</p>	<p>A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> of this standard element regarding: understanding and selecting multiple teacher assessment models; utilizing various instructional observation techniques; and developing an articulated school curriculum based upon student needs and results.</p> <p>B) The candidate lacked experiencing an authentic field experience and practice in this standard element.</p> <p>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.</p>	

ELCC District Level Standard Element				Score
ELCC Standard Element 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.				
Internship Final Evaluation Criteria for District Level Standard Element				
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point	
<p>A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: understanding and selecting multiple teacher assessment models; utilizing various instructional observation techniques; and developing an articulated district curriculum based upon student needs and results.</p> <p>B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element.</p> <p>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.</p>	<p>A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: understanding and selecting multiple teacher assessment models; utilizing various instructional observation techniques; and developing an articulated district curriculum based upon student needs and results.</p> <p>B) The candidate experienced an authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.</p>	<p>A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> of this standard element regarding: understanding and selecting multiple teacher assessment models; utilizing various instructional observation techniques; and developing an articulated district curriculum based upon student needs and results.</p> <p>B) The candidate experienced a somewhat authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support or guidance in mostly achieving this element.</p>	<p>A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> of this standard element regarding: understanding and selecting multiple teacher assessment models; utilizing various instructional observation techniques; and developing an articulated district curriculum based upon student needs and results.</p> <p>B) The candidate lacked experiencing an authentic field experience and practice in this standard element.</p> <p>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.</p>	

SBL/SDL Program Assessment 4: Final Internship Evaluation Rubrics for Internship - ELCC 2.3

ELCC Building Level Standard Element				Score
ELCC Standard Element 2.3: Candidates understand and can develop and supervise the instructional 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	
<p>A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select school instructional materials; and align professional development based on teacher needs and student data in the school.</p> <p>B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element.</p> <p>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.</p>	<p>A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select school instructional materials; and align professional development based on teacher needs and student data in the school.</p> <p>B) The candidate experienced an authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.</p>	<p>A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> of this standard element regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select school instructional materials; and align professional development based on teacher needs and student data in the school.</p> <p>B) The candidate experienced a somewhat authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support or guidance in mostly achieving this element.</p>	<p>A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> of this standard element regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select school instructional materials; and align professional development based on teacher needs and student data in the school.</p> <p>B) The candidate lacked experiencing an authentic field experience and practice in this standard element.</p> <p>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.</p>	

ELCC District Level Standard Element				Score
ELCC Standard Element 2.3: Candidates understand and can develop and supervise the instructional 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	
<p>A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select district instructional materials; and align professional development based on teacher needs and student data in the district.</p> <p>B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element.</p> <p>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.</p>	<p>A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select district instructional materials; and align professional development based on teacher needs and student data in the district.</p> <p>B) The candidate experienced an authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.</p>	<p>A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> of this standard element regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select district instructional materials; and align professional development based on teacher needs and student data in the district.</p> <p>B) The candidate experienced a somewhat authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support or guidance in mostly achieving this element.</p>	<p>A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> of this standard element regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select district instructional materials; and align professional development based on teacher needs and student data in the district.</p> <p>B) The candidate lacked experiencing an authentic field experience and practice in this standard element.</p> <p>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.</p>	

SBL/SDL Program Assessment 4: Final Internship Evaluation Rubrics for Internship - ELCC 2.4

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	
<p>A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: the effective use of appropriate technology to enhance school instruction; the challenges and need for appropriate and reliable infrastructure; and the use of technology to analyze data results and target areas for improvement in the building.</p> <p>B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element.</p> <p>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.</p>	<p>A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: the effective use of appropriate technology to enhance school instruction; the challenges and need for appropriate and reliable infrastructure; and the use of technology to analyze data results and target areas for improvement in the building.</p> <p>B) The candidate experienced an authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.</p>	<p>A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> of this standard element regarding: the effective use of appropriate technology to enhance school instruction; the challenges and need for appropriate and reliable infrastructure; and the use of technology to analyze data results and target areas for improvement in the building.</p> <p>B) The candidate experienced a somewhat authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support or guidance in mostly achieving this element.</p>	<p>A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> of this standard element regarding: the effective use of appropriate technology to enhance school instruction; the challenges and need for appropriate and reliable infrastructure; and the use of technology to analyze data results and target areas for improvement in the building.</p> <p>B) The candidate lacked experiencing an authentic field experience and practice in this standard element.</p> <p>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.</p>	

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

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.
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SBL/SDL Program Assessment 4: Final Internship Evaluation Rubrics for Internship - ELCC 3.1

ELCC Building Level Standard Element				Score
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				
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>	
<p>A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: assessing the work and operating processes of the school to identify challenges and opportunities for improvement and efficiency; and develop long range goals and plans to address and improve overall operation of the school.</p> <p>B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element.</p> <p>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.</p>	<p>A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: assessing the work and operating processes of the school to identify challenges and opportunities for improvement and efficiency; and develop long range goals and plans to address and improve overall operation of the school.</p> <p>B) The candidate experienced an authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.</p>	<p>A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> of this standard element regarding: assessing the work and operating processes of the school to identify challenges and opportunities for improvement and efficiency; and develop long range goals and plans to address and improve overall operation of the school.</p> <p>B) The candidate experienced a somewhat authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support or guidance in mostly achieving this element.</p>	<p>A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> of this standard element regarding: assessing the work and operating processes of the school to identify challenges and opportunities for improvement and efficiency; and develop long range goals and plans to address and improve overall operation of the school.</p> <p>B) The candidate lacked experiencing an authentic field experience and practice in this standard element.</p> <p>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.</p>	

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

or guidance in fully achieving this element.	guidance in achieving this element.		achieve this element.
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SBL/SDL Program Assessment 4: Final Internship Evaluation Rubrics for Internship - ELCC 3.2

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				
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>	
<p>A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: understanding how to align fiscal, human and facility resources to efficiently support learning in a school; developing budgetary plans including long range fiscal projections; and utilizing technology tools to project needs in the school building.</p> <p>B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element.</p> <p>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.</p>	<p>A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: understanding how to align fiscal, human and facility resources to efficiently support learning in a school; developing budgetary plans including long range fiscal projections; and utilizing technology tools to project needs in the school building.</p> <p>B) The candidate experienced an authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.</p>	<p>A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> of this standard element regarding: understanding how to align fiscal, human and facility resources to efficiently support learning in a school; developing budgetary plans including long range fiscal projections; and utilizing technology tools to project needs in the school building.</p> <p>B) The candidate experienced a somewhat authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support or guidance in mostly achieving this element.</p>	<p>A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> of this standard element regarding: understanding how to align fiscal, human and facility resources to efficiently support learning in a school; developing budgetary plans including long range fiscal projections; and utilizing technology tools to project needs in the school building.</p> <p>B) The candidate lacked experiencing an authentic field experience and practice in this standard element.</p> <p>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.</p>	

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

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.
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SBL/SDL Program Assessment 4: Final Internship Evaluation Rubrics for Internship - ELCC 3.3

ELCC Building Level Standard Element				Score
ELCC Standard Element 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.				
Internship Final Evaluation Criteria for Building Level Standard Element				
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>	
<p>A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: establishing and maintaining a safe, orderly learning environment through establishing school crisis procedures and expectations for behavior; by enforcing student discipline in the school; and monitoring and evaluating school processes.</p> <p>B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element.</p> <p>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.</p>	<p>A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: establishing and maintaining a safe, orderly learning environment through establishing school crisis procedures and expectations for behavior; by enforcing student discipline in the school; and monitoring and evaluating school processes.</p> <p>B) The candidate experienced an authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.</p>	<p>A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> of this standard element regarding: establishing and maintaining a safe, orderly learning environment through establishing school crisis procedures and expectations for behavior; by enforcing student discipline in the school; and monitoring and evaluating school processes.</p> <p>B) The candidate experienced a somewhat authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support or guidance in mostly achieving this element.</p>	<p>A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> of this standard element regarding: establishing and maintaining a safe, orderly learning environment through establishing school crisis procedures and expectations for behavior; by enforcing student discipline in the school; and monitoring and evaluating school processes.</p> <p>B) The candidate lacked experiencing an authentic field experience and practice in this standard element.</p> <p>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.</p>	

ELCC District Level Standard Element				Score
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				
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>	
<p>A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: establishing and maintaining a safe, orderly learning environment through establishing district crisis procedures and expectations for behavior; by enforcing student discipline in the school; and monitoring and evaluating district processes.</p> <p>B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element.</p> <p>C) Leadership activities selected were highly</p>	<p>A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: establishing and maintaining a safe, orderly learning environment through establishing district crisis procedures and expectations for behavior; by enforcing student discipline in the school; and monitoring and evaluating district processes.</p> <p>B) The candidate experienced an authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were</p>	<p>A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> of this standard element regarding: establishing and maintaining a safe, orderly learning environment through establishing district crisis procedures and expectations for behavior; by enforcing student discipline in the school; and monitoring and evaluating district processes.</p> <p>B) The candidate experienced a somewhat authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were</p>	<p>A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> of this standard element regarding: establishing and maintaining a safe, orderly learning environment through establishing district crisis procedures and expectations for behavior; by enforcing student discipline in the school; and monitoring and evaluating district processes.</p> <p>B) The candidate lacked experiencing an authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were not</p>	

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.
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SBL/SDL Program Assessment 4: Final Internship Evaluation Rubrics for Internship - ELCC 3.4

ELCC Building Level Standard 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				
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>	
A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: understanding the value of distributed or shared school leadership; being able to identify and encourage staff to assume roles in decisions; and implement shared decision making processes for 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 <i>content knowledge</i> of this standard element regarding: understanding the value of distributed or shared school leadership; being able to identify and encourage staff to assume roles in decisions; and implement shared decision making processes for 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 <i>content knowledge</i> of this standard element regarding: understanding the value of distributed or shared school leadership; being able to identify and encourage staff to assume roles in decisions; and implement shared decision making processes for 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 leadership skills in and <i>content knowledge</i> of this standard element regarding: understanding the value of distributed or shared school leadership; being able to identify and encourage staff to assume roles in decisions; and implement shared decision making processes for 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 achieve this element.	

ELCC District Level Standard Element				Score
ELCC Standard Element 3.4: Candidates understand and can develop district capacity for distributed leadership.				
Internship Final Evaluation Criteria for District Level Standard Element				
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>	
A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: understanding the value of distributed or shared district leadership; being able to identify and encourage staff to assume roles in decisions; and implement shared decision making processes for the 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;	A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: understanding the value of distributed or shared district leadership; being able to identify and encourage staff to assume roles in decisions; and implement shared decision making processes for the district. 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 <i>content knowledge</i> of this standard element regarding: understanding the value of distributed or shared district leadership; being able to identify and encourage staff to assume roles in decisions; and implement shared decision making processes for the district. 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 leadership skills in and <i>content knowledge</i> of this standard element regarding: understanding the value of distributed or shared district leadership; being able to identify and encourage staff to assume roles in decisions; and implement shared decision making processes for the district. 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 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.
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SBL/SDL Program Assessment 4: Final Internship Evaluation Rubrics for Internship - ELCC 3.5

ELCC Building Level Standard Element				Score
ELCC Standard Element 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.				
Internship Final Evaluation Criteria for Building Level Standard Element				
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>	
A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: strategies to increase instructional time and time for teacher collaboration; be able to develop school schedules that maximize time teaching and planning; and work to reduce non-teaching duties of teachers 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 <i>content knowledge</i> of this standard element regarding: strategies to increase instructional time and time for teacher collaboration; be able to develop school schedules that maximize time teaching and planning; and work to reduce non-teaching duties of teachers 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 <i>content knowledge</i> of this standard element regarding: strategies to increase instructional time and time for teacher collaboration; be able to develop school schedules that maximize time teaching and planning; and work to reduce non-teaching duties of teachers 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 leadership skills in and <i>content knowledge</i> of this standard element regarding: strategies to increase instructional time and time for teacher collaboration; be able to develop school schedules that maximize time teaching and planning; and work to reduce non-teaching duties of teachers in 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 achieve this element.	

ELCC District Level Standard Element				Score
ELCC Standard Element 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.				
Internship Final Evaluation Criteria for District Level Standard Element				
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>	
A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: strategies to increase instructional time and time for teacher collaboration; be able to develop district schedules that maximize time teaching and planning; and work to reduce non-teaching duties of teachers in the 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;	A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: strategies to increase instructional time and time for teacher collaboration; be able to develop district schedules that maximize time teaching and planning; and work to reduce non-teaching duties of teachers in the district. 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 <i>content knowledge</i> of this standard element regarding: strategies to increase instructional time and time for teacher collaboration; be able to develop district schedules that maximize time teaching and planning; and work to reduce non-teaching duties of teachers in the district. 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 leadership skills in and <i>content knowledge</i> of this standard element regarding: strategies to increase instructional time and time for teacher collaboration; be able to develop district schedules that maximize time teaching and planning; and work to reduce non-teaching duties of teachers in the district. 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 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.
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SBL/SDL Program Assessment 4: Final Internship Evaluation Rubrics for Internship - ELCC 4.1

ELCC Building Level Standard Element				Score
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 school's educational environment.				
Internship Final Evaluation Criteria for Building Level Standard Element				
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>	
A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: collaboratively using evidence based research to collect school and community information; understand how to include staff and community members in reviewing information; and how to share school information within the larger community. 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 <i>content knowledge</i> of this standard element regarding: collaboratively using evidence based research to collect school and community information; understand how to include staff and community members in reviewing information; and how to share school information within the larger community. 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 <i>content knowledge</i> of this standard element regarding: collaboratively using evidence based research to collect school and community information; understand how to include staff and community members in reviewing information; and how to share school information within the larger community. 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 leadership skills in and <i>content knowledge</i> of this standard element regarding: collaboratively using evidence based research to collect school and community information; understand how to include staff and community members in reviewing information; and how to share school information within the larger community. 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 District Level Standard Element				Score
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				
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>	
A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: collaboratively using evidence based research to collect district and community information; understand how to include staff and community members in reviewing information; and how to share district information within the larger community. B) The candidate experienced a highly authentic, substantial field experience and	A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: collaboratively using evidence based research to collect district and community information; understand how to include staff and community members in reviewing information; and how to share district information within the larger community. B) The candidate experienced an authentic field experience and practice in this standard	A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> of this standard element regarding: collaboratively using evidence based research to collect district and community information; understand how to include staff and community members in reviewing information; and how to share district information within the larger community. B) The candidate experienced a somewhat authentic field experience and practice in this	A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> of this standard element regarding: collaboratively using evidence based research to collect district and community information; understand how to include staff and community members in reviewing information; and how to share district information within the larger community. B) The candidate lacked experiencing an 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; although the candidate received significant support, they did not achieve this element.
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SBL/SDL Program Assessment 4: Final Internship Evaluation Rubrics for Internship - ELCC 4.2

ELCC Building Level Standard Element				Score
ELCC Standard Element 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.				
Internship Final Evaluation Criteria for Building Level Standard Element				
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>	
A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> 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 or guidance in fully achieving this element.	A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> 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 <i>content knowledge</i> 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 or guidance in mostly achieving this element.	A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> 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 achieve this element.	

ELCC District Level Standard Element				Score
ELCC Standard Element 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.				
Internship Final Evaluation Criteria for District Level Standard Element				
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>	
A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: identifying and accessing the varied community, agency, business and religious resources that can support the district’s mission; and be able to mobilize these many groups to support the goals of the district. B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element. C) Leadership activities selected were highly	A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: identifying and accessing the varied community, agency, business and religious resources that can support the district’s mission; and be able to mobilize these many groups to support the goals of the district. B) The candidate experienced an authentic field experience and practice in this standard element. C) Leadership activities selected were	A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> of this standard element regarding: identifying and accessing the varied community, agency, business and religious resources that can support the district’s mission; and be able to mobilize these many groups to support the goals of the district. B) The candidate experienced a somewhat authentic field experience and practice in this standard element. C) Leadership activities selected were	A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> of this standard element regarding: identifying and accessing the varied community, agency, business and religious resources that can support the district’s mission; and be able to mobilize these many groups to support the goals of the district. 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.	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.
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SBL/SDL Program Assessment 4: Final Internship Evaluation Rubrics for Internship - ELCC 4.3

ELCC Building Level Standard Element				Score
ELCC Standard Element 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.				
Internship Final Evaluation Criteria for Building Level Standard Element				
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>	
<p>A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: creating and preserving programs that invite and engage parents and community to school events; creating a culture of openness and transparency; and reaching out to parents and caregivers to build a strong affiliation with the school.</p> <p>B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element.</p> <p>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.</p>	<p>A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: creating and preserving programs that invite and engage parents and community to school events; creating a culture of openness and transparency; and reaching out to parents and caregivers to build a strong affiliation with the school.</p> <p>B) The candidate experienced an authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.</p>	<p>A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> of this standard element regarding creating and preserving programs that invite and engage parents and community to school events; creating a culture of openness and transparency; and reaching out to parents and caregivers to build a strong affiliation with the school.</p> <p>B) The candidate experienced a somewhat authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support or guidance in mostly achieving this element.</p>	<p>A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> of this standard element regarding: creating and preserving programs that invite and engage parents and community to school events; creating a culture of openness and transparency; and reaching out to parents and caregivers to build a strong affiliation with the school.</p> <p>B) The candidate lacked experiencing an authentic field experience and practice in this standard element.</p> <p>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.</p>	
ELCC District Level Standard Element				Score
ELCC Standard Element 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.				
Internship Final Evaluation Criteria for District Level Standard Element				
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>	
<p>A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: creating and preserving programs that invite and engage parents and community to school events; creating a culture of openness and transparency; and reaching out to parents and caregivers to build a strong affiliation with the school.</p> <p>B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element.</p>	<p>A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: creating and preserving programs that invite and engage parents and community to school events; creating a culture of openness and transparency; and reaching out to parents and caregivers to build a strong affiliation with the school.</p> <p>B) The candidate experienced an authentic field experience and practice in this standard element.</p>	<p>A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> of this standard element regarding: creating and preserving programs that invite and engage parents and community to school events; creating a culture of openness and transparency; and reaching out to parents and caregivers to build a strong affiliation with the school.</p> <p>B) The candidate experienced a somewhat authentic field experience and practice in this standard element.</p>	<p>A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> of this standard element regarding: creating and preserving programs that invite and engage parents and community to school events; creating a culture of openness and transparency; and reaching out to parents and caregivers to build a strong affiliation with the school.</p> <p>B) The candidate lacked experiencing an authentic field experience and practice in this standard element.</p>	

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

ELCC Building Level Standard Element			Score
ELCC Standard Element 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.			

Internship Final Evaluation Criteria for Building Level Standard Element

<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>
<p>A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: creating and preserving programs that engage community partners (business, agencies, faith, etc.) in the school; be able to identify community needs and interests; and encourage community partners to be involved in decision making in the school.</p> <p>B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element.</p> <p>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.</p>	<p>A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: creating and preserving programs that engage community partners (business, agencies, faith, etc.) in the school; be able to identify community needs and interests; and encourage community partners to be involved in decision making in the school.</p> <p>B) The candidate experienced an authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.</p>	<p>A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> of this standard element regarding: creating and preserving programs that engage community partners (business, agencies, faith, etc.) in the school; be able to identify community needs and interests; and encourage community partners to be involved in decision making in the school.</p> <p>B) The candidate experienced a somewhat authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support or guidance in mostly achieving this element.</p>	<p>A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> of this standard element regarding: creating and preserving programs that engage community partners (business, agencies, faith, etc.) in the school; be able to identify community needs and interests; and encourage community partners to be involved in decision making in the school.</p> <p>B) The candidate lacked experiencing an authentic field experience and practice in this standard element.</p> <p>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.</p>

ELCC District Level Standard Element			Score
ELCC Standard Element 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.			

Internship Final Evaluation Criteria for District Level Standard Element

<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>
<p>A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: creating and preserving programs that engage community partners (business, agencies, faith, etc.) in the district; be able to identify community needs and interests; and encourage community partners to be involved in decision making in the district..</p> <p>B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element.</p>	<p>A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: creating and preserving programs that engage community partners (business, agencies, faith, etc.) in the district; be able to identify community needs and interests; and encourage community partners to be involved in decision making in the district.</p> <p>B) The candidate experienced an authentic field experience and practice in this standard element.</p>	<p>A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> of this standard element regarding: creating and preserving programs that engage community partners (business, agencies, faith, etc.) in the district; be able to identify community needs and interests; and encourage community partners to be involved in decision making in the district.</p> <p>B) The candidate experienced a somewhat authentic field experience and practice in this standard element.</p>	<p>A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> of this standard element regarding: creating and preserving programs that engage community partners (business, agencies, faith, etc.) in the district; be able to identify community needs and interests; and encourage community partners to be involved in decision making in the district..</p> <p>B) The candidate lacked experiencing an authentic field experience and practice in this standard element.</p>

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.
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SBL/SDL Program Assessment 4: Final Internship Evaluation Rubrics for Internship - ELCC 5.1

ELCC Building Level Standard Element				Score
ELCC Standard Element 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.				
Internship Final Evaluation Criteria for Building Level Standard Element				
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>	
A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> 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 <i>content knowledge</i> 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 <i>content knowledge</i> 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 leadership skills in and <i>content knowledge</i> 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 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 District Level Standard Element				Score
ELCC Standard Element 5.1: Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success.				
Internship Final Evaluation Criteria for District Level Standard Element				
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>	
A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> 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 district. B) The candidate experienced a highly	A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> 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 district. B) The candidate experienced an authentic	A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> 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 district. B) The candidate experienced a somewhat	A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> 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 district. B) The candidate lacked experiencing an	

<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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SBL/SDL Program Assessment 4: Final Internship Evaluation Rubrics for Internship - ELCC 5.2

ELCC Building Level Standard Element				Score
ELCC Standard Element 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.				
Internship Final Evaluation Criteria for Building Level Standard Element				
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>	
<p>A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> 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.</p> <p>B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element.</p> <p>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.</p>	<p>A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> 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.</p> <p>B) The candidate experienced an authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.</p>	<p>A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> 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.</p> <p>B) The candidate experienced a somewhat authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support or guidance in mostly achieving this element.</p>	<p>A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> 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.</p> <p>B) The candidate lacked experiencing an authentic field experience and practice in this standard element.</p> <p>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.</p>	

ELCC District Level Standard Element				Score
ELCC Standard Element 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.				
Internship Final Evaluation Criteria for District Level Standard Element				
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>	
<p>A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: articulating impact of ethical principles on district leadership; understand the legal and ethical context of district decisions; and support the ethical principles of various school leadership associations.</p> <p>B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element.</p>	<p>A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: articulating impact of ethical principles on district leadership; understand the legal and ethical context of district decisions; and support the ethical principles of various school leadership associations.</p> <p>B) The candidate experienced an authentic field experience and practice in this standard element.</p>	<p>A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> of this standard element regarding: articulating impact of ethical principles on district leadership; understand the legal and ethical context of district decisions; and support the ethical principles of various school leadership associations.</p> <p>B) The candidate experienced a somewhat authentic field experience and practice in this standard element.</p>	<p>A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> of this standard element regarding: articulating impact of ethical principles on district leadership; understand the legal and ethical context of district decisions; and support the ethical principles of various school leadership associations.</p> <p>B) The candidate lacked experiencing an authentic field experience and practice in this standard element.</p>	

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.
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SBL/SDL Program Assessment 4: Final Internship Evaluation Rubrics for Internship - ELCC 5.3

ELCC Building Level Standard Element				Score
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				
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>	
A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: supporting a school culture that embraces democratic values of participation and fairness; equitable distribution of resources; and procedures that ensure children have full opportunity for success in a 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; and the candidate required minimal support or guidance in fully achieving this element.	A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: supporting a school culture that embraces democratic values of participation and fairness; equitable distribution of resources; and procedures that ensure children have full opportunity for success in a 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; and the candidate required some support or guidance in achieving this element.	A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> of this standard element regarding: supporting a school culture that embraces democratic values of participation and fairness; equitable distribution of resources; and procedures that ensure children have full opportunity for success in a 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 element; and the candidate required support or guidance in mostly achieving this element.	A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> of this standard element regarding: supporting a school culture that embraces democratic values of participation and fairness; equitable distribution of resources; and procedures that ensure children have full opportunity for success in a 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 although the candidate received significant support or guidance, they did not achieve this element.	

ELCC District Level Standard Element				Score
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				
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>	
A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: supporting a district culture that embraces democratic values of participation and fairness; equitable distribution of resources; and procedures that ensure children have full opportunity for success in a district. B) The candidate experienced a highly authentic, substantial field experience and	A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: supporting a district culture that embraces democratic values of participation and fairness; equitable distribution of resources; and procedures that ensure children have full opportunity for success in a district. B) The candidate experienced an authentic field experience and practice in this standard	A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> of this standard element regarding: supporting a district culture that embraces democratic values of participation and fairness; equitable distribution of resources; and procedures that ensure children have full opportunity for success in a district. B) The candidate experienced a somewhat authentic field experience and practice in this	A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> of this standard element regarding: supporting a district culture that embraces democratic values of participation and fairness; equitable distribution of resources; and procedures that ensure children have full opportunity for success in a district. B) The candidate lacked experiencing an 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.
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SBL/SDL Program Assessment 4: Final Internship Evaluation Rubrics for Internship - ELCC 5.4

ELCC Building Level Standard Element			Score
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			
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>
<p>A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: ensuring that school policies and procedures provide guidance in matters related to ethics and law; understanding legal and moral implications of a decision; and making sound school decisions that are both legal and highly ethical.</p> <p>B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element.</p> <p>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.</p>	<p>A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: ensuring that school policies and procedures provide guidance in matters related to ethics and law; understanding legal and moral implications of a decision; and making sound school decisions that are both legal and highly ethical.</p> <p>B) The candidate experienced an authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.</p>	<p>A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> of this standard element regarding: ensuring that school policies and procedures provide guidance in matters related to ethics and law; understanding legal and moral implications of a decision; and making sound school decisions that are both legal and highly ethical.</p> <p>B) The candidate experienced a somewhat authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support or guidance in mostly achieving this element.</p>	<p>A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> of this standard element regarding: ensuring that school policies and procedures provide guidance in matters related to ethics and law; understanding legal and moral implications of a decision; and making sound school decisions that are both legal and highly ethical.</p> <p>B) The candidate lacked experiencing an authentic field experience and practice in this standard element.</p> <p>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.</p>

ELCC District Level Standard Element			Score
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			
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>
<p>A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: ensuring that district policies and procedures provide guidance in matters related to ethics and law; understanding legal and moral implications of a decision; and making sound district decisions that are both legal and highly ethical.</p> <p>B) The candidate experienced a highly</p>	<p>A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: ensuring that district policies and procedures provide guidance in matters related to ethics and law; understanding legal and moral implications of a decision; and making sound district decisions that are both legal and highly ethical.</p> <p>B) The candidate experienced an authentic</p>	<p>A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> of this standard element regarding: ensuring that district policies and procedures provide guidance in matters related to ethics and law; understanding legal and moral implications of a decision; and making sound district decisions that are both legal and highly ethical.</p> <p>B) The candidate experienced a somewhat</p>	<p>A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> of this standard element regarding: ensuring that district policies and procedures provide guidance in matters related to ethics and law; understanding legal and moral implications of a decision; and making sound district decisions that are both legal and highly ethical.</p> <p>B) The candidate lacked experiencing an</p>

<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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SBL/SDL Program Assessment 4: Final Internship Evaluation Rubrics for Internship - ELCC 5.5

ELCC Building Level Standard Element		Score
ELCC Standard Element 5.5: Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling.		

Internship Final Evaluation Criteria for Building Level Standard Element			
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>
<p>A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: promoting a child centered school culture that ensures every child receives what is needed to achieve success; ensuring all procedures and processes are focused on meeting student needs; and maintaining a strong set of child focused core values. B) The 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.</p>	<p>A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: promoting a child centered school culture that ensures every child receives what is needed to achieve success; ensuring all procedures and processes are focused on meeting student needs; and maintaining a strong set of child focused core values. B) The 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.</p>	<p>A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> of this standard element regarding: promoting a child centered school culture that ensures every child receives what is needed to achieve success; ensuring all procedures and processes are focused on meeting student needs; and maintaining a strong set of child focused core values. B) The 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.</p>	<p>A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> of this standard element regarding: promoting a child centered school culture that ensures every child receives what is needed to achieve success; ensuring all procedures and processes are focused on meeting student needs; and maintaining a strong set of child focused core values. B) The 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.</p>

ELCC District Level Standard Element		Score
ELCC Standard Element 5.5: Candidates understand and can promote social justice within a district to ensure that individual student needs inform all aspects of schooling.		

Internship Final Evaluation Criteria for District Level Standard Element			
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>
<p>A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: promoting a child centered district culture that ensures every child receives what is needed to achieve success; ensuring all procedures and processes are focused on meeting student needs; and maintaining a strong set of child focused core values. B) The candidate experienced a highly</p>	<p>A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: promoting a child centered district culture that ensures every child receives what is needed to achieve success; ensuring all procedures and processes are focused on meeting student needs; and maintaining a strong set of child focused core values. B) The candidate experienced an authentic</p>	<p>A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> of this standard element regarding: promoting a child centered district culture that ensures every child receives what is needed to achieve success; ensuring all procedures and processes are focused on meeting student needs; and maintaining a strong set of child focused core values. B) The candidate experienced a somewhat</p>	<p>A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> of this standard element regarding: promoting a child centered district culture that ensures every child receives what is needed to achieve success; ensuring all procedures and processes are focused on meeting student needs; and maintaining a strong set of child focused core values. B) The candidate lacked experiencing an</p>

<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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SBL/SDL Program Assessment 4: Final Internship Evaluation Rubrics for Internship - ELCC 6.1

ELCC Building Level Standard Element				Score
ELCC Standard Element 6.1: Candidates understand and can advocate for school students, families, and caregivers.				
Internship Final Evaluation Criteria for Building Level Standard Element				
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>	
<p>A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> 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.</p> <p>B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element.</p> <p>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.</p>	<p>A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> 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.</p> <p>B) The candidate experienced an authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.</p>	<p>A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> 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.</p> <p>B) The candidate experienced a somewhat authentic field experience and practice in this standard element.</p> <p>C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support or guidance in mostly achieving this element.</p>	<p>A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> 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.</p> <p>B) The candidate lacked experiencing an authentic field experience and practice in this standard element.</p> <p>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.</p>	

ELCC District Level Standard Element				Score
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				
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>	
<p>A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: recognizing the district 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 district.</p>	<p>A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: recognizing the district 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 district.</p>	<p>A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> of this standard element regarding: recognizing the district 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 district.</p>	<p>A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> of this standard element regarding: recognizing the district 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 district.</p>	

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.
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SBL/SDL Program Assessment 4: Final Internship Evaluation Rubrics for Internship - ELCC 6.2

ELCC Building Level Standard Element				Score
ELCC Standard Element 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.				
Internship Final Evaluation Criteria for Building Level Standard Element				
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>	
A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: being able to advocate for equitable learning opportunities for the school children through influencing various levels of government legislation; and informing various school constituencies of school policies, laws, etc. 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 <i>content knowledge</i> of this standard element regarding: being able to advocate for equitable learning opportunities for the school children through influencing various levels of government legislation; and informing various school constituencies of school policies, laws, etc. 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 <i>content knowledge</i> of this standard element regarding: being able to advocate for equitable learning opportunities for the school children through influencing various levels of government legislation; and informing various school constituencies of school policies, laws, etc. 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 leadership skills in and <i>content knowledge</i> of this standard element regarding: being able to advocate for equitable learning opportunities for the school children through influencing various levels of government legislation; and informing various school constituencies of school policies, laws, etc. 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 District Level Standard Element				Score
ELCC Standard Element 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.				
Internship Final Evaluation Criteria for District Level Standard Element				
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>	
A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: being able to advocate for equitable learning opportunities for the district children through influencing various levels of government legislation; and informing various district constituencies of school policies, laws, etc. B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element.	A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: being able to advocate for equitable learning opportunities for the district children through influencing various levels of government legislation; and informing various district constituencies of school policies, laws, etc. B) The candidate experienced an authentic field experience and practice in this standard element.	A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> of this standard element regarding: being able to advocate for equitable learning opportunities for the district children through influencing various levels of government legislation; and informing various district constituencies of school policies, laws, etc. B) The candidate experienced a somewhat authentic field experience and practice in this standard element.	A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> of this standard element regarding: being able to advocate for equitable learning opportunities for the district children through influencing various levels of government legislation; and informing various district constituencies of school policies, laws, etc. B) The candidate lacked experiencing an authentic field experience and practice in this standard element.	

<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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SBL/SDL Program Assessment 4: Final Internship Evaluation Rubrics for Internship - ELCC 6.3

ELCC Building Level Standard Element				Score
ELCC Standard Element 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.				
Internship Final Evaluation Criteria for Building Level Standard Element				
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>	
<p>A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: anticipating future external trends or initiatives that may affect the school; promoting adaptive strategies to meet changing demands or needs, and anticipate need for changes in leadership strategies. 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.</p>	<p>A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: anticipating future external trends or initiatives that may affect the school; promoting adaptive strategies to meet changing demands or needs, and anticipate need for changes in leadership strategies. 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.</p>	<p>A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> of this standard element regarding: anticipating future external trends or initiatives that may affect the school; promoting adaptive strategies to meet changing demands or needs, and anticipate need for changes in leadership strategies. 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.</p>	<p>A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> of this standard element regarding: anticipating future external trends or initiatives that may affect the school; promoting adaptive strategies to meet changing demands or needs, and anticipate need for changes in leadership strategies. 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.</p>	

ELCC District Level Standard Element				Score
ELCC Standard Element 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district -based leadership strategies.				
Internship Final Evaluation Criteria for District Level Standard Element				
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>	<i>Unsatisfactory – 1 Point</i>	
<p>A) Always demonstrated exemplary leadership skills in and <i>content knowledge</i> of this standard element regarding: anticipating future external trends or initiatives that may affect the district; promoting adaptive strategies to meet changing demands or needs, and anticipate need for changes in leadership strategies. B) The candidate experienced a highly</p>	<p>A) Consistently demonstrated very good leadership skills in and <i>content knowledge</i> of this standard element regarding: anticipating future external trends or initiatives that may affect the district; promoting adaptive strategies to meet changing demands or needs, and anticipate need for changes in leadership strategies. B) The candidate experienced an authentic</p>	<p>A) Periodically demonstrated good leadership skills in and <i>content knowledge</i> of this standard element regarding: anticipating future external trends or initiatives that may affect the district; promoting adaptive strategies to meet changing demands or needs, and anticipate need for changes in leadership strategies. B) The candidate experienced a somewhat</p>	<p>A) Infrequently demonstrated any leadership skills in and <i>content knowledge</i> of this standard element regarding: anticipating future external trends or initiatives that may affect the district; promoting adaptive strategies to meet changing demands or needs, and anticipate need for changes in leadership strategies. B) The candidate lacked experiencing an</p>	

<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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SBL/SDL Program Assessment 4: Final Internship Evaluation Comments for Internship

Overall Comments on Internship Performance During the Field Internship Experience

Evaluator: _____ **Date:** _____