

Rubrics: Assessment #3 (SBL) Assessment #7 (SDL) EDA 546/547 - Internship Portfolio with Reflections for ELCC 1.1-6.3

This set of rubrics is based on the ELCC 2011 standards and elements. This applies to students who began internships in Summer 2014 and thereafter. Candidates conduct a series of Leadership Activities gaining competence within each element of the ELCC Standards. Due to the complex nature of some Leadership Activities, some activities may apply to more than one ELCC standard building or district element. Candidates are required to perform a minimum of 20 Leadership Activities (to address all 25 elements for BOTH building and district leadership). See the description of suggested Leadership Activities for more information. Candidates are required to complete a minimum of 600 hours, 100 of which must be engaged at the district level. Candidates are expected to design and experience both building and district leadership experiences and document within the E-Portfolio.

Intern: _____

Supervisor: _____

Date: _____

Evaluation Rubric for Internship Portfolio with Reflections for 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.				
Written Reflection 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the importance of working collaboratively; the role of creating a vision; methods for involving others in decision making; the process for developing a school improvement plan; and how a vision guides future decisions. B) The written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the importance of working collaboratively; the role of creating a vision; methods for involving others in decision making; the process for developing a school improvement plan; and how a vision guides future decisions. B) The written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the importance of working collaboratively; the role of creating a vision; methods for involving others in decision making; the process for developing a school improvement plan; and how a vision guides future decisions. B) The written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the importance of working collaboratively; the role of creating a vision; methods for involving others in decision making; the process for developing a school improvement plan; and how a vision guides future decisions. B) The written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.	
ELCC 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.				
Written Reflection 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the importance of working collaboratively; the role of creating a vision; methods for involving others in decision making; the process for developing a district improvement plan; and how a vision guides future decisions. B) The written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the importance of working collaboratively; the role of creating a vision; methods for involving others in decision making; the process for developing a district improvement plan; and how a vision guides future decisions. B) The written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the importance of working collaboratively; the role of creating a vision; methods for involving others in decision making; the process for developing a district improvement plan; and how a vision guides future decisions. B) The written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the importance of working collaboratively; the role of creating a vision; methods for involving others in decision making; the process for developing a district improvement plan; and how a vision guides future decisions. B) The written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.	

Evaluation Rubric for Internship Portfolio with Reflections for 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.				
Written Reflection 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: being able to select appropriate data to analyze student and building performance; develop school improvement processes and strategies based upon assessment data; and develop goals based upon student and building needs. B) The written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: being able to select appropriate data to analyze student and building performance; develop school improvement processes and strategies based upon assessment data; and develop goals based upon student and building needs. B) The written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: being able to select appropriate data to analyze student and building performance; develop school improvement processes and strategies based upon assessment data; and develop goals based upon student and building needs. B) The written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: being able to select appropriate data to analyze student and building performance; develop school improvement processes and strategies based upon assessment data; and develop goals based upon student and building needs. B) The written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.	

ELCC District Level Standard Element				Score
ELCC Standard Element 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve district goals.				
Written Reflection 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: being able to select appropriate data to analyze district improvement processes and strategies based upon assessment data; and develop goals based upon student and district needs. B) The written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: being able to select appropriate data to analyze district improvement processes and strategies based upon assessment data; and develop goals based upon student and district needs. B) The written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: being able to select appropriate data to analyze district improvement processes and strategies based upon assessment data; and develop goals based upon student and district needs. B) The written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: being able to select appropriate data to analyze district improvement processes and strategies based upon assessment data; and develop goals based upon student and district needs. B) The written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.	

Evaluation Rubric for Internship Portfolio with Reflections for ELCC 1.3

ELCC Building Level Standard Element				Score
ELCC Standard Element 1.3: Candidates understand and can promote continual and sustainable school improvement.				
Written Reflection 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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. B) The written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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. B) The written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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. B) The written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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. B) The written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.	
ELCC Standard Element 1.3: Candidates understand and can promote continual and sustainable district improvement.				
Written Reflection 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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. B) The written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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. B) The written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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. B) The written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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. B) The written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.	

Evaluation Rubric for Internship Portfolio with Reflections for ELCC 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				
Written Reflection 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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. B) The written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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. B) The written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: being able to 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. B) The written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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. B) The written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.	

ELCC District Level Standard Element				Score
ELCC Standard Element 1.4: Candidates understand and can evaluate school progress and revise school plans supported by district stakeholders				
Written Reflection 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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. B) The written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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. B) The written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: being able to 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. B) The written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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. B) The written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.	

Evaluation Rubric for Internship Portfolio with Reflections for ELCC 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.				
Written Reflection 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: building a positive school learning environment through role modeling, high expectations for and an understanding of human development and adult learning theories. B) The written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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. B) The written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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. B) The written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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. B) The written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.	

ELCC District Level Standard Element				Score
ELCC Standard Element 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.				
Written Reflection 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: building a positive district learning environment through role modeling, high expectations for and an understanding of human development and adult learning theories. B) The written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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. B) The written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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. B) The written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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. B) The written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.	

Evaluation Rubric for Internship Portfolio with Reflections for ELCC 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.				
Written Reflection 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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. B) The written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: understanding and selecting multiple teacher assessment models; utilizing various instructional observation techniques; and developing an articulated school curriculum based upon student needs and results. B) The written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: understanding and selecting multiple teacher assessment models; utilizing various instructional observation techniques; and developing an articulated school curriculum based upon student needs and results. B) The written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: understanding and selecting multiple teacher assessment models; utilizing various instructional observation techniques; and developing an articulated school curriculum based upon student needs and results. B) The written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.	

ELCC District Level Standard Element				Score
ELCC Standard Element 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.				
Written Reflection 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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. B) The written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: understanding and selecting multiple teacher assessment models; utilizing various instructional observation techniques; and developing an articulated district curriculum based upon student needs and results. B) The written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: understanding and selecting multiple teacher assessment models; utilizing various instructional observation techniques; and developing an articulated district curriculum based upon student needs and results. B) The written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: understanding and selecting multiple teacher assessment models; utilizing various instructional observation techniques; and developing an articulated district curriculum based upon student needs and results. B) The written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.	

Evaluation Rubric for Internship Portfolio with Reflections for ELCC 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.				
Written Reflection 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select school instructional materials; and align professional development based on teacher needs and student data in the school. B) The written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select school instructional materials; and align professional development based on teacher needs and student data in the school. B) The written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select school instructional materials; and align professional development based on teacher needs and student data in the school. B) The written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select school instructional materials; and align professional development based on teacher needs and student data in the school. B) The written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.	

ELCC District Level Standard Element				Score
ELCC Standard Element 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of district staff.				
Written Reflection 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select district instructional materials; and align professional development based on teacher needs and student data in the district. B) The written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select district instructional materials; and align professional development based on teacher needs and student data in the school. B) The written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select school instructional materials; and align professional development based on teacher needs and student data in the school. B) The written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select school instructional materials; and align professional development based on teacher needs and student data in the school. B) The written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts	

are fully aligned with the ELCC standard element.		are not aligned with the ELCC standard element.
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Evaluation Rubric for Internship Portfolio with Reflections for 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.				
Written Reflection 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the challenges and need for 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. B) The written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the 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. B) The written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the 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. B) The written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the 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. B) The written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.	

ELCC District Level Standard Element				Score
ELCC Standard Element 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a district environment.				
Written Reflection Evaluation 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the challenges and need for 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. B) The written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the 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. B) The written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the 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. B) The written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the 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. B) The written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.	

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

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

are fully aligned with the ELCC standard element.		are not aligned with the ELCC standard element.
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Evaluation Rubric for Internship Portfolio with Reflections for ELCC 3.2

ELCC Standard Element 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.			
Written Reflection Evaluation Criteria for Building Level Standard Element			
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point
A) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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. B) The written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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. B) The written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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. B) The written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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. B) The written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.

ELCC Standard Element 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage district operations.			
Written Reflection Evaluation Criteria for District Level Standard Element			
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point
A) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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 district. B) The written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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 district. B) The written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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 district. B) The written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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 district. B) The written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.

are fully aligned with the ELCC standard element.	element.	are not aligned with the ELCC standard element.
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Evaluation Rubric for Internship Portfolio with Reflections for ELCC 3.3		
ELCC Building Level Standard Element		
Written Reflection Evaluation Criteria for Building Level Standard Element		Score
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>
A) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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. B) The written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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. B) The written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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. B) The written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.

Written Reflection Evaluation Criteria for District Level Standard Element		
<i>Distinguished - 4 Points</i>	<i>Proficient – 3 Points</i>	<i>Novice – 2 Points</i>
A) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: establishing and maintaining a safe, orderly learning environment through establishing district crisis procedures and expectations for behavior; by enforcing student discipline in the district; and monitoring and evaluating district processes. B) The written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: establishing and maintaining a safe, orderly learning environment through establishing district crisis procedures and expectations for behavior; by enforcing student discipline in the district; and monitoring and evaluating district processes. B) The written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: establishing and maintaining a safe, orderly learning environment through establishing district crisis procedures and expectations for behavior; by enforcing student discipline in the district; and monitoring and evaluating district processes. B) The written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.

are fully aligned with the ELCC standard element.	element.	are not aligned with the ELCC standard element.
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Evaluation Rubric for Internship Portfolio with Reflections for ELCC 3.4

ELCC Building Level Standard Element			Score
ELCC Standard Element 3.4: Candidates understand and can develop school capacity for distributed leadership.			
Written Reflection 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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 written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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 written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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 written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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 written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.

ELCC District Level Standard Element			Score
ELCC Standard Element 3.4: Candidates understand and can develop district capacity for distributed leadership.			
Written Reflection 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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 district.. B) The written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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 district. B) The written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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 district. B) The written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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 district. B) The written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.

Evaluation Rubric for Internship Portfolio with Reflections for 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.				
Written Reflection 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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 written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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 written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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 written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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 written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.	

ELCC District Level Standard Element				Score
ELCC Standard Element 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality district instruction and student learning.				
Written Reflection 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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 written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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 written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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 written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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 written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.	

Evaluation Rubric for Internship Portfolio with Reflections for ELCC 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.				
Written Reflection 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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 written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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 written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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 written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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 written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.	

ELCC District Level Standard Element				Score
ELCC Standard Element 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment.				
Written Reflection Evaluation 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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 written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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 written reflection is: comprehensive including applying relevant theory and literature, and best practice.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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 written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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 written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice.	

practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.
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Evaluation Rubric for Internship Portfolio with Reflections for 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.				
Written Reflection 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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 written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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 written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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 written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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 written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.	

ELCC District Level Standard Element				Score
ELCC Standard Element 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 district community.				
Written Reflection 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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 written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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 written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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 written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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 written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice.	

C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	are aligned with the ELCC standard element.	are not well aligned with the ELCC standard element.	C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.
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Evaluation Rubric for Internship Portfolio with Reflections for 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.				
Written Reflection 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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. B) The written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding 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. B) The written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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. B) The written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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. B) The written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.	

ELCC District Level Standard Element				Score
ELCC Standard Element 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.				
Written Reflection Evaluation 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: creating and preserving programs that invite and engage parents and community to district events; creating a culture of openness and transparency; and reaching out to parents and caregivers to build a strong affiliation with the district. B) The written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: creating and preserving programs that invite and engage parents and community to district events; creating a culture of openness and transparency; and reaching out to parents and caregivers to build a strong affiliation with the district. B) The written reflection is: comprehensive including applying relevant theory and literature, and best practice.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: creating and preserving programs that invite and engage parents and community to district events; creating a culture of openness and transparency; and reaching out to parents and caregivers to build a strong affiliation with the district. B) The written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: creating and preserving programs that invite and engage parents and community to district events; creating a culture of openness and transparency; and reaching out to parents and caregivers to build a strong affiliation with the district. B) The written reflection is: not at all comprehensive and does not apply any	

relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.
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Evaluation Rubric for Internship Portfolio with Reflections for 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.				
Written Reflection 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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. B) The written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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. B) The written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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. B) The written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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. B) The written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.	

ELCC District Level Standard Element				Score
ELCC Standard Element 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.				
Written Reflection Evaluation Criteria for District Level Standard Element				
<i>Distinguished - 4 Points</i>	<i>Proficient - 3 Points</i>	<i>Novice - 2 Points</i>	<i>Unsatisfactory - 1 Point</i>	
A) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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. B) The written reflection is: very	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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. B) The written reflection is: comprehensive	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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. B) The written reflection is: minimally	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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. B) The written reflection is: not at all	

comprehensive including fully applying relevant theory and literature, and best practice. B) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.
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Evaluation Rubric for Internship Portfolio with Reflections for 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.				
Written Reflection 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the need to advocate for every child by ensuring high expectations for all children and staff; and acting 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 written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the 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 written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the 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 written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the 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 written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.	

ELCC District Level Standard Element				Score
ELCC Standard Element 5.1: Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student's academic and social success.				
Written Reflection Evaluation Criteria for District Level Standard Element				
<i>Distinguished - 4 Points</i>	<i>Proficient - 3 Points</i>	<i>Novice - 2 Points</i>	<i>Unsatisfactory - 1 Point</i>	
A) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the need to advocate for every child by ensuring high expectations for all children and staff; and acting 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 written reflection is: very	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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 written reflection is: comprehensive	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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 written reflection is: minimally	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: the 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 written reflection is: not at all	

comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.
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Evaluation Rubric for Internship Portfolio with Reflections for 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.				
Written Reflection 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: articulating impact of building leadership; understand the legal and ethical context of building decisions; and support the ethical principles of various school leadership associations. B) The written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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. B) The written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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. B) The written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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. B) The written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.	

ELCC District Level Standard Element				Score
ELCC Standard Element 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.				
Written Reflection Evaluation 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: articulating impact of building leadership; understand the legal and ethical context of building decisions; and support the ethical principles of various school district leadership associations. B) The written reflection is: very comprehensive including fully applying	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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 district leadership associations. B) The written reflection is: comprehensive including applying relevant theory and	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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 district leadership associations. B) The written reflection is: minimally comprehensive and lacks applying relevant	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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 district leadership associations. B) The written reflection is: not at all comprehensive and does not apply any	

relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.
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Evaluation Rubric for Internship Portfolio with Reflections for ELCC 5.3

ELCC Standard Element 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity.			
Written Reflection 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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 written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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 written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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 written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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 written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.

ELCC Standard Element 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity.			
Written Reflection Evaluation Criteria for District Level Standard Element			
<i>Distinguished - 4 Points</i>	<i>Proficient - 3 Points</i>	<i>Novice - 2 Points</i>	<i>Unsatisfactory - 1 Point</i>
A) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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 district. B) The written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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 school district. B) The written reflection is: comprehensive including applying relevant theory and literature, and best practice.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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 school district. B) The written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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 school district. B) The written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice.

practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.
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Evaluation Rubric for Internship Portfolio with Reflections for 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.				
Written Reflection 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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. B) The written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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. B) The written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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. B) The written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: 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. B) The written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.	

ELCC District Level Standard Element				Score
ELCC Standard Element 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district.				
Written Reflection 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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. B) The written reflection is: very	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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. B) The written reflection is: comprehensive	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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. B) The written reflection is: minimally	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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. B) The written reflection is: not at all	

comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.
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Evaluation Rubric for Internship Portfolio with Reflections for 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.				
Written Reflection 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: promoting a child centered school culture that ensures every child receives what is needed to achieve success; ensuring all procedures and processes are focused on meeting student needs; and maintaining a strong set of child focused core values. B) The written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: promoting a child centered school culture that ensures every child receives what is needed to achieve success; ensuring all procedures and processes are focused on meeting student needs; and maintaining a strong set of child focused core values. B) The written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: promoting a child centered school culture that ensures every child receives what is needed to achieve success; ensuring all procedures and processes are focused on meeting student needs; and maintaining a strong set of child focused core values. B) The written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: promoting a child centered school culture that ensures every child receives what is needed to achieve success; ensuring all procedures and processes are focused on meeting student needs; and maintaining a strong set of child focused core values. B) The written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.	

ELCC District Level Standard Element				Score
ELCC Standard Element 5.5: Candidates understand and can promote social justice within a district to ensure that individual student needs inform all aspects of schooling.				
Written Reflection Evaluation Criteria for District Level Standard Element				
<i>Distinguished - 4 Points</i>	<i>Proficient - 3 Points</i>	<i>Novice - 2 Points</i>	<i>Unsatisfactory - 1 Point</i>	
A) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: promoting a child centered 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.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: promoting a child centered 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.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: promoting a child centered 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.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: promoting a child centered 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 written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	B) The written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	B) The written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	B) The written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.
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Evaluation Rubric for Internship Portfolio with Reflections for 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.				
Written Reflection 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: recognizing the school implications of various laws and regulations; understanding the connection between poverty and student achievement; and being able to advocate for the needs of children and families within the school building. B) The written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: recognizing the school implications of various laws and regulations; understanding the connection between poverty and student achievement; and being able to advocate for the needs of children and families within the school building. B) The written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: recognizing the school implications of various laws and regulations; understanding the connection between poverty and student achievement; and being able to advocate for the needs of children and families within the school building. B) The written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: recognizing the school implications of various laws and regulations; understanding the connection between poverty and student achievement; and being able to advocate for the needs of children and families within the school building. B) The written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.	

ELCC District Level Standard Element				Score
ELCC Standard Element 6.1: Candidates understand and can advocate for district students, families, and caregivers.				
Written Reflection 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: recognizing the district implications of various laws and regulations; understanding the connection between poverty and student achievement; and being able to advocate for the needs of children and families within the district.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: recognizing the district implications of various laws and regulations; understanding the connection between poverty and student achievement; and being able to advocate for the needs of children and families within the district. B) The written reflection is: comprehensive	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: recognizing the district implications of various laws and regulations; understanding the connection between poverty and student achievement; and being able to advocate for the needs of children and families within the district. B) The written reflection is: minimally	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: recognizing the district implications of various laws and regulations; understanding the connection between poverty and student achievement; and being able to advocate for the needs of children and families within the district.	

B) The written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	B) The written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.
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Evaluation Rubric for Internship Portfolio with Reflections for 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.				
Written Reflection 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) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: being able to advocate for equitable learning opportunities for school children through influencing various levels of government through legislation; and informing various school constituencies of school policies, laws, etc. B) The written reflection is: very comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: being able to advocate for equitable learning opportunities for school children through influencing various levels of government legislation; and informing various school constituencies of school policies, laws, etc. B) The written reflection is: comprehensive including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: being able to advocate for equitable learning opportunities for school children through influencing various levels of government legislation; and informing various school constituencies of school policies, laws, etc. B) The written reflection is: minimally comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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 written reflection is: not at all comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.	

ELCC District Level Standard Element				Score
ELCC Standard Element 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.				
Written Reflection Evaluation Criteria for District Level Standard Element				
<i>Distinguished - 4 Points</i>	<i>Proficient - 3 Points</i>	<i>Novice - 2 Points</i>	<i>Unsatisfactory - 1 Point</i>	
A) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: being able to advocate for equitable learning opportunities for school children through influencing various levels of government through legislation; and informing various district constituencies of district policies, laws, etc. B) The written reflection is: very comprehensive including fully applying	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: being able to advocate for equitable learning opportunities for school children through influencing various levels of government legislation; and informing various district constituencies of district policies, laws, etc. B) The written reflection is: comprehensive including applying relevant theory and	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary regarding: being able to advocate for equitable learning opportunities for the district children through influencing various levels of government legislation; and informing various district constituencies of district policies, laws, etc. B) The written reflection is: minimally comprehensive and lacks applying relevant	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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 district policies, laws, etc. B) The written reflection is: not at all comprehensive and does not apply any	

relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.
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Evaluation Rubric for Internship Portfolio with Reflections for ELCC 6.3

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

ELCC District Level Standard Element				Score
ELCC Standard Element 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-based leadership strategies.				
Written Reflection Evaluation Criteria for District Level Standard Element				
<i>Distinguished - 4 Points</i>	<i>Proficient - 3 Points</i>	<i>Novice - 2 Points</i>	<i>Unsatisfactory - 1 Point</i>	
A) The reflection provides strong evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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 written reflection is: very	A) The reflection provides evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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 written reflection is: comprehensive	A) The reflection provides little evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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 written reflection is: minimally	A) The reflection provides little if any evidence that the candidate understands and can reflect on the content knowledge and leadership skills necessary 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 written reflection is: not at all	

comprehensive including fully applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are fully aligned with the ELCC standard element.	including applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are aligned with the ELCC standard element.	comprehensive and lacks applying relevant theory and literature, and best practice. C) The leadership internship portfolio artifacts are not well aligned with the ELCC standard element.	comprehensive and does not apply any relevant theory and literature, or best practice. C) The leadership internship portfolio artifacts are not aligned with the ELCC standard element.
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Evaluation Rubric for Internship Portfolio with Reflections – Final Reflection

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

Intern: _____

Date: _____

SBL/SDL Program Assessment 4: Internship Evaluation

Based on ELCC 2011 (Begin Use Summer 2014)

The College Of Saint Rose

Thelma P Lally School of Education

Educational Leadership Internship Evaluation Form

SBL/SDL Program Assessment #4

This evaluation form is completed independently by the Cooperating Professional, the College Supervisor and the Intern. The form is introduced at the first on-site meeting and ratings discussed at the last on-site meeting with the Intern, Cooperating Professional and College Supervisor. Evaluators should refer to the performance descriptors for building and district level included with the Educational Leadership Constituent Council (ELCC) Standards found in The College of Saint Rose Educational Leadership Internship Handbook. The internship requires specific leadership activities at both the building and district levels. This evaluation reflects the candidate's overall performance during their entire internship. Ratings on each ELCC Standard referenced throughout this evaluation form are to be based upon the candidate's leadership skills as demonstrated throughout his/her clinical internship experience. Evidence in support of ratings are to be based upon direct observation, review of supportive documents, and feedback from those familiar with the candidate's performance during the internship. The Cooperating Professional may elect to enter N/A in any rating box if there was insufficient information or observation for a specific category.

Intern	College Supervisor							
Cooperating Professional	Evaluator (please circle)							
	Cooperating Professional		College Supervisor			Intern		
Internship Site (School Name)								
Internship Activities have included the following diverse learners: (Circle all that Apply)								
Individuals with Disabilities				Ethnic/Racial Group other than his/her own				
English Language Learners				At-risk Learners				
Year					Semester			
2015	2016	2017	2018	2019	Fall	Spring	Summer	

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>	
A) Always demonstrated exemplary leadership skills in and content knowledge 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. B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element. C) Leadership activities selected were highly consistent with the standard and element; and the candidate required minimal support or guidance in fully achieving this element.	A) Consistently demonstrated very good leadership skills in and content knowledge of this standard element regarding: the 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. B) The candidate experienced an authentic field experience and practice in this standard element. C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.	A) Periodically demonstrated good leadership skills in and content knowledge of this standard element regarding: the 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. 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 content knowledge 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. 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 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>	
A) Always demonstrated exemplary leadership skills in and content knowledge 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. B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element. C) Leadership activities selected were highly consistent with the standard and element; and the candidate required minimal support or guidance in fully achieving this element.	A) Consistently demonstrated very good leadership skills in and content knowledge of this standard element regarding: the 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. B) The candidate experienced an authentic field experience and practice in this standard element. C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.	A) Periodically demonstrated good leadership skills in and content knowledge of this standard element regarding: the 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. 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 content knowledge 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. 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.	

SBI/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>	
A) Always demonstrated exemplary leadership skills in and content knowledge 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. B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element. C) Leadership activities selected were highly consistent with the standard and element; and the candidate required minimal support or guidance in fully achieving this element.	A) Consistently demonstrated very good leadership skills in and content knowledge of this standard element regarding: being able to select appropriate data to analyze student and building performance; develop school improvement processes and strategies based upon assessment data; and develop goals based upon student and building needs. B) The candidate experienced an authentic field experience and practice in this standard element. C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.	A) Periodically demonstrated good leadership skills in and content knowledge of this standard element regarding: being able to select appropriate data to analyze student and building performance; develop school improvement processes and strategies based upon assessment data; and develop goals based upon student and building needs. B) The 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 content knowledge 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. 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				
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>	
A) Always demonstrated exemplary leadership skills in and content knowledge 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. B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element. C) Leadership activities selected were highly consistent with the standard and element; and the candidate required minimal support or guidance in fully achieving this element.	A) Consistently demonstrated very good leadership skills in and content knowledge of this standard element regarding: 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. B) The candidate experienced an authentic field experience and practice in this standard element. C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.	A) Periodically demonstrated good leadership skills in and content knowledge of this standard element regarding: 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. 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 content knowledge 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. 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.	

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				
<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 content knowledge 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. B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element. C) Leadership activities selected were highly consistent with the standard and element; and the candidate required minimal support or guidance in fully achieving this element.	A) Consistently demonstrated very good leadership skills in and content knowledge of this standard element regarding: 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. B) The candidate experienced an authentic field experience and practice in this standard element. C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.	A) Periodically demonstrated good leadership skills in and content knowledge of this standard element regarding: 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. 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 content knowledge 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. 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 1.3: Candidates understand and can promote continual and sustainable district improvement.				
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 content knowledge 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. B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element. C) Leadership activities selected were highly consistent with the standard and element; and the candidate required minimal support or guidance in fully achieving this element.	A) Consistently demonstrated very good leadership skills in and content knowledge of this standard element regarding: 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. B) The candidate experienced an authentic field experience and practice in this standard element. C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.	A) Periodically demonstrated good leadership skills in and content knowledge of this standard element regarding: 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. 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 content knowledge 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. 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.	

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>	
A) Always demonstrated exemplary leadership skills in and content knowledge 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. B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element. C) Leadership activities selected were highly consistent with the standard and element; and the candidate required minimal support or guidance in fully achieving this element.	A) Consistently demonstrated very good leadership skills in and content knowledge of this standard element regarding: 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. B) The candidate experienced an authentic field experience and practice in this standard element. C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.	A) Periodically demonstrated good leadership skills in and content knowledge of this standard element regarding: 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. 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 content knowledge 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. 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 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>	
A) Always demonstrated exemplary leadership skills in and content knowledge 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. B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element. C) Leadership activities selected were highly consistent with the standard and element; and the candidate required minimal support or guidance in fully achieving this element.	A) Consistently demonstrated very good leadership skills in and content knowledge of this standard element regarding: 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. B) The candidate experienced an authentic field experience and practice in this standard element. C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.	A) Periodically demonstrated good leadership skills in and content knowledge of this standard element regarding: 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. 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 content knowledge 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. 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.	

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>	
A) Always demonstrated exemplary leadership skills in and content knowledge 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. B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element. C) Leadership activities selected were highly consistent with the standard and element; and the candidate required minimal support or guidance in fully achieving this element.	A) Consistently demonstrated very good leadership skills in and content knowledge of this standard element regarding: 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. B) The candidate experienced an authentic field experience and practice in this standard element. C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.	A) Periodically demonstrated good leadership skills in and content knowledge of this standard element regarding: 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. 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 content knowledge 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. 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 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>	
A) Always demonstrated exemplary leadership skills in and content knowledge of this standard element regarding: building a positive district learning environment through role modeling, high expectations for and fair treatment of everyone; and an understanding of human development and adult learning theories. B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element. C) Leadership activities selected were highly consistent with the standard and element; and the candidate required minimal support or guidance in fully achieving this element.	A) Consistently demonstrated very good leadership skills in and content knowledge of this standard element regarding: building a positive district learning environment through role modeling, high expectations for and fair treatment of everyone; and an understanding of human development and adult learning theories. B) The candidate experienced an authentic field experience and practice in this standard element. C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.	A) Periodically demonstrated good leadership skills in and content knowledge of this standard element regarding: building a positive district learning environment through role modeling, high expectations for and fair treatment of everyone; and an understanding of human development and adult learning theories. B) The candidate experienced a somewhat authentic field experience and practice in this standard element. C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support or guidance in mostly achieving this element.	A) Infrequently demonstrated any leadership skills in and content knowledge of this standard element regarding: building a positive district learning environment through role modeling, high expectations for and fair treatment of everyone; and an understanding of human development and adult learning theories. 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.	

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					
<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 content knowledge 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. B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element. C) Leadership activities selected were highly consistent with the standard and element; and the candidate required minimal support or guidance in fully achieving this element.	A) Consistently demonstrated very good leadership skills in and content knowledge of this standard element regarding: understanding and selecting multiple teacher assessment models; utilizing various instructional observation techniques; and developing an articulated school curriculum based upon student needs and results. B) The candidate experienced an authentic field experience and practice in this standard element. C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.	A) Periodically demonstrated good leadership skills in and content knowledge of this standard element regarding: understanding and selecting multiple teacher assessment models; utilizing various instructional observation techniques; and developing an articulated school curriculum based upon student needs and results. 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 content knowledge 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. 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 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					
<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 content knowledge 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. B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element. C) Leadership activities selected were highly consistent with the standard and element; and the candidate required minimal support or guidance in fully achieving this element.	A) Consistently demonstrated very good leadership skills in and content knowledge of this standard element regarding: understanding and selecting multiple teacher assessment models; utilizing various instructional observation techniques; and developing an articulated district curriculum based upon student needs and results. B) The candidate experienced an authentic field experience and practice in this standard element. C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.	A) Periodically demonstrated good leadership skills in and content knowledge of this standard element regarding: understanding and selecting multiple teacher assessment models; utilizing various instructional observation techniques; and developing an articulated district curriculum based upon student needs and results. 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 content knowledge 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. 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.		

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					
<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 content knowledge 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. B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element. C) Leadership activities selected were highly consistent with the standard and element; and the candidate required minimal support or guidance in fully achieving this element.	A) Consistently demonstrated very good leadership skills in and content knowledge of this standard element regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select school instructional materials; and align professional development based on teacher needs and student data in the school. B) The candidate experienced an authentic field experience and practice in this standard element. C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.	A) Periodically demonstrated good leadership skills in and content knowledge of this standard element regarding: implementing appropriate tools and strategies to observe and improve instruction; be able to design or select school instructional materials; and align professional development based on teacher needs and student data in the school. B) The 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 content knowledge 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. 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 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					
<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 content knowledge 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. B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element. C) Leadership activities selected were highly consistent with the standard and element; and the candidate required minimal support or guidance in fully achieving this element.	A) Consistently demonstrated very good leadership skills in and content knowledge of this standard element regarding: 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. B) The candidate experienced an authentic field experience and practice in this standard element. C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.	A) Periodically demonstrated good leadership skills in and content knowledge of this standard element regarding: 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. 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 content knowledge 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. 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.		

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				
<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 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. 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 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. 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 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. 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 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. 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 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				
<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 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. 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	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. 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	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. 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	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. 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	

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>	
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. 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: 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. 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: 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. 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: 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. 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 3.1: 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>	
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. 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: 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. 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: 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. 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: 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. 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.	

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>	
A) Always demonstrated exemplary leadership skills in and content knowledge 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. B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element. C) Leadership activities selected were highly consistent with the standard and element; and the candidate required minimal support or guidance in fully achieving this element.	A) Consistently demonstrated very good leadership skills in and content knowledge of this standard element regarding: 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. B) The candidate experienced an authentic field experience and practice in this standard element. C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.	A) Periodically demonstrated good leadership skills in and content knowledge of this standard element regarding: 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. 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 content knowledge 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. 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 3.2: 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>	
A) Always demonstrated exemplary leadership skills in and content knowledge 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. 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	A) Consistently demonstrated very good leadership skills in and content knowledge 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. 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	A) Periodically demonstrated good leadership skills in and content knowledge 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. 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	A) Infrequently demonstrated any leadership skills in and content knowledge 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. 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	

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 3.3

ELCC Building Level Standard Element				Score
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: 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. 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: 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. 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: 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. 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: 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. 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
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: 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. 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: 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. 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: 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. 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: 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. 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.	

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.
SBL/SDL Program Assessment 4: Final Internship Evaluation Rubrics for Internship - ELCC 3.4			
ELCC Building Level Standard Element			
ELCC Standard Element 3.4: Candidates understand and can develop school capacity for distributed leadership.			
Internship Final Evaluation Criteria for Building Level Standard Element			
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point
A) Always demonstrated exemplary leadership skills in and content knowledge 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 content knowledge 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 content knowledge 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 content knowledge 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			
ELCC Standard Element 3.4: Candidates understand and can develop district capacity for distributed leadership.			
Internship Final Evaluation Criteria for District Level Standard Element			
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point
A) Always demonstrated exemplary leadership skills in and content knowledge 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; and the candidate required minimal support or guidance in fully achieving this element.	A) Consistently demonstrated very good leadership skills in and content knowledge of this standard element regarding: 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; and the candidate required some support or guidance in achieving this element.	A) Periodically demonstrated good leadership skills in and content knowledge of this standard element regarding: 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 element; and the candidate required support or guidance in mostly achieving this element.	A) Infrequently demonstrated any leadership skills in and content knowledge 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 although the candidate received significant support or guidance, they did not achieve this element.

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

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 content knowledge 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 content knowledge 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 content knowledge 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 content knowledge 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 content knowledge 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 practice in this standard element. C) Leadership activities selected were highly consistent with the standard and element; and the candidate required minimal support	A) Consistently demonstrated very good leadership skills in and content knowledge 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 element. C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or	A) Periodically demonstrated good leadership skills in and content knowledge 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 standard element. C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support	A) Infrequently demonstrated any leadership skills in and content knowledge 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 standard element. C) Leadership activities selected were not consistent with the standard and element; although the candidate received significant	

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

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>	
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. 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: 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. 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: 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. 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: 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. 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 4.3: 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>	
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. 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: 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. 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: 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. 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: 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. 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.	

			achieve this element.
SBL/SDL Program Assessment 4: Final Internship Evaluation Rubrics for Internship - ELCC 4.4			
ELCC Building Level Standard Element			
ELCC Standard Element 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.			Score
Internship Final Evaluation Criteria for Building Level Standard Element			
Distinguished - 4 Points	Proficient - 3 Points	Novice - 2 Points	Unsatisfactory - 1 Point
A) Always demonstrated exemplary leadership skills in and content knowledge of this standard element regarding: 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. B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element. C) Leadership activities selected were highly consistent with the standard and element; and the candidate required minimal support or guidance in fully achieving this element.	A) Consistently demonstrated very good leadership skills in and content knowledge of this standard element regarding: 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. B) The candidate experienced an authentic field experience and practice in this standard element. C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.	A) Periodically demonstrated good leadership skills in and content knowledge of this standard element regarding: 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. 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 content knowledge 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. 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			
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.			Score
Internship Final Evaluation Criteria for District Level Standard Element			
Distinguished - 4 Points	Proficient - 3 Points	Novice - 2 Points	Unsatisfactory - 1 Point
A) Always demonstrated exemplary leadership skills in and content knowledge of this standard element regarding: 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.. B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element. C) Leadership activities selected were highly consistent with the standard and element; and the candidate required minimal support or guidance in fully achieving this element.	A) Consistently demonstrated very good leadership skills in and content knowledge of this standard element regarding: 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. B) The candidate experienced an authentic field experience and practice in this standard element. C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.	A) Periodically demonstrated good leadership skills in and content knowledge of this standard element regarding: 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. 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 content knowledge 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.. 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.

		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
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 <i>leadership skills</i> 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 <i>leadership skills</i> 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 <i>leadership skills</i> 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 <i>leadership skills</i> 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
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 <i>leadership skills</i> 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 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 <i>leadership skills</i> 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 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 <i>leadership skills</i> 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 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 <i>leadership skills</i> 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 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.	

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 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>	
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. 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: 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. 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: 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. 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: 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. 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 5.2: 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>	
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. 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: 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. 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: 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. 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: 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. 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.	

			achieve this element.
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SBI/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 content knowledge 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 content knowledge 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 content knowledge 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 content knowledge 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 content knowledge 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 practice in this standard element. C) Leadership activities selected were highly consistent with the standard and element; and the candidate required minimal support or guidance in fully achieving this element.	A) Consistently demonstrated very good leadership skills in and content knowledge of this standard element regarding: 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 element. C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.	A) Periodically demonstrated good leadership skills in and content knowledge of this standard element regarding: 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 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 content knowledge 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 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.	

			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>	
A) Always demonstrated exemplary leadership skills in and content knowledge 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. B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element. C) Leadership activities selected were highly consistent with the standard and element; and the candidate required minimal support or guidance in fully achieving this element.	A) Consistently demonstrated very good leadership skills in and content knowledge of this standard element regarding: 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. B) The candidate experienced an authentic field experience and practice in this standard element. C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.	A) Periodically demonstrated good leadership skills in and content knowledge of this standard element regarding: 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. 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 content knowledge 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. 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 5.4: 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>	
A) Always demonstrated exemplary leadership skills in and content knowledge 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. B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element. C) Leadership activities selected were highly consistent with the standard and element; and the candidate required minimal support or guidance in fully achieving this element.	A) Consistently demonstrated very good leadership skills in and content knowledge of this standard element regarding: 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. B) The candidate experienced an authentic field experience and practice in this standard element. C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.	A) Periodically demonstrated good leadership skills in and content knowledge of this standard element regarding: 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. 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 content knowledge 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. 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.	

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.
SBL/SDL Program Assessment 4: Final Internship Evaluation Rubrics for Internship - ELCC 5.5			
ELCC Building Level Standard Element			
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.			Score
Internship Final Evaluation Criteria for Building Level Standard Element			
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point
A) Always demonstrated exemplary leadership skills in and content knowledge of this standard element regarding: 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.	A) Consistently demonstrated very good leadership skills in and content knowledge 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.	A) Periodically demonstrated good leadership skills in and content knowledge 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.	A) Infrequently demonstrated any leadership skills in and content knowledge 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.
ELCC District Level Standard Element			
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.			Score
Internship Final Evaluation Criteria for District Level Standard Element			
Distinguished - 4 Points	Proficient – 3 Points	Novice – 2 Points	Unsatisfactory – 1 Point
A) Always demonstrated exemplary leadership skills in and content knowledge of this standard element regarding: 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 authentic, substantial field experience and practice in this standard element. C) Leadership activities selected were highly consistent with the standard and element; and the candidate required minimal support or guidance in fully achieving this element.	A) Consistently demonstrated very good leadership skills in and content knowledge of this standard element regarding: 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 field experience and practice in this standard element. C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.	A) Periodically demonstrated good leadership skills in and content knowledge of this standard element regarding: 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 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 content knowledge 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 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.

					achieve this element.
SBL/SDL Program Assessment 4: Final Internship Evaluation Rubrics for Internship - ELCC 6.1					
ELCC Building Level Standard Element					
ELCC Standard Element 6.1: Candidates understand and can advocate for school students, families, and caregivers.					
Score					
Internship Final Evaluation Criteria for Building Level Standard Element					
Distinguished - 4 Points	Proficient - 3 Points	Novice - 2 Points	Unsatisfactory - 1 Point		
A) Always demonstrated exemplary leadership skills in and content knowledge of this standard element regarding: recognizing the school implications of various laws and regulations; understanding the connection between poverty and student achievement; and being able to advocate for the needs of children and families within the school building. B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element. C) Leadership activities selected were highly consistent with the standard and element; and the candidate required minimal support or guidance in fully achieving this element.	A) Consistently demonstrated very good leadership skills in and content knowledge of this standard element regarding: recognizing the school implications of various laws and regulations; understanding the connection between poverty and student achievement; and being able to advocate for the needs of children and families within the school building. B) The candidate experienced an authentic field experience and practice in this standard element. C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.	A) Periodically demonstrated good leadership skills in and content knowledge of this standard element regarding: recognizing the school implications of various laws and regulations; understanding the connection between poverty and student achievement; and being able to advocate for the needs of children and families within the school building. B) The candidate experienced a somewhat authentic field experience and practice in this standard element. C) Leadership activities selected were somewhat consistent with the standard and element; and the candidate required support or guidance in mostly achieving this element.	A) Infrequently demonstrated any leadership skills in and content knowledge of this standard element regarding: recognizing the school implications of various laws and regulations; understanding the connection between poverty and student achievement; and being able to advocate for the needs of children and families within the school building. B) The candidate 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					
ELCC Standard Element 6.1: Candidates understand and can advocate for district students, families, and caregivers.					
Score					
Internship Final Evaluation Criteria for District Level Standard Element					
Distinguished - 4 Points	Proficient - 3 Points	Novice - 2 Points	Unsatisfactory - 1 Point		
A) Always demonstrated exemplary leadership skills in and content knowledge of this standard element regarding: 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. B) The candidate experienced a highly authentic, substantial field experience and practice in this standard element. C) Leadership activities selected were highly consistent with the standard and element; and the candidate required minimal support or guidance in fully achieving this element.	A) Consistently demonstrated very good leadership skills in and content knowledge of this standard element regarding: 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. B) The candidate experienced an authentic field experience and practice in this standard element. C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.	A) Periodically demonstrated good leadership skills in and content knowledge of this standard element regarding: 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. 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 content knowledge 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. 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.		

		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 content knowledge 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 content knowledge 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 content knowledge 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 content knowledge 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 content knowledge 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. C) Leadership activities selected were highly consistent with the standard and element; and the candidate required minimal support or guidance in fully achieving this element.	A) Consistently demonstrated very good leadership skills in and content knowledge of this standard element regarding: 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. C) Leadership activities selected were consistent with the standard and element; and the candidate required some support or guidance in achieving this element.	A) Periodically demonstrated good leadership skills in and content knowledge of this standard element regarding: 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. 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 content knowledge 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. 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.	

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>		
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.	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.	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.	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.		

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>		
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 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: 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 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: 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 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: 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 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.		

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

Overall Comments on Internship Performance During the Field Internship Experience

Evaluator: _____ **Date:** _____