(The element(s) highlighted in yellow are used to assess diversity outcomes)

Element (E)	Target = 3	Acceptable = 2	Unacceptable = 1
E 1 Personal Learning Plan (PLP) Candidates develop a vision. ELCC 1.1	Candidate submits a complete five updated versions of his/her PLP before the close of each term. Each PLP/update evidences consistently thoughtful reflection on growth towards specific, personal leadership goals, both in terms of understanding and practice. Candidates develop a comprehensive vision of learning for a school that promotes the success of all students. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.	Candidate submits a complete five update version of his/her PLP before the close of each term. Each PLP/update evidences some reflection on growth; however, the comments are more generally connected to personal leadership goals in terms of understanding and practice. Candidates develop an adequate vision of learning for a school that promotes the success of all students. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.	Candidate fails to submit one or more updated PLPs within the term in which it is due. The PLP shows little evidence of reflection on growth **or** comments are only generally connected to stated personal leadership goals with little application to understanding or practice. Candidates develop a limited vision of learning for a school that promotes the success of all students. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.

Assessment IV: Internship/Clinical Practice
ELCC Standards: 1.1, 1.2, 2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.3
Spring Year II: EDLP 614

(The element(s) highlighted in yellow are used to assess diversity outcomes)

Element (E)	Target = 3	Acceptable = 2	Unacceptable = 1
E 2 Log Hours Internship: Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders. Experiences are designed to accommodate candidates' individual needs. ELCC 7.3	The candidate completes to the satisfaction of his/her mentor and advisor 150 or more hours of field-based experiences by May 1st of each year of the two year program. These experiences were logged using the MS Access data base which aligned each field experience with an appropriate ELCC standard and indicator. All field hours evidence a consistently strong relationship among the candidate's field experiences, the PLP and each of the Standards for School Leaders. The candidate's field hours are appropriately varied and evidence a wide range of involvement at the classroom, grade, school, district and community level. All the candidate's field experiences evidence a close relationship to the learning (content and focus?) in each of the courses taken in the summer, fall, and spring terms. Within this context the experiences provided evidence that: • Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions	The candidate completes to the satisfaction of his/her mentor and advisor 150 hours of field-based experiences, but misses the May 1st deadline in one or both years. These experiences were logged using the MS Access data base which aligned each field experience with an appropriate ELCC standard and indicator. Most field hours evidence a strong relationship among the candidate's field experiences, the PLP and each of the Standards for School Leaders. The candidate's field hours are appropriately varied and evidence a range of involvement in at least two levels within his/building and at least one level beyond. Most of the candidate's field experiences evidence a close relationship to the learning in each of the courses taken in the summer, fall, and spring terms. Within this context the experiences provided evidence that: • Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions	The candidate completes fewer than 150 hours of field-based experiences **or** s/he does not complete them to the satisfaction of her/his mentor and/or advisor. These experiences were logged using the MS Access data base which aligned each field experience with an appropriate ELCC standard and indicator. Field hours evidence a weak or inconsistent relationship among the candidate's field experiences, the PLP and the Standards for School Leaders. The candidates' field hours are concentrated in only a few areas and limited to the building in which s/he works. Few of the candidate's field experiences evidence a close relationship to the learning in each of the courses taken in the summer, fall, and spring terms. Within this context the experiences provided evidence that: • Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions

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	typical of those made by educational leaders. • Experiences provided interns with substantial responsibilities that increased over time in amount and complexity and involved direct interaction and involvement with staff, students, parents, and community leaders. • Candidates applied skills and knowledge articulated in the ELCC standards and local standards for educational leadership. • Experiences were designed to accommodate candidates' individual needs. • The experiences occurred in multiple settings that allowed for the demonstration of a wide range of relevant knowledge and skills. • Candidates' experiences included work with appropriate community organizations such as social service groups and local businesses. • Candidates' experiences were planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals worked together	typical of those made by educational leaders. • Experiences provided interns with substantial responsibilities that increased over time in amount and complexity and involved direct interaction and involvement with staff, students, parents, and community leaders. • Candidates applied skills and knowledge articulated in the ELCC standards and local standards for educational leadership. • Experiences were designed to accommodate candidates' individual needs. • The experiences occurred in multiple settings that allowed for the demonstration of a wide range of relevant knowledge and skills. • Candidates' experiences included work with appropriate community organizations such as social service groups and local businesses. • Candidates' experiences were planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals worked together	typical of those made by educational leaders. • Experiences provided interns with substantial responsibilities that increased over time in amount and complexity and involved direct interaction and involvement with staff, students, parents, and community leaders. • Candidates applied skills and knowledge articulated in the ELCC standards and local standards for educational leadership. • Experiences were designed to accommodate candidates' individual needs. • The experiences occurred in multiple settings that allowed for the demonstration of a wide range of relevant knowledge and skills. • Candidates' experiences included work with appropriate community organizations such as social service groups and local businesses. • Candidates' experiences were planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals worked together

(The element(s) highlighted in yellow are used to assess diversity outcomes)

	to meet candidate and program needs.	to meet candidate and program needs.	to meet candidate and program needs.

Assessment IV: Internship/Clinical Practice
ELCC Standards: 1.1, 1.2, 2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.3
Spring Year II: EDLP 614

(The element(s) highlighted in yellow are used to assess diversity outcomes)

Element (E)	Target =3	Acceptable = 2	Unacceptable = 1
E 3 Advisor/Advisee Communications: Field Visits and Journals Candidates act with integrity, fairly, and ethically. ELCC 5.1, 5.2, 5.3	The candidate takes the initiative in arranging to meet at least once each semester with his/her advisor in the candidate's work site. The candidate has clearly prepared for the visits by considering in advance how to use the time on needs or issues of particular interest to her and by bringing appropriate materials, documents to the visit. The candidate submits all journals and does so in a timely fashion (e.g., monthly). Journals are thoughtfully written, reflecting personal insight and growth in the candidates handling of new challenges, opportunities, and experiences. The journals contain evidence that : • Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions. • Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others. • Candidates make and explain decisions based upon ethical and	The candidate meets at least once each semester with his/her advisor in the candidate's work site. The candidate is generally prepared for the visits in terms of needs or issues s/he wishes to address; however, s/he may have neglected to bring appropriate materials or documents to a visit. The candidate submits all but 1 journal and does so in a timely fashion (e.g., 1/month). Most journals are thoughtfully written, reflecting personal insight and growth in the candidates handling of new challenges, opportunities, and experiences. The journals contain evidence that : • Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions. • Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others. • Candidates make and explain decisions based upon ethical and	The candidate meets at least once each semester with his/her, but requires repeated reminders of the need to schedule the field visit. The candidate evidences little preparation for the visit, has no particular focus in mind or fails (without reason) to bring materials or documents requested in advance by the advisor. The candidate fails to submit 2 or more journals and rarely submits them in a timely fashion (e.g., misses months or turns them all in at once); **or** most journals do not reflect careful reflection and provide little evidence of growth in the face of new challenges, opportunities, and experiences. The journals contain evidence that : • Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions. • Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others. • Candidates make and explain decisions based upon ethical and

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	legal principles.	legal principles.	legal principles.

Assessment IV: Internship/Clinical Practice
ELCC Standards: 1.1, 1.2, 2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.3
Spring Year II: EDLP 614

(The element(s) highlighted in yellow are used to assess diversity outcomes)

Element (E)	Target =3	Acceptable = 2	Unacceptable = 1
E4 Mentor/Candidate Communications: Meetings and Summary Letter Candidates develop a vision. ELCC 1.1	The candidate takes the initiative to arrange and meets with his mentor in the school setting for at least 15 log hours each semester.	The candidate meets with his mentor in the school setting for at least 15 log hours or no fewer than 13 log hours, due to an extenuating circumstance that can be documented.	The candidate meets with his mentor in the school setting for fewer than 13 log hours.
	As documented in journals or conversations with the advisor and/or mentor, all candidate/mentor meetings or discussions are specifically focused on topics and pursuits that will deepen the student's understanding of the challenges of day-to-day school leadership and increase his/her ability to function effectively as a rising school administrator. The candidate assumes primary responsibility for arranging these meetings, selecting the focus, and ensuring that they provide a balance in terms of experiences needed.	As documented in journals or conversations with the advisor and/or mentor, most candidate/mentor meetings or discussions are specifically focused on topics and pursuits that will deepen understanding and increase the student's ability to be an effective school administrator. The candidate generally takes an active role in determining the focus of the meetings in light of his learning needs or preferences.	As documented in journals or conversations with the advisor and/or mentor, candidate/mentor meetings are not clearly or consistently focused on topics or pursuits needed to deepen and round out the candidate's leadership experiences. The candidate does not take the initiative to suggest relevant topics or activities in which s/he would like to be involved.
	Candidates develop a comprehensive vision of learning for a school that promotes the success of all students. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.	Candidates develop an adequate vision of learning for a school that promotes the success of all students. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.	Candidates develop a limited vision of learning for a school that promotes the success of all students. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.

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	The candidate assumes responsibility for securing a summary letter highlighting his/her Year 1 and Year 2 accomplishments (including collaborative action research progress) from the mentor and submits it to his/her advisor by the due date.	The candidate assumes responsibility for securing a summary letter highlighting his/her Year 1 and Year 2 accomplishments (including collaborative action research progress) from the mentor and submits it to his advisor but misses the due date.	The candidate fails to secure a summary letter; **or** s/he secures a letter (either on time or late), but it does not adequately highlight his/her Year 1 and Year 2 accomplishments; **and**/**or** it does not include any reference to the candidate's progress on her/his collaborative action research.

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Element (E)	Target = 3	Acceptable = 2	Unacceptable = 1
E 5 Required Field Experiences: Job Shadowing Candidates Develop a Vision; Promote Positive School Culture, Apply Best Practice to Student Learning; Respond to Community Interests and Needs, Acts Fairly, and Understand the Larger Context ELCC 1.1, 2.1, 2.3, 4.2, 5.2, 6.1	The candidate arranges and completes 6 hours shadowing a principal in a setting that is different from his own in configuration (K-8, 9-12, etc.) and designation (rural, urban, and suburban). Insights from the experience are discussed in at least one journal. The candidate arranged and completed 6 hours shadowing a vice principal in a school setting different from his/her own in configuration and designation. Insights from the experience are discussed in at least one of his/her journals. Candidates develop a comprehensive vision of learning for a school that promotes the success of all students. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change. Candidates thoroughly assessed school culture using multiple methods and implement context-	The candidate arranges and completes 6 hours shadowing a principal in a setting that is different from his own in configuration and designation; However, s/he does not reflect on these experiences in any journal. The candidate arranged and completed 6 hours shadowing a vice principal in a school setting different from his/her own in configuration and designation. However, s/he did not reflect on these experiences in one of her/his journals. Candidates develop an adequate vision of learning for a school that promotes the success of all students. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change. Candidates adequately assessed school culture using multiple methods and implement context-appropriate strategies that capitalize	The candidate completes fewer than 6 hours shadowing a principal **or** does not select a setting different from his/her own in either configuration or designation. S/he may or may not discuss the experience in a journal submission. The candidate completed fewer than 6 hours shadowing a vice principal **or** did not select a setting different from his/her own in either configuration or designation. S/he may or may not have discussed the experience in one of her/his journals. Candidates develop a limited vision of learning for a school that promotes the success of all students. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change. Candidates limitedly assessed school culture using multiple methods and implement context- appropriate strategies that capitalize on the

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appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture. Candidates thoroughly applied human development theory, proven learning and motivational theories, and concern for diversity to the learning process. Candidates clearly demonstrated the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students. Candidates obviously demonstrated the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others. Candidates effectively demonstrated the ability to analyze and describe the cultural diversity in a school community.	on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture. Candidates adequately applied human development theory, proven learning and motivational theories, and concern for diversity to the learning process. Candidates satisfactorily demonstrated the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students. Candidates sufficiently demonstrated the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others. Candidates adequately demonstrated the ability to analyze and describe the cultural diversity in a school community.	diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture. Candidates insufficiently applied human development theory, proven learning and motivational theories, and concern for diversity to the learning process. Candidates unsatisfactorily demonstrated the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students. Candidates inadequately demonstrated the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others. Candidates were unable to demonstrate the ability to analyze and describe the cultural diversity in a school community.

Assessment IV: Internship/Clinical Practice
ELCC Standards: 1.1, 1.2, 2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.3
Spring Year II: EDLP 614

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Element (E)	Target = 3	Acceptable = 2	Unacceptable = 1
E 6 Required Field Experiences: Professional Development Candidates design professional growth plans. ELCC 2.4	The candidate selected and completed 12 hours of professional development over two years (6 hours is considered one all-day or two partial-day conferences) in at least two different areas of focus. The workshop(s) or conference(s) focused on curriculum design and/or leadership topics. Candidates reflect on the design and demonstrate an exceptional ability to analyze the implementation of a well-planned, context-appropriate professional development programs based on reflective practice and research on student learning.	The candidate selected and completed 12 hours of professional development over two years but in only one area of focus. The workshop(s) or conference(s) focused on curriculum design and/or leadership topics. Candidates reflect on the design and demonstrate an adequate ability to analyze the implementation of a well-planned, context-appropriate professional development programs based on reflective practice and research on student learning.	The candidate completed fewer than 12 hours of professional development over two years in one or more areas of focus; **and/or** the workshop(s) or conference(s) did not focus on curriculum design and/or leadership topics. Candidates reflect on the design and demonstrate limited ability to analyze the implementation of a well-planned, context-appropriate professional development programs based on reflective practice and research on student learning.

Assessment IV: Internship/Clinical Practice
ELCC Standards: 1.1, 1.2, 2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.3
Spring Year II: EDLP 614

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Element (E)	Target = 3	Acceptable = 2	Unacceptable = 1
E 7 **Required Field Experiences: Meeting with Community-based Agencies** **Candidates articulate a vision, promote positive school culture, manage operations, collaborate with families and other community members, respond to community interests, mobilize community resources, and understand, respond and influence the larger context.** ELCC 1.2, 2.1, 3.2, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3	The candidate takes the initiative to identify opportunities for working with/learning from community- based agencies. The candidate participates in at least two meetings and/or related professional development activities with the community sites **or** visits related sites at least once in each semester. The candidate has some responsibility for providing relevant information or professional development at each of these meetings/visits. As a result of these meetings and subsequent reflection the overwhelming majority of the following topics were in evidence: • Candidates demonstrated the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. • Candidates demonstrated the	The candidate does not actively identify or only sometimes identifies opportunities; but accepts opportunities provided to work with/learn from community-based agencies. The candidate participates in only 1 meeting and/or related professional development activity **or** visits related sites at least once each year. The candidate has some responsibility for providing relevant information or professional development in at least one of these meetings/visits. As a result of these meetings and subsequent reflection the preponderance of the following topics were in evidence: • Candidates demonstrated the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. • Candidates demonstrated the	The candidate rarely, if ever actively identifies opportunities to work with/learn from community based agencies. The candidate does not participate in any meetings or related professional development activities **or** fails to visit related sites at least once each year; **or** the candidate attends one or more meetings but has no responsibility for providing relevant information or professional development. As a result of these meetings and subsequent reflection, few if any of the following topics were in evidence: • Candidates demonstrated the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. • Candidates demonstrated the

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ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities. • Candidates demonstrated the ability to involve community members in the realization of the vision and in related school improvement efforts. • Candidates assessed school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture. • Candidates assessed school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity population, language, disability, gender, socio-economic) of the school community improve school programs and culture. • Candidates developed communications plans for staff that includes opportunities for staff to develop. • Candidates demonstrated an ability to bring together the resources of family members and the community to positively	ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities. • Candidates demonstrated the ability to involve community members in the realization of the vision and in related school improvement efforts. • Candidates assessed school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture. • Candidates assessed school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity population, language, disability, gender, socio-economic) of the school community improve school programs and culture. • Candidates developed communications plans for staff that includes opportunities for staff to develop. • Candidates demonstrated an ability to bring together the resources of family members and the community to positively	ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities. • Candidates demonstrated the ability to involve community members in the realization of the vision and in related school improvement efforts. • Candidates assessed school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture. • Candidates assessed school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity population, language, disability, gender, socio-economic) of the school community improve school programs and culture. • Candidates developed communications plans for staff that includes opportunities for staff to develop. • Candidates demonstrated an ability to bring together the resources of family members and the community to positively

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affect student learning. • Candidates demonstrated the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members. • Candidates applied an understanding of community relations models, marketing strategies and processes, data-based decision making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships. • Candidates demonstrated the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community. • Candidates demonstrated the ability to collaborate with community agencies to integrate health, social, and other services. • Candidates developed a comprehensive program of community relations and demonstrate the ability to work with the media within the community, including interactions with individuals and groups with conflicting	affect student learning. • Candidates demonstrated the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members. • Candidates applied an understanding of community relations models, marketing strategies and processes, data-based decision making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships. • Candidates demonstrated the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community. • Candidates demonstrated the ability to collaborate with community agencies to integrate health, social, and other services. • Candidates developed a comprehensive program of community relations and demonstrate the ability to work with the media within the community, including interactions with individuals and groups with conflicting	affect student learning. • Candidates demonstrated the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members. • Candidates applied an understanding of community relations models, marketing strategies and processes, data-based decision making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships. • Candidates demonstrated the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community. • Candidates demonstrated the ability to collaborate with community agencies to integrate health, social, and other services. • Candidates developed a comprehensive program of community relations and demonstrate the ability to work with the media within the community, including interactions with individuals and groups with conflicting

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perspectives. • Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse • Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students. • Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals. • Candidates demonstrated how to use school resources and social service agencies to serve the community. • Candidates demonstrated the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities. • Candidates demonstrated the ability to describe the economic factors shaping a local community and the effects	perspectives. • Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse • Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students. • Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals. • Candidates demonstrated how to use school resources and social service agencies to serve the community. • Candidates demonstrated the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities. • Candidates demonstrated the ability to describe the economic factors shaping a local community and the effects	perspectives. • Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse • Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students. • Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals. • Candidates demonstrated how to use school resources and social service agencies to serve the community. • Candidates demonstrated the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities. • Candidates demonstrated the ability to describe the economic factors shaping a local community and the effects

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economic factors have on local schools. • Candidates demonstrated the ability to analyze and describe the cultural diversity in a school community. • Candidates described community norms and values and how they relate to the role of the school in promoting social justice. • Candidates demonstrated the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups. • Candidates demonstrated the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.	economic factors have on local schools. • Candidates demonstrated the ability to analyze and describe the cultural diversity in a school community. • Candidates described community norms and values and how they relate to the role of the school in promoting social justice. • Candidates demonstrated the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups. • Candidates demonstrated the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.	economic factors have on local schools. • Candidates demonstrated the ability to analyze and describe the cultural diversity in a school community. • Candidates described community norms and values and how they relate to the role of the school in promoting social justice. • Candidates demonstrated the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups. • Candidates demonstrated the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.

Assessment IV: Internship/Clinical Practice
ELCC Standards: 1.1, 1.2, 2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.3
Spring Year II: EDLP 614

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Element (E)	Target = 3	Acceptable = 2	Unacceptable = 1
E 8 Required Field Experiences: Leading A Professional Development Program Candidates design professional growth plans. ELCC 2.4	The candidate plans and leads (serves as a presenter for and has major responsibility for coordinating the effort) a professional development grade -, school-, or district-level program at least once during the two-year period.	The candidate serves as a presenter for a professional development grade, school, or district-level program once during the school year.	The candidate helps to plan but does **not** serve as a presenter for a professional development grade-, school-, or district-level program during the school year.
	Candidate designed and demonstrated an excellent ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.	Candidate designed and demonstrated an adequate ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.	Candidate designed and but failed to demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.

(The element(s) highlighted in yellow are used to assess diversity outcomes)

Element (E)	Target = 3	Acceptable = 2	Unacceptable = 1
E 9 Required Field Experiences: Peer Coaching and/or Mentoring Knowledge, Understanding, and Application ELCC 2.4	The candidate helps to identify and participates in at least two appropriate peer coaching and/or mentoring experiences in which the: • Candidates demonstrated knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace. • Candidates demonstrated the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel. • Candidates developed personal professional growth plans that reflect commitment to life-long learning and best practices.	The candidate participates in at least one appropriate peer coaching/and or mentoring experience. • Candidates demonstrated knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace. • Candidates demonstrated the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel. • Candidates developed personal professional growth plans that reflect commitment to life-long learning and best practices.	The candidate does not participate in any appropriate peer coaching and/or mentoring experiences. • Candidates demonstrated knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace. • Candidates demonstrated the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel. • Candidates developed personal professional growth plans that reflect commitment to life-long learning and best practices.

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Element (E)	Target = 3	Acceptable = 2	Unacceptable = 1
E 10 Required Field Experiences: Business Administration Candidates manage the organization, manage operations, and manage resources. ELCC 3.1, 3.2, 3.3	The candidate helped to identify and participates in a range of appropriate business administration experiences, including budgeting, scheduling, and/or curriculum design. The overwhelming majority of experiences provide unambiguous evidence that: • Candidates demonstrated the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and efficiency. • Candidates developed plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction. • Candidates demonstrated an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement. • Candidate demonstrated the ability to involve staff in conducting operations and setting	The candidate participates in at least 2 different types of business administrative experiences. A sufficient majority of experiences provide clear evidence that: • Candidates demonstrated the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and efficiency. • Candidates developed plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction. • Candidates demonstrated an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement. • Candidate demonstrated the ability to involve staff in conducting operations and setting	The candidate participates in only one type of business administrative experience; **and/or** the experience does not require the candidate to use appropriate technology and related software programs. An insufficient number of experiences provided clear evidence that: • Candidates demonstrated the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and efficiency. • Candidates developed plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction. • Candidates demonstrated an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement. • Candidate demonstrated the ability to involve staff in conducting operations and setting

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	priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision. • Candidates develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills. • Candidate demonstrated an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities. • Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning. • Candidates creatively seek new resources to facilitate learning. • Candidate applied and assessed current technologies for school management, business procedures, and scheduling. • Each of these experiences requires the candidate to use	priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision. • Candidates develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills. • Candidate demonstrated an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities. • Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning. • Candidates creatively seek new resources to facilitate learning. • Candidate applied and assessed current technologies for school management, business procedures, and scheduling. • Each of these experiences requires the candidate to use	priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision. • Candidates develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills. • Candidate demonstrated an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities. • Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning. • Candidates creatively seek new resources to facilitate learning. • Candidate applied and assessed current technologies for school management, business procedures, and scheduling. • Each of these experiences requires the candidate to use

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	appropriate technology and related software programs.	appropriate technology and related software programs.	appropriate technology and related software programs.

Assessment IV: Internship/Clinical Practice
ELCC Standards: 1.1, 1.2, 2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.3
Spring Year II: EDLP 614

(The element(s) highlighted in yellow are used to assess diversity outcomes)

Element (E)	Target = 3	Acceptable = 2	Unacceptable = 1
E11 Required Field Experiences: Technology Candidates manage resources. ELCC 3.3	The candidate participates in developing or refining a school-level technology plan **and** in leadership activities that focus on the technology plan and related programs. Candidates applied and assessed current technologies for school management, business procedures, and scheduling.	The candidate participates in developing or refining a school-level technology plan **or** in leadership activities that focus on the technology plan and related programs. Candidates applied and assessed current technologies for school management, business procedures, and scheduling.	The candidate does not participate in either the development or refinement of a school-wide technology plan or in leadership activities that focus on the technology plan and related programs.

Assessment IV: Internship/Clinical Practice
ELCC Standards: 1.1, 1.2, 2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.3
Spring Year II: EDLP 614

(The element(s) highlighted in yellow are used to assess diversity outcomes)

Element (E)	Target = 3	Acceptable = 2	Unacceptable = 1
E 12 Required Field Experiences: Submitting Documentation Candidates synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit. ELCC 7.3	The candidate submits all required documentation (1 FE EDLP 613-614'checklist', 1 FE summary log, and 10 FE journals, organized by the ISLLC standards) by May 1st. Each of the required documents is complete, clearly organized and thorough in its inclusion of all details necessary to substantiate credit for hours logged (e.g., dates, names, places, brief but specific description of key leadership activities).	The candidate submits all required documentation after May 1st but before May 15. Each of the required documents is complete, clearly organized and thorough in its inclusion of all details necessary to substantiate credit for hours logged (e.g., dates, names, places, brief but specific description of key leadership activities). The candidate may require one or two brief communications from the advisor to clarify some aspect of the information/documentation submitted.	The candidate misses the May 1st or May 15 deadline and the documentation submitted is seriously incomplete (e.g., 1 or more forms is missing and/or the information included is incomplete or too general to evaluate its merit for logged hours). **OR** The candidate meets the May 1st or May 15th deadline but requires repeated communications from the advisor requesting further information or documentation in order to establish a complete set of documents and information.