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

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.	The candidate completes to the satisfaction of his/her mentor and advisor 150 or more hours of field-based experiences by May 1 <sup>st</sup> 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.	The candidate completes to the satisfaction of his/her mentor and advisor 150 hours of field-based experiences, but misses the May 1 <sup>st</sup> 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.	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.
ELCC 7.3	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.	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.	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.
	<ul> <li>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:</li> <li>Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions</li> </ul>	<ul> <li>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:</li> <li>Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions</li> </ul>	<ul> <li>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:</li> <li>Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions</li> </ul>

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

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

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

legal principles.	legal principles.	legal principles.

Element (E)	Target =3	Acceptable = 2	Unacceptable = 1
E4 Mentor/Candidate Communications: Meetings and Summary Letter Candidates develop a vision.	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.
ELCC 1.1	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.

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

Element (E)	Target = 3	Acceptable = 2	Unacceptable = 1
E 5	The candidate arranges and completes	The candidate arranges and completes	The candidate completes fewer than 6
Required Field Experiences: Job	6 hours shadowing a principal in a	6 hours shadowing a principal in a	hours shadowing a principal <b>or</b> does
Shadowing	setting that is different from his own	setting that is different from his own	not select a setting different from
	in configuration (K-8, 9-12, etc.) and	in configuration and designation;	his/her own in either configuration or
Candidates Develop a Vision;	designation (rural, urban, and	However, s/he does not reflect on	designation. S/he may or may not
Promote Positive School Culture,	suburban). Insights from the	these experiences in any journal.	discuss the experience in a journal
Apply Best Practice to Student	experience are discussed in at least	1 00	submission.
Learning; Respond to Community	one journal.		
Interests and Needs, Acts Fairly, and			
Understand the Larger Context		The candidate arranged and	The candidate completed fewer than 6
	The candidate arranged and	completed 6 hours shadowing a vice	hours shadowing a vice principal or
ELCC 1.1, 2.1, 2.3, 4.2, 5.2, 6.1	completed 6 hours shadowing a vice	principal in a school setting different	did not select a setting different from
	principal in a school setting different	from his/her own in configuration and	his/her own in either configuration or
	from his/her own in configuration and	designation. However, s/he did not	designation. S/he may or may not
	designation. Insights from the	reflect on these experiences in one of	have discussed the experience in one
	experience are discussed in at least	her/his journals.	of her/his journals.
	one of his/her journals.		
		Candidates develop an adequate	Candidates develop a limited vision
	Candidates develop a comprehensive	vision of learning for a school that	of learning for a school that promotes
	vision of learning for a school that	promotes the success of all students.	the success of all students. Candidates
	promotes the success of all students.	Candidates base this vision on	base this vision on relevant
	Candidates base this vision on	relevant knowledge and theories,	knowledge and theories, including but
	relevant knowledge and theories,	including but not limited to an	not limited to an understanding of
	including but not limited to an	understanding of learning goals in a	learning goals in a pluralistic society,
	understanding of learning goals in a	pluralistic society, the diversity of	the diversity of learners and learners'
	pluralistic society, the diversity of	learners and learners' needs, schools	needs, schools as interactive social
	learners and learners' needs, schools	as interactive social and cultural	and cultural systems, and social and
	as interactive social and cultural	systems, and social and organizational	organizational change.
	systems, and social and organizational	change.	
	change.		
		Candidates adequately assessed	Candidates limitedly assessed school
	Candidates thoroughly assessed	school culture using multiple	culture using multiple methods and
	school culture using multiple	methods and implement context-	implement context- appropriate
	methods and implement context-	appropriate strategies that capitalize	strategies that capitalize on the

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

Element (E)	Target = 3	Acceptable = 2	Unacceptable = 1
E 6	The candidate selected and completed	The candidate selected and completed	The candidate completed fewer than
Required Field Experiences:	12 hours of professional development	12 hours of professional development	12 hours of professional development
Professional Development	over two years (6 hours is considered	over two years but in only one area of	over two years in one or more areas of
	one all-day or two partial-day	focus. The workshop(s) or	focus; <b>and/or</b> the workshop(s) or
Candidates design professional	conferences) in at least two different	conference(s) focused on curriculum	conference(s) did not focus on
growth plans.	areas of focus. The workshop(s) or	design and/or leadership topics.	curriculum design and/or leadership
	conference(s) focused on curriculum		topics.
ELCC 2.4	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.	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.	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.

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,	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 <b>or</b> visits related sites at least once in each semester. The candidate has some responsibility for providing relevant	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 <b>or</b> visits related sites at least once each year. The candidate has some responsibility for providing relevant information or professional development in at least	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 <b>or</b> fails to visit related sites at least once each year; <b>or</b> the candidate attends one or more meetings but has no responsibility for providing relevant information or
6.2, 6.3	<ul> <li>information or professional development at each of these meetings/visits.</li> <li>As a result of these meetings and subsequent reflection the overwhelming majority of the following topics were in evidence:</li> <li>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.</li> <li>Candidates demonstrated the</li> </ul>	<ul> <li>one of these meetings/visits.</li> <li>As a result of these meetings and subsequent reflection the preponderance of the following topics were in evidence:</li> <li>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.</li> <li>Candidates demonstrated the</li> </ul>	<ul> <li>professional development.</li> <li>As a result of these meetings and subsequent reflection, few if any of the following topics were in evidence:</li> <li>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.</li> <li>Candidates demonstrated the</li> </ul>

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

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

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

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

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

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

Element (E)	Target = 3	Acceptable = 2	Unacceptable = 1
E 10	The candidate helped to identify and	The candidate participates in at least 2	The candidate participates in only one
	participates in a range of appropriate	different types of business	type of business administrative
Required Field Experiences:	business administration experiences,	administrative experiences.	experience; <b>and/or</b> the experience
Business Administration	including budgeting, scheduling,	-	does not require the candidate to use
	and/or curriculum design. The		appropriate technology and related
Candidates manage the organization,	overwhelming majority of		software programs.
manage operations, and manage	experiences provide unambiguous	A sufficient majority of experiences	An insufficient number of experiences
resources.	evidence that:	provide clear evidence that:	provided clear evidence that:
ELCC 3.1, 3.2, 3.3	<ul> <li>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.</li> <li>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.</li> <li>Candidates demonstrated an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.</li> <li>Candidate demonstrated the</li> </ul>	<ul> <li>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.</li> <li>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.</li> <li>Candidates demonstrated an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.</li> <li>Candidate demonstrated the</li> </ul>	<ul> <li>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.</li> <li>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.</li> <li>Candidates demonstrated an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.</li> <li>Candidate demonstrated the</li> </ul>
	ability to involve staff in	ability to involve staff in	ability to involve staff in
	conducting operations and setting	conducting operations and setting	conducting operations and setting

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

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

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

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