

**Assessment V Part A: Program Display Board, Exit Interview and Portfolio Presentation**  
**ELCC Standards: 1.1, 1.2, 1.3, 7.3**  
**Exit Interview: End of Program, Spring Year II**

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

Element (E)	Target = 3	Acceptable = 2	Unacceptable = 1
<p><b>E1</b>  <b>Display Board</b></p> <p>Candidates apply skills and knowledge articulated in the first six ELCC standards and are able to develop a school vision of learning.</p> <p>ELCC 1.1, 7.3</p>	<p>The candidate’s display captured many of the essential understandings of the leadership program. The format, content, and organization were clear and thorough. 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.</p>	<p>The candidate’s display captured several of the essential understandings of the leadership program. The format, content, and organization were satisfactory. 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.</p>	<p>The candidate’s display was very limited and did not capture the essential understandings of the leadership program. The format, content, and organization did not reflect careful and meaningful preparation. 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.</p>
Element (E)	Target = 3	Acceptable = 2	Unacceptable = 1
<p><b>E 2</b>  <b>Interview</b></p> <p>Candidates apply skills and knowledge articulated in the first six ELCC standards and are able to articulate a school vision of learning.</p> <p>ELCC 1.2, 7.3</p>	<p>The candidate <b>demonstrated competency</b> in his/her knowledge, understanding, analysis, application, and evaluation of theories to practice in responding to <b>all questions</b> during the interview. The school vision of teaching and learning is reflected in the interview and contains evidence of the candidate’s facility to:</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.</li> <li>• Demonstrate 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</li> </ul>	<p>The candidate <b>demonstrated competency</b> in his/ her knowledge, understanding, analysis, application, and evaluation of theories to practice in responding to <b>most questions</b> during the interview. The school vision of teaching and learning is limitedly evidenced in through the interview and contains nominal evidence of the candidate’s facility to:</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.</li> <li>• Demonstrate 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</li> </ul>	<p>The candidate <b>did not demonstrate competency</b> with respect to the knowledge, understanding, analysis, application, and evaluation of theories to practice in responding to <b>most questions</b>. The school vision of teaching and learning is not sufficiently evidenced in the interview and contains insufficient evidence of the candidate’s facility to:</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.</li> <li>• Demonstrate 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</li> </ul>

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<b>Element (E)</b>	<b>Target = 3</b>	<b>Acceptable = 2</b>	<b>Unacceptable = 1</b>
<p>E3 Portfolio</p> <p>Candidates apply skills and knowledge articulated in the first six ELCC standards and are able to steward a school vision of learning.</p> <p>ELCC 1.3, 7.3</p>	<p>analysis of community needs.</p> <p>The portfolio contained a complete listing and artifacts for all identified program outcomes associated with the leadership program. These artifacts included evidence of:</p> <ul style="list-style-type: none"> <li>• The important role effective communication skills play in building a shared commitment to the vision.</li> <li>• Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.</li> <li>• Candidates assume stewardship of the vision through various methods.</li> </ul> <p>All files in <b>PDF format with Auto-run enabled</b> The portfolio exhibits included <b>all</b> required course outcomes and links to <b>all</b> of the exhibits were active. <b>Changes</b> that demonstrate creativity and technology competency were made to the basic template.</p> <p>The portfolio contains a PPT slide show and evidence of MSWord, MS Excel spreadsheet, and MSAccess data base files as required for the course outcomes. <b>At least one other media type file</b> is included (video, music clip).</p>	<p>and family demographic data, and an analysis of community needs</p> <p>The portfolio contained the majority of the listing and artifacts for the identified program outcomes associated with the leadership program. These artifacts included evidence of:</p> <ul style="list-style-type: none"> <li>• The important role effective communication skills play in building a shared commitment to the vision.</li> <li>• Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.</li> <li>• Candidates assume stewardship of the vision through various methods.</li> </ul> <p>All files submitted in <b>program format</b> (MS Word, Excel, etc) without <b>Auto-run enabled</b>. The portfolio exhibits included <b>most</b> of the required course outcomes with at least <b>80%</b> of the exhibit links active. <b>No changes</b> were made to the basic template. The candidate chose to use it as designed. The portfolio contains a PPT slide show and evidence of MSWord, MS Excel spreadsheet, and MSAccess data base files as required for the course outcomes. <b>No other media files</b> were included.</p>	<p>and family demographic data, and an analysis of community needs.</p> <p>The portfolio contained an incomplete and inadequate listing and artifacts for identified program outcomes associated with the leadership program. These artifacts included evidence of:</p> <ul style="list-style-type: none"> <li>• The important role effective communication skills play in building a shared commitment to the vision.</li> <li>• Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.</li> <li>• Candidates assume stewardship of the vision through various methods.</li> </ul> <p>All files submitted in <b>program format</b> (MS Word, Excel, etc). without <b>Auto-run not enabled</b> for the PowerPoint presentation. The portfolio exhibits included some but <b>not all</b> required outcomes with <b>less than 80%</b> of the exhibit links active. <b>No changes</b> were made to the basic template. The candidate chose to use it as designed.</p> <p>The portfolio did not contain a PPT slide show and/or evidence of MSWord, MS Excel spreadsheet, and MSAccess data base files as required for the course outcomes. <b>No other media files</b> were included.</p>