

Hunter College
Internship Evidence Portfolio
Key Assessment 4, Standards 5 & 6, Course 751

Description of Assessment:

The internship provides opportunities for candidates to synthesize and apply their knowledge and develop the skills identified in ELCC Standards 1-6. All candidates are involved in significant field experiences within a school and district environment that provide clinical internship practice. The internship is a sustained experience conducted during a six month concentrated period under the supervision of a qualified and certified district and on-site mentor, who is the principal, assistant principal or department chairperson or the district director of a program, assistant superintendent, superintendent and program faculty who visit the intern during the semester.

As part of the 200 hours (minimum) of internship fieldwork, under the mentorship of the district and/or on-site level administrator and Hunter College faculty supervisor, **candidates are required to design a contract that specifies the performance activities that will be completed at both the school and district levels to address the selected indicators for each of the ELCC standards and create an electronic portfolio of evidence to document involvement in those activities.**

The performance activities and portfolio documentation must represent involvement in all six ELCC standards. In addition, the documentation must demonstrate the integration of technology use throughout the activities.

Candidates proficiency will be assessed by the submission **to assignments on the Bb site** of logs and reflections, on-site observations conducted by an ADSUP faculty supervisor and presentation of a response to the three questions below with evidence, which documents their work on each of the ELCC standards through performance of stated activities for each selected indicator. The documentation of conducted activities include the submission of evidence such as agendas, worksheets, graphs, evaluations, growth plans, etc. **Do not include the names of any individuals with whom you worked.**

The resulting grade demonstrates the candidate's ability to apply the skills and knowledge articulated in the standards that follow. Following the assessment of the work conducted, an E-portfolio is created. The portfolio requirements and examples of appropriate performance activities are framed around the six ELCC standards.

The indicators for each standard are introduced by a brief description.

1. What was done to accomplish all aspects of the standard
2. How successful it was
3. How the work influenced or contributed to the work of the school/district.
(See below the rubric for Internship Contract Evidence Portfolio for additional details.)

Standard 1.0: A building/district-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school/district vision of learning through the collection and use of data to identify school/district goals, assess organizational effectiveness, and implement school/district plans to achieve school/district goals; promotion of continual and sustainable school/district improvement; and evaluation of school/district progress and revision of school/district plans supported by school/district stakeholders.

Candidates must complete one of the following indicators

1.1 Candidates understand and can collaboratively develop, articulate, implement, and discuss how they would steward a shared vision of learning for a school/district.

1.2 Candidates understand and can collect and use data to identify school/district goals, assess organizational effectiveness, and implement plans to achieve school/district goals.

1.3 Candidates understand and can promote continual and sustainable school/district improvement.

1.4 Candidates understand and can evaluate school/district progress and revise school/district plans supported by school/district stakeholders.

Examples of Performance Activities related to standards:

The examples below are intended to give you ideas. You are required to discuss the activities you will perform to satisfy each standard with your building and district supervisor. When that decision has been made, enter each specific activity with the indicator it will address (see the list above) on your contract and submit the completed contract for approval before you begin the work.

Indicator 1.1

- Design and support a collaborative process for developing and implementing a school/district vision.
- Articulate a school vision of learning characterized by a respect for students and their families and community partnerships.
- Develop a comprehensive plan for communicating the school vision to appropriate school constituencies.
- Formulate plans to steward school/district vision statements.
- Organize and conduct a Professional Learning Community at the site or district level and work with the learning community to collaboratively develop, articulate, and implement a shared vision of learning for a school or district. Plan how to steward the shared vision.
- Form a task force of educators and community members and work collaboratively to develop a shared vision of learning. Share the vision with school/district leaders and discuss how to articulate, implement and then discuss how to steward the shared vision of learning for the school/district.

Indicator 1.2

- Create school/district strategic and tactile goals.
- Develop and use evidence-centered research strategies and strategic planning processes
- Collaboratively develop implementation plans to achieve those goals.
- Develop a school improvement plan that aligns to district improvement plans
- Monitor results on student progress by: reviewing samples of student work (with a group) using a tuning protocol; reviewing student performance data from informal measures such as unit test/homework; reviewing formal student test data. Identify school/ district goals and assess how they are being met. Form and implement a plan to achieve the goals.
- Interview members of the SLT and/or the key administrator(s) involved in developing the CEP to determine how the plan is formed and assess if the plan is effective in meeting goals. Make suggestions to improve the results achieved.
- Form a group to review and analyze all reports about the school (Quality Review, Report Card etc.) Identify areas that can be strengthened and prepare a report of your findings and recommendation

Indicator 1.3

- Identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement.
- Design a transformational change plan at the school/district level.
- Design a comprehensive, build/district professional development program.
- Join a committee that is involved in creating/implementing a plan to achieve stated goals and work with them to make plans and implement them, giving particular attention to promoting continual and sustainable improvement.
- Take ownership of a particular program at the building or district level. Monitor teacher implementation of the program as well as collect and look at student data. Take steps to display models of effectiveness and help to correct those that are not effective. Explain how these steps promote continual and sustainable improvement.
- Create a departmental rubric for the district in one content area that addresses the goals and identifies a performance-based project to evaluate that discipline in the schools. Explain how the use of the rubric and evaluation contributes to continual and sustainable improvement.

Indicator 1.4

- Develop a school/district plan to monitor program development and implementation of school goals.
- Construct an evaluation process to assess the effectiveness of school/district plans and programs.
- Interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders.
- Review, analyze and present the school/district data collected to a school or district group as a way to evaluate progress, solicit ideas for revising plans, and improve the progress toward goals.

- Report on school/district data collected to building &/or district-level administrators and solicit feedback as a way to evaluate progress and determine how best to use this information to revise plans for improvement.

Standard 2.0: A building/district-level education leader applies knowledge that promotes the success of every student by sustaining a school/district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school/district program; developing and supervising the instructional and leadership capacity of school staff or across the district; and promoting the most effective and appropriate technologies to support teaching and learning within a school /district environment.

Candidates must complete one of the following indicators

2.1 Candidates understand and can sustain a school/district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school/district program.

2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff or across the district.

2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment or across the district.

The examples below are intended to give you ideas. You are required to discuss the activities you will perform to satisfy each standard with your building and district supervisor. When that decision has been made, enter each specific activity with the indicator it will address (see the list above) on your contract and submit the completed contract for approval before you begin the work.

Examples of Performance Activities related to Standard 2

Indicator 2.1

- Analyze the school culture by reviewing practices, conducting surveys, interviewing the staff to determine how collaboration, trust, learning and high expectations are sustained
- Incorporate cultural competence in development of programs, curriculum and instructional practices.
- Monitor school programs, and activities to ensure personalized learning opportunities.
- Recognize, celebrate, and incorporate diversity in programs, curriculum and instructional practices.
- Facilitate the use of appropriate content-based learning materials and learning strategies.
- Promote trust, equity, fairness, and respect among students, parents and school staff.

- Discuss with a member of the School Based Support Team how student intervention strategies contribute to a learning environment with high expectations and respond in writing to their input
- Develop co-curricular or extra-curricular activities that involve students and staff in programs that contribute to a collaborative, personalized learning environment by encouraging students to pursue their interests outside of school. Consider surveying staff and helping these teachers to design ways to link these activities to areas of their interest; organizing these teachers into a program that can be offered to interested students before or after school; identifying community-based organizations interested in supporting these programs

Indicator 2.2

- Collaborate with faculty to plan, implement and evaluate a coordinated aligned, and articulated curriculum.
- Use evidence-centered research in making curricular and instructional decisions.
- Interpret information and communicate progress toward achievement.
- Design evaluation systems and make school/district plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.
- Interview the instructional staff to determine and evaluate how they provide a coherent, rigorous, personalized and motivating learning environment for each student
- Determine and evaluate how instructional and program decisions are made for students with special needs, including areas of diversity such as, gender, race, language, socioeconomic status and disabilities
- Monitor the impact of new instructional strategies on student achievement

Indicator 2.3

- Introduce the supervisory strategy you selected by presenting: why this strategy was selected, the steps taken to effectively use the strategy, the quality and sustainability of the results achieved, the degree to which the instructional and leadership capacity of staff were developed. The three supervisory strategies from among which you are asked to select include: clinical supervision, professional development, learning communities.
- Develop and supervise the instructional program by gathering data about teachers' strengths and needs using observation. Conduct a clinical observation cycle including analysis of the lesson plan, pre conference, lesson observation with a script, analysis of the lesson observed, post growth conference. Involve teacher in an honest discussion about his/her needs; use active listening and reflection in discussions with teacher; prepare a growth plan to help the teacher to improve the quality of instruction; support the efforts of the teacher to learn new skills and strategies
- Design professional development that focuses on student learning consistent with the school's/ district vision, missions, goals and commitment to standards-based instruction
- Collect and analyze data from at least two sources to identify school-wide needs in instructional practices.

- Identify a professional development team representative of the school-wide staff to collaborate on the preparation of a long-range plan for professional development.
- Prepare a long-range, multi session professional development plan to elevate school-wide instructional practices and promote professional growth and reflection
- Implement the first professional development session of the long-range plan.
- Evaluate the effectiveness of the first session. State how you will share the results of the first session school-wide to promote continual and sustainable school improvement. Reflect on your experience in professional development.
- Establish a Professional Learning Community (PLC) that provides opportunities to discuss review and reflect on current educational research and theory. Present data that was used about the nature of the school/district community, learning needs of the students and needs of the professional staff that lead to the development of the community. Present the aspects of the instructional program selected for the work of the community. Discuss and display data considered to make the decision. Discuss how teachers were involved in decision-making. Present the development of a meeting schedule. State the roles of the community members. State the norms or ground rules the community will use to function. Describe the work of the community and identify how the community will study, implement, monitor and evaluate the best practices that they will focus on to improve the selected instructional target area. Explain the appropriate, specific and realistic role you played in the work of the community. Reflect on the Experience: Include your thoughts on the strategies used to form, sustain and evaluate the community. Present obstacles and concerns and how they were addressed

Indicator 2.4

- Use technologies for improved classroom instruction, student achievement, and continuous school/district improvement.
- Monitor instructional practices with the school/district and provide assistance to teachers.
- Use technology and performance management systems to monitor, analyze, and evaluate school/district assessment data results for accountability reporting.
- Obtain information about how technology is being used and plan sessions for school/district leadership on how to develop improved technology skills.
- Identify and implement effective means for using technology to promote student learning and professional growth in the following ways: Integrate a variety of technologies into teaching and learning; monitor the use of computer labs; document how in-class computers are used; review student work samples to determine how computers are used; review teacher created worksheets, plans, organizer, grade sheets etc. to determine how computers are used.
- Assist school/district leadership to continuously acquire new technology skills and knowledge by: Seeing information about how technology is being used in new ways; forming a data-driven technology plan with clear objectives and strategies; reviewing the technology plan currently in use in the school to determine how the plan helps students and faculty to learn and grow; offering suggestions for modification of the plan

Standard 3.0: A building/district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school /district's organization, operation, and resources through monitoring and evaluating the school/district management and operational systems; efficiently using human, fiscal, and technological resources in a school environment or district; promoting district-level policies and procedures or promoting and protecting the welfare and safety of students and staff at the school or district; developing school/district capacity for distributed leadership; and ensuring that teacher and organizational time or district time is focused to support high-quality instruction and student learning.

Candidates must complete one of the following indicators

3.1 Candidates understand and can monitor and evaluate school/district management and operational systems.

3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations or within the district.

3.3 Candidates understand and can promote school-based/district-level policies and procedures that protect the welfare and safety of students and staff within the school or across the district.

3.4 Candidates understand and can develop school/district capacity for distributed leadership.

3.5 Candidates understand and can ensure teacher and organizational time or district time focuses on supporting high-quality school instruction and student learning.

The examples below are intended to give you ideas. You are required to discuss the activity you will perform to satisfy each standard with your building and district supervisor. When that decision has been made, enter the specific activity with the indicator it will address (see the list above) on your contract and submit the completed contract for approval before you begin the work.

Examples of Performance Activities related to Standard 3

Indicator 3.1

- Analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school.
- Develop school operational policies and procedures.
- Develop plans to implement and manage long-range plans for the school/district.
- Monitor and evaluate the procedures for operational systems in the school/district such as: line-up, cafeteria use, hall behavior, exit and entrance procedures, security, arrival and departure from prep periods, classroom/building maintenance, staff absences, securing substitutes, performance of substitutes, student absences, incidents, reports of child abuse & discipline procedures.
- Create on-going procedures to review and evaluate school/district management systems.

Indicator 3.2

- Develop multi-year fiscal plans and annual budgets aligned to the school's priorities and goals
- Analyze a school/district budget and financial status.
- Develop facility and space utilization plans for a school.
- Protect long-term resource needs of a school/district
- Use technology to manage school operational systems.
- Participate in the budget process by preparing the budget, ordering resources & supplies and monitoring the budget
- Write a grant to secure resources to conduct a program that addresses a school need
- Design new ways to use technology to effectively manage operations.

Indicator 3.3

- Develop a comprehensive plan for providing school/district staff, students, and visitors with a safe and secure school building environment.
- Plan an aligned building discipline management policies and plan.
- Evaluate and implement discipline management plans.
- Identify all welfare and safety strategies that are employed in the school and conduct a review to determine their effectiveness. Develop a plan to improve those strategies that need revision.
- Create, modify and implement a Safe Schools plan

Indicator 3.4

- Identify leadership capabilities of staff.
- Model distributed leadership skills.
- Involve school/district staff in decision-making processes.
- Determine how leadership is distributed in the school/district and assess how effective these distributed leadership strategies are. Make recommendations to improve how leadership can be more effectively distributed.

Indicator 3.5

- Develop school policies that protect time and schedules to maximize teacher instructional time and student learning.
- Develop a school/ district master schedule.
- Analyze prep schedules to determine how teacher time is used
- Survey teachers to determine how time is used in the school on instruction as well as other activities
- Critique staff meetings at various schools to determine how they contribute to quality instruction and student learning

Standard 4.0: A building/district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school/ district by collecting and analyzing information pertinent to improvement of the school's/district's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school/district community; building and sustaining positive school/district relationships with families and caregivers; and cultivating productive school/district relationships with community partners.

Candidates must complete one of the following indicators.

4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's/district's educational environment.

4.2 Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community or throughout the district.

4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school/district relationships with families and caregivers.

4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school/district relationships with community partners.

The examples below are intended to give you ideas. You are required to discuss the activity you will perform to satisfy each standard with your building and district supervisor. When that decision has been made, enter the specific activity with the indicator it will address (see the list above) on your contract and submit the completed contract for approval before you begin the work.

Examples of Performance Activities related to Standard 4

Indicator 4.1

- Use collaboration strategies to collect, analyze and interpret school, district, student faculty, and community information.
- Communicate information about the school within the community.
- Review existing data &/or conduct an additional survey to collect data about the educational environment of the school/district and then form a task force to collaborate with faculty and community members to analyze the data.
- Design ways to involve community members in analyzing the data and making suggestions for improvement.

Indicator 4.2

- Identify and use diverse community resources to improve school/district programs.

- Create a plan to promote understanding and appreciation of the community's diverse cultural, social and intellectual resources.
- Form a group of individuals from the school and the community interested in promoting an understanding, appreciation, and use of diverse cultural, social and intellectual resources within the school or district community and form a plan for action.

Indicator 4.3

- Prepare a survey of community members' needs and interests to determine areas in which services can be developed.
- Help to establish parents as partners in the teaching and learning process by inviting parents into classrooms as assistants, or including parents in conducting field trips
- Conduct parent workshops at the district and building levels to help community members to understand how to contribute to the students' academic success.
- Make technology accessible to students, parents and the school community. Design a way to fund these activities.
- Conduct needs assessments of families and caregivers.
- Develop collaboration strategies for effective relationships with families and caregivers.
- Involve families and caregivers in the decision-making processes at the school/district

Indicator 4.4

- Assist in the development of a comprehensive program of community relations with business, religious, political, service agencies and organizations
- Design ways in which to inform the community about the work of the school
- Organize a meeting of religious, political and services agencies to listen to their concerns and make recommendations to a specific person or group for responding in concrete ways
- Identify community-based organizations interested in supporting school/district programs and invite them to participate in the work.
- Involve community partners in the decision-making processes at the school/district
- Conduct needs assessment of community partners
- Develop elective relationships with a variety of community partners.

Standard 5.0: A building/district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school/district system of accountability for every student’s academic and social success by modeling school/district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school/district; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school/district; and promoting social justice within the school/district to ensure that individual student needs inform all aspects of schooling.

Candidates must complete ALL of the following indicators.

5.1 Candidates understand and can act with integrity and fairness to ensure a school/district system of accountability for every student’s academic and social success.

5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school/district.

5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school/district.

5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

5.5 Candidates understand and can promote social justice within the school/district to ensure that individual student needs inform all aspects of schooling.

The examples below are intended to give you ideas. You are required to discuss the activity you will perform to satisfy each indicator with your building and district supervisor. When that decision has been made, enter the specific activity with the indicator it will address (see the list above) on your contract and submit the completed contract for approval before you begin the work.

Examples of Performance Activities related to Standard 5

Indicator 5.1 – Required

- Act with integrity and fairness in supporting school policies and staff practices that ensure every student’s academic and social success;
- Create an infrastructure that helps to monitor and ensure equitable practices.

Indicator 5.2 -- Required

- Formulate a school-level leadership platform grounded in ethical standards and practices;
- Analyze leadership decisions in terms of established ethical practices

Indicator 5.3 – Required

- Develop, implement, and evaluate school policies and procedures that support

democratic values, equity, and diversity issues;

- Develop appropriate communication skills to advocate for democracy, equity, and diversity.

Indicator 5.4 – Required

- Formulate sound school strategies to educational dilemmas;
- Evaluate school strategies to prevent difficulties related to moral and legal issues

Indicator 5.5 – Required

- Review and critique school policies, programs, and practices to ensure that student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school;
- Develop the resiliency to uphold core values and persist in the face of adversity.

Standard 6.0: A building/district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school/district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school/district environment; and anticipating and assessing emerging trends and initiatives in order to adapt school/district-based leadership strategies.

Candidates must complete ALL of the following indicators.

6.1 Candidates understand and can advocate for school/district students, families, and caregivers.

6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school/district environment.

6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school/district-based leadership strategies.

The examples below are intended to give you ideas. You are required to discuss the activity you will perform to satisfy each standard with your building and district supervisor. When that decision has been made, enter the specific activity with the indicator it will address (see the list above) on your contract and submit the completed contract for approval before you begin the work.

Examples of Performance Activities related to Standard 6

Indicator 6.1 – Required

- Analyze how law and policy is applied consistently, fairly and ethically within the school/ district.
- Advocate based on an analysis of the complex causes of poverty and other disadvantages.
- Serve as a respectful spokesperson for students and families within the school/district.
- Identify areas of concern among the parents and community and investigate the point of view presented. Then work with the parents and community to prepare ways to effectively present their case

Indicator 6.2 – Required

- Advocate for school policies and programs that promote equitable learning opportunities and student success.
- Communicate policies, laws, regulations and procedures to appropriate school stakeholders.
- Learn about critical aspects of national, state and city laws and regulations that apply to schools

and compare those regulations to school/district practices. Prepare a chart to demonstrate how the regulations match practices or are not appropriately followed and form a plan to influence for changes.

Indicator 6.3 – Required

- Identify and anticipate emerging trends and issues likely to affect the school/district.
- Adapt leadership strategies and practice to address emerging school issues.
- Identify decisions that need support or change and organize a writing campaign to change or encourage the decision and/or organize or join groups working to pass or change a decision
- Become aware of changing legislation or policy decisions and identify need changes in current practices.

PART II: Portfolio Mechanics

The portfolio is organized by standards. Each area of the portfolio is clearly labeled with standards and activity number. Each standard is introduced with a brief description of the activities conducted, the documentation of activities (i.e., agendas, worksheets, graphs, evaluations, growth plans, etc), the results achieved and the contribution to the school.

Logs and reflections, which have been sent throughout the semester as well as reports of site visits, are placed in the archives section of the E portfolio. Reflections are NOT INCLUDED in the Digication portfolio. In addition all names and means of identification of teachers or other professionals, as well as schools must be eliminated.

LOG AND REFLECTIONS ARE FIRST REVIEWED AND GRADED BY THE FACULTY SUPERVISOR AND THEN UPLOADED TO THE GRADE CENTER. ALL MATERIALS RELATED TO STANDARDS ARE UPLOADED TO THE GRADE CENTER. AFTER ALL MATERIALS HAVE BEEN REVIEWED AND GRADED, THEY ARE UPLOADED TO THE E PORTFOLIO ON DIGICATION.

ALL MATERIALS SHOULD BE REVIEWED BY THE BUILDING &/OR DISTRICT ON SITE MENTOR (SUPERVISOR).

SEE RUBRIC

INTERNSHIP EVIDENCE PORTFOLIO

Key Assessment # 4

Name: _____ Date: _____

Assigned Performance Measures

<p>1. Vision <i>Candidates must select one from among the following elements of the standard</i></p>	<p>Above Standard</p>	<p>At Standard</p>	<p>Below Standard</p>
<p>Shared vision of learning for a school. (Std 1.1)</p>	<p>Candidate works collaboratively to develop, articulate, implement, and discuss how he/she would steward a clear, and comprehensive, shared vision of learning for a school.</p>	<p>Candidate works collaboratively to develop, articulate, implement, and discuss how he/she would steward a clear, shared vision of learning for a school.</p>	<p>Candidate work toward developing, articulating, implementing, and discussing how he/she would steward a shared vision of learning for a school is unclear or vague</p>
<p>Achieve school goals. (Std 1.2)</p>	<p>Candidate collects data about the school goals and organizational processes from multiple, relevant sources. Displays data clearly, in detail, and in a visually appealing way. Analyzes the data clearly, accurately, and comprehensively, to assess how well the school is meeting its stated goals. Identifies practical,</p>	<p>Candidate collects data about the school goals and organizational processes from multiple, relevant sources. Displays data clearly, Analyzes the data and accurately to assess how well the school is meeting its stated goals. Identifies practical, cost-effective, and research-based suggestions for improving school's</p>	<p>Candidate's data collection is limited or not relevant to school goals and organizational activities. Data display is not clear. Data analysis, assessment of school goals, use of references, and/or suggestions are vague, unclear, or incomplete.</p>

	creative, cost-effective, and research-based suggestions for improving school's efforts to meet and exceed its goals.	efforts to meet and exceed its goals.	
Continual and sustainable school improvement. (Std 1.3)	Candidate presents an effective, clear, comprehensive, and compelling description of a plan to promote continual and sustainable school improvement.	Candidate presents an effective and clear, description of a plan to promote continual and sustainable school improvement.	The description of the plan to promote continual and sustainable school improvement is not effective or clear.
Evaluate school progress and revise school plans. (Std 1.4)	Candidate presents clear, comprehensive, and compelling strategies to evaluate school progress. A comprehensive strategy to revise school plans is presented. How the support of stakeholders was secured is explained in detail.	Candidate presents clear strategies to evaluate school progress. A clear strategy to revise school plans is presented. How the support of stakeholders was secured is explained.	Candidate presents unclear or vague strategies to evaluate school progress. The strategy to revise school plans is vague. The support of stakeholders is not discussed or is too general.
POINTS	10	8	0

Instructional Program <i>Candidates must complete one from among the following elements of the standard</i>	Above Standard	At Standard	Below Standard
Sustain a school culture and instructional program conducive to student learning. (Std 2.1)	Candidate presents realistic and innovative strategies, which employ both collaboration and trust, to comprehensively and effectively sustain the school culture. Instructional programs conducive to student learning and a personalized learning environment that focuses on high expectations for students are presented clearly and in detail.	Candidate presents realistic strategies, which employ both collaboration and trust to effectively sustain the school culture. Instructional programs conducive to student learning and a personalized learning environment that focuses on high expectations for students are presented clearly.	Candidate presents few strategies or unrealistic strategies and/or lacks attention to collaboration and trust to sustain the school culture. Instructional programs conducive to student learning and a personalized learning environment are vague
Create and evaluate curricular and instructional school program. (Std 2.2)	Candidate presents a clear, detailed and comprehensive description of a rigorous and coherent curriculum plans to design and evaluate instructional programs, which include: objectives consistent with core standards, specialized plans	Candidate presents a clear description of coherent curriculum plans to design and evaluate instructional programs, which include: objectives consistent with core standards, plans for differentiation, instructional strategies, which	Candidate presents a vague description of curriculum plans to design and evaluate instructional programs, which include vague or unclear: objectives, plans for differentiation, instructional strategies, student

	for differentiation, diverse instructional strategies, which involve students, a pacing calendar for presentation, relevant and consistent means to monitor instruction, and a range of appropriate research-based evaluation strategies.	involve students, a pacing calendar for presentation, relevant means to monitor instruction, and appropriate evaluation strategies.	involvement, a pacing calendar for presentation, means to monitor instruction, and/or vague evaluation strategies.
Develop and supervise the instructional and leadership capacity of school staff. (Std 2.3)	Candidate presents a clear, comprehensive and substantive description of the use of one of three relevant supervision strategies. The description clearly and richly describes: why this strategy was selected, the explicit steps taken to effectively use the strategy, the quality and sustainability of the results achieved, the degree to which the instructional and leadership capacity of staff were developed.	Candidate presents a clear description of the use of one of three relevant supervision strategies: The strategies. The description clearly presents: why this strategy was selected, the steps taken to effectively use the strategy, the quality and sustainability of the results achieved, the degree to which the instructional and leadership capacity of staff were developed.	Candidate presents a brief and vague description of the use of one of three supervision strategies. The description lacks details about: why this strategy was selected, the steps taken to effectively use the strategy, the quality and sustainability of the results achieved, the degree to which the instructional and leadership capacity of staff were developed.
Promote the most effective and appropriate Technologies to support	Candidate presents a clear and detailed description of	Candidate presents a clear description of	Candidate presents a vague

teaching and learning (Std 2.4)	practical and comprehensive ways to promote technologies to support teaching and learning.	practical ways to promote technologies to support teaching and learning.	description of ways to promote technologies to support teaching and learning.
POINTS	15	12	0

3. Management Organizational & Resources – <i>Candidates must complete one from among the following elements of the standard</i>	Above Standard	At Standard	Below Standard
Management and operational systems (Std 3.1)	Candidate presents clear, comprehensive, and compelling strategies to monitor and evaluate school management and operational systems.	Candidate presents clear and comprehensive strategies to monitor and evaluate school management and operational systems.	Candidate presents vague and limited strategies to monitor and evaluate school management and operational systems.
Human, fiscal, and technological resources (Std 3.2)	Candidate presents clear, comprehensive, and compelling strategies to effectively and efficiently use human, fiscal and technological resources to manage school operations	Candidate presents clear and comprehensive, strategies to effectively use human, fiscal and technological resources to manage school operations	Candidate presents vague and limited strategies that do not effectively use human, fiscal and technological resources to manage school operations
Policies and procedures that protect the welfare and safety of students	Candidate presents clear, comprehensive, and compelling	Candidate presents clear, and comprehensive,	Candidate presents vague and limited strategies that do not promote school

and staff. (Std 3.4)	strategies to effectively and efficiently promote school policies and procedures that protect the welfare and safety of students and staff.	strategies to effectively promote school policies and procedures that protect the welfare and safety of students and staff.	policies and procedures that protect the welfare and safety of students and staff.
Teacher and organizational time (Std 3.5)	Candidate presents clear, comprehensive, and compelling strategies to effectively and efficiently ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning.	Candidate presents clear and comprehensive, strategies to effectively and ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning.	Candidate presents vague and limited strategies that do not ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning.
POINTS	5	4	0

4. Parent-Community Involvement and Collaboration – <i>Candidates must complete one from among the following elements of the standard</i>	Above Standard	At Standard	Below Standard
Collaborate with faculty and community members. (Std 4.1)	Candidate demonstrates a clear, practical, and innovative way of collaborating with faculty and community members using comprehensively collected and strategically analyzed information important to the improvement of the school educational environment.	Candidate demonstrates a clear and practical way of collaborating with faculty and community members using collected and analyzed information important to the improvement of the school educational environment.	Candidate demonstrates a vague way of collaborating with faculty and community members using some collected and analyzing information important to the improvement of the school educational environment.
Mobilize community resources (Std 4.2)	Candidate demonstrates a practical and innovative way to mobilize community resources. They present clear, comprehensive, and compelling strategies for promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.	Candidate demonstrates a practical way to mobilize community resources. They present clear and comprehensive, strategies for promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community	Candidate demonstrates a unclear or impractical way to mobilize community resources. Vague strategies for promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community are presented.
Respond to community interests and needs	Candidate demonstrates	Candidate demonstrates a	Candidate demonstrates an

with families and caregivers (Std 4.3)	practical and innovative way to respond to community interests and needs by presenting clear, comprehensive, and compelling strategies for building and sustaining positive school relationships with families and caregivers.	practical way to respond to community interests and needs by presenting clear and comprehensive strategies for building and sustaining positive school relationships with families and caregivers.	ineffective way to respond to community interests and needs by presenting vague strategies for building and sustaining positive school relationships with families and caregivers.
Respond to community interests and needs with community partners. (Std 4.4)	Candidate demonstrates a practical and innovative way to respond to community interests and needs by presenting clear, comprehensive, and compelling strategies for building and sustaining productive school relationships with community partners.	Candidate demonstrates a practical way to respond to community interests and needs by presenting clear and comprehensive strategies for building and sustaining positive school relationships with community partners.	Candidate demonstrates an ineffective way to respond to community interests and needs by presenting vague strategies for building and sustaining positive school relationships with community partners.
POINTS	5	4	0

5. Personal Characteristics and Behavior <i>Candidates must complete ALL elements of the standard</i>	Above Standard	At Standard	Below Standard
Act with integrity and fairness to ensure a school system of accountability (Std 5.1)	Candidate presents clear, compelling, and detailed evidence to document how acting with integrity and fairness can ensure a school system of accountability for every student's academic and social success.	Candidate presents clear evidence to document how acting with integrity and fairness can ensure a school system of accountability for every student's academic and social success.	Candidate presents vague evidence that does not document how acting with integrity and fairness can ensure a school system of accountability for every student's academic and social success.
Model principles of self-awareness, reflective practice, transparency, and ethical behavior (Std 5.2)	Candidate presents a clear, comprehensive and compelling description of how s/he modeled self-awareness, reflective practice, transparency, and ethical behavior in the roles played in the school.	Candidate presents a clear and comprehensive description of how s/he modeled self-awareness, reflective practice, transparency, and ethical behavior in the roles played in the school.	Candidate presents a vague description of how s/he modeled self-awareness, reflective practice, transparency, and ethical behavior in the roles played in the school.
Safeguard the values of democracy, equity, and diversity (Std 5.3)	Candidate presents a clear, comprehensive and compelling description of exemplary actions performed that safeguarded the values of democracy, equity and diversity within the school.	Candidate presents a clear and comprehensive description of excellent actions performed that safeguarded the values of democracy, equity and diversity within the school.	Candidate presents a vague description of some actions performed that did not safeguard the values of democracy, equity and diversity within the school.
Evaluate the potential	Candidate presents	Candidate presents	Candidate presents

moral and legal consequences of decision making (Std 5.4)	a clear, comprehensive and compelling description of how the potential moral and legal consequences of decisions made in the school were evaluated.	a clear and comprehensive description of how the potential moral and legal consequences of decisions made in the school were evaluated.	a vague description of how the potential moral and legal consequences of decisions made in the school were evaluated.
Promote social justice (Std 5.5)	Candidate demonstrates a clear, practical, and innovative way to promote social justice within the school to ensure that individual student needs inform all aspects of schooling	Candidate demonstrates a clear and practical way to promote social justice within the school to ensure that individual student needs inform all aspects of schooling	Candidate demonstrates an unclear or impractical way to promote social justice within the school to ensure that individual student needs inform all aspects of schooling
POINTS	5	4	0

6. Political, Social, Economic, Legal and Cultural Context - <i>Candidates must select ALL elements of the standard</i>	Above Standard	At Standard	Below Standard
Advocate for school/district students, families, and caregivers. (Std 6.1)	Candidate demonstrates a clear, practical, and innovative way to advocate for school students families and caregivers.	Candidate demonstrates a clear and practical way to advocate for school students families and caregivers.	Candidate demonstrates a vague or impractical way to advocate for school students families and caregivers.
Influence local, district, state, and national decisions affecting student learning. (Std 6.2)	Candidate demonstrates a clear, practical, and innovative way to influence local, district, state and national decisions affecting student learning in a school environment.	Candidate demonstrates a clear and practical effective way to influence local, district, state and national decisions affecting student learning in a school environment.	Candidate demonstrates a vague or impractical way to influence local, district, state and national decisions affecting student learning in a school environment.
Anticipate and assess emerging trends and initiatives (Std 6.3)	Candidate presents a clear, comprehensive and compelling description of ways to assess emerging trends and initiates in order to adapt school-based leadership strategies.	Candidate presents a clear and comprehensive description of ways to assess emerging trends and initiates in order to adapt school-based leadership strategies.	Candidate presents a vague description of ways to assess emerging trends and initiates in order to adapt school-based leadership strategies.
POINTS	5	4	0

Documentation of Conducted Internship Activities	Above Standard	At Standard	Below Standard
<p>Candidates are required to design a contract that specifies the performance activities that will be completed and create an electronic portfolio of evidence to document involvement in those activities. The performance activities and portfolio documentation must represent involvement in all six ELCC standards. In addition, the documentation must demonstrate the integration of technology use throughout the activities.</p>	<p>Documentation includes evidence of dynamic, original work conducted at the building level, including:</p> <ul style="list-style-type: none"> -extensive support materials such as, agendas, worksheets, graphs, evaluations, growth plans, etc. -an advanced understanding of and highly effective leadership -relevant documentation for each of the standards and designated activities. -extensive use of technology -substantive information about how a significant, positive contribution to the school has been made. (Std. 7.1) 	<p>Documentation includes evidence of effective, original work conducted, at the building level, including:</p> <ul style="list-style-type: none"> -appropriate support materials such as, agendas, worksheets, graphs, evaluations, growth plans, etc. -an accurate understanding of effective leadership -documentation for each of the standards and designated activities. -effective use of technology -sufficient information about how a contribution to the school has been made. (Std. 7.1) 	<p>Documentation is vague or incomplete. It includes evidence of work conducted, at the building level, which may not be original</p> <ul style="list-style-type: none"> -includes some support materials such as, agendas, worksheets, graphs, evaluations etc. -does not adequately demonstrate leadership for all standards and/or designated activities -use of technology is limited and sparse information is provided about how a contribution to the school has been made. (Std.7.1)

E-portfolio Mechanics	Above Standard	At Standard	Below Standard
<p>The e-portfolio is organized by standards. Each area of the portfolio is clearly labeled with standards and activity number. Each standard begins with a brief description of the activities conducted, the results achieved and the contribution to the school. Logs and reflections that have been sent weekly as well as reports of site visits are placed in the artifacts section of the E portfolio.</p>	<p>The candidate meticulously crafted a professional-level, visually appealing, highly organized portfolio, including all required material, making the information easy to find, read and evaluate.</p>	<p>The candidate prepared a professional-level portfolio, effectively organized portfolio, including all required material content, making the information easy to find, read and evaluate.</p>	<p>The presentation of the portfolio does not include all required material and/or shows little effort by the candidate to present the content in a way that the information is easy to find, read and evaluate.</p>
POINTS	5	4	0

Grade _____/50

50 points

40 points

less than 40