Monmouth University
Principal Program
Assessment #4 Tool
Internship Evaluation

ELCC Standards 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.1, 7.2 7.3, 7.4, 7.5, 7.6

Standard 1: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported in the school community.

More specifically the candidate will be able to demonstrate knowledge and application of vision and leadership by:

A. Describing, analyzing, and reflecting on the philosophy, vision, mission, goals, and belief statements that guide your practicum school. Include information about the strategic planning process used to develop these principles. ELCC 1.1

B. Devising a strategic plan for developing a new or revised school philosophy, vision, mission, goals and set of belief statements for your practicum school. The plan should reflect your views, your knowledge of the school and community, your experience, literature in the field, as well as the intent and processes suggested by the ELCC Standards. ELCC 1.2, 1.3

C. Proposing strategies that could be employed by school leaders in your practicum school to enhance communication among all stakeholders including teachers, support staff, students, central office personnel, parents, community members and the media. ELCC 1.4

D. Proposing ways to improve collaboration and shared decision making among all stakeholders involved in your practicum school in order to establish a professional learning community. ELCC 1.5

Standard 2: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning and designing comprehensive professional growth plans for staff.

More specifically the candidate will be able to demonstrate knowledge and ability to establish a culture for learning and professional growth by:

A. Observing three administrative/student disciplinary meetings (with the approval of the building principal and/or the district office) and make recommendations concerning action appropriate to the circumstances. Critique the style of the administrator who conducted the meeting; ELCC 2.1

B. Describing, analyzing, and reflecting on the main components of the formal process used for evaluating all professional and nonprofessional staff in your practicum school. ELCC 2.1

C. Attending two special education placement or program development meetings or hearings. Critique the process and the program recommendations for each student reviewed as well as the style of the person conducting the meeting. (Do not identify the participants.) ELCC 2.2

D. Describing strategies you would employ to support classroom teachers who are struggling with (or resistant to) "inclusion" programs. ELCC 2.2

E. Describing, analyzing, and reflecting on the current "state" of special education programs in your school. Pay particular attention to student demographics, teacher qualifications, teaching strategies, and physical facilities in which these programs are housed. ELCC 2.3

F. Describing your practicum school's program for providing appropriate services and experiences for "gifted and talented" students. Reflect on the degree that the needs of these students are being met. ELCC 2.3

G. Utilizing New Jersey Administrative Code or the format/approach used in your practicum school, prepare written performance appraisals for three staff members in your building (one classroom teacher, one special area teacher, and one support staff member). The teacher appraisals must include a pre-conference, at least one classroom observation, and a post-conference. Develop a written professional development/renewal plan with one staff member. Do <u>not</u> identify staff members by name ELCC 2.4

H. Describing, analyzing, and reflecting upon the professional development/renewal program(s) in your school or district (or within a grade level, department, team, faculty, subject area, etc.). ELCC 2.4

Standard 3: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

More specifically the candidate will be able to demonstrate knowledge and ability to organize an effective school by:

A. Describing, analyzing, and reflecting on your school's current academic schedule (traditional, block, modified, rotating, open, etc.). Identify strengths and weaknesses of the schedule as well as what steps would you take to improve the schedule? ELLC 3.1

B. Describing an organizational innovation that you would recommend implementing in your practicum school that could increase student learning. (Examples: looping, multi-age and/or multi-disciplinary grouping, block scheduling, balanced calendar, year-round schools, staggered start/stop times, alternative entry points, etc.). Begin by assessing the need for this innovation, followed by a clear description of the innovation to be implemented. The needs assessment should include actual standardized test data as well as other information that indicates the need. Outline the actions to be taken and the strategies to be used to evaluate the effectiveness of the innovation. ELCC 3.2

C. Identifying the most frequent legal issues or problems facing your practicum school or district, and then develop a report that identifies the reasons for these issues, including your recommendations for solutions. ELLC 3.2

D. Describing, analyzing, and reflecting on your school's safety and security plan; propose changes that would result in improvements over current plans, with strategies for achieving those improvements. ELCC 3.2
E. Describing, analyzing, and reflecting on the development, overall quality/relevance, implementation strategies, and usefulness/value of student handbooks, codes and behavior guidelines. Propose changes that would improve the process as well as the product. ELCC 3.2
F. Proposing criteria and processes you would recommend for enhancing the recruitment, selection, evaluation, and development of teachers and other staff. Discuss how you would address issues related to staff diversity. ELCC 3.3
G. Describing, analyzing, and reflecting on the technology programs and equipment available in your practicum school to support teaching and learning. Also describe how technology is used for administrative purposes. ELCC 3.3

Standard 4: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

More specifically the candidate will be able to demonstrate knowledge and ability in the areas of supervision, school improvement, and staff renewal by:

A. Proposing another model of parental and/or community involvement that could contribute to school reform and improved student learning in your practicum school. ELCC 4.1
B. Describing, analyzing, and reflecting on community trends and issues that are affecting your practicum school. ELCC 4.2
C. Describing, analyzing, and reflecting on the structure and effectiveness of parent organizations or partnerships in your practicum school. ELCC 4.3

Standard 5: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner. ELCC 5.1, 5.2, 5.3

(The intern has demonstrated this in all tasks he or she has performed in his or her school.)

Standard 6: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

The candidate will be able to demonstrate knowledge and use of state and district accountability programs by:

A. Carefully analyze a variety of data and consider content factors to draw conclusions. ELCC 6.1

B. Communicate this interaction and dialogue with all stakeholders. ELCC 6.2
C. Propose a strategy for helping teachers understand and use <u>disaggregated</u> test results to improve student learning. ELCC 6.3

Standard 7: The Internship – The internship provides significant opportunities for candidates to synthesize and apply the knowledge and skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings. These experiences will be planned and guided cooperatively by the university and school district personnel for graduate credit.

 The candidate will:

A. Participate in the internship (EDL 588, EDL 589) for two semesters (300 hours). This will be documented by a log that is signed by the mentor and contains the candidate's participation in experiences that require direct interaction with staff, students, parents, and community leaders. ELCC 7.1, 7.4
B. Be involved in the internship as one of his or her final courses. ELCC 7.2
C. Participate in an internship experience that is based on a self assessment which is aligned to the ELCC Standards. ELCC 7.3
D. Be guided by the course professor and the internship mentor. ELCC 7.5
E. Receive credit for the internship. ELCC 7.6

Monmouth University
Assessment #4 Scoring Guide
Internship Evaluation

ELCC Standards 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.1, 7.2 7.3, 7.4, 7.5, 7.6

	Not Met	**Met**	**Target**
1.1 (a, b) Develop a Vision	Candidate did not develop a clear vision of teaching/ learning that promotes the success of all students.	Candidate demonstrated the ability to develop a vision of teaching/learning that promotes the success of all student based upon limited factors.	Candidate demonstrated the ability to develop a vision of teaching/learning that promotes the success of all students based upon multiple factors including relevant knowledge and theories. The vision wa clearly linked to student achievement.
1.2 (a, b, c) Articulate a Vision	Candidate was unable to communicate the components of a vision to members of the school community.	Candidate demonstrated the ability to communicate the components of a vision to members of the school community through	Candidate demonstrated the ability to communicate the components of a vision to members of the school community through the use of symbols, ceremonies, stories and other activities. . Candidate

		limited but effective means.	effectively used data- based research strategies and strategic planning processes to develop and communicate the vision. The connection between the vision and student achievement was clearly and explicitly articulated.
1.3 (a, b) Implement a Vision	Candidate did not demonstrate the ability to plan for the implementation of the vision.	Candidate demonstrated the ability to implement a vision by creating an outline of an "action plan" that included initiatives needed to motivate staff, students, and families to achieve the school's vision.	Candidate demonstrated the ability to implement a vision by formulating a well defined plan and processes that included a realistic time line and identified provisions/resources needed to carry out the vision. Candidate demonstrated the ability to formulate initiatives needed to motivate staff, students, and families to achieve the school's vision.
1.4 (a, b, c) Steward a Vision	Candidate did not demonstrate the ability to steward the vision.	Candidate demonstrated the ability to steward the vision through a series of activities that focused on effective communication skills used in building a shared commitment to the vision.	Candidate demonstrated the ability to steward the vision by developing consensus and a shared ownership of the vision. A plan for using data-based research strategies to systematically monitor, evaluate, and revise the vision was developed. Candidate demonstrated an understanding of the role effective communication skills play in building a shared commitment to the vision.
1.5 (a, b) Promote Community Involvement in the Vision	Candidate was unable to consistently and effectively promote community involvement in the vision.	Candidate demonstrated the ability to promote community involvement in the vision by organizing a series of activities to involve stakeholders in developing, implementing, and sustaining the vision.	Candidate clearly and repeatedly demonstrated the skills and dispositions to effectively promote the involvement of all stakeholders in developing, implementing, and sustaining the vision through a collaboratively created community involvement process. "Buy-in" of stakeholders was evident and carefully monitored.
2.1 Promote a Positive School Culture	Candidate did not demonstrate the ability to promote a positive school culture.	Candidate demonstrated the ability to promote a positive school culture using a variety of	Candidate exceeded the element by demonstrating the ability to promote a positive school culture to enhance student learning by assessing the

		methods and implementation strategies. that capitalize on	existing school culture and using multiple strategies to improve the school's programs and relationships over a period of time. Candidate demonstrated sensitivity to the diversity of the school community to improve school programs and culture.
2.2 Provide Effective Instructional Program	Candidate did not demonstrate the ability to: a. Facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. b. Make recommendations regarding the design, implementation of curricula that addresses diverse students' needs. c. Use and promote technology to enrich curricula and instruction.	Candidate demonstrated the ability to: a. Facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. b. Make recommendations regarding the design and implementation of curricula. c. Use and promote technology to enrich curricula and instruction.	Candidate exceeded the element by demonstrating the ability to: a. Relentlessly pursue "best practices" and systematically facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. b. Make thoughtful recommendations regarding the design and implementation of curricula that addresses diverse students' needs. Coherence and alignment with national and local standards was evident. c. Creatively use and promote technology to enrich curricula and instruction. Exploration and evaluation of new technologies to support instructional program is evident.
2.3 Apply Best Practice to Student Learning	Candidate did not demonstrate the ability to: a. Assist school personnel in understanding and applying best practices for student learning. b. Apply human development theory, learning	Candidate demonstrated the ability to: a. Assist school personnel in understanding and applying best practices for student learning. b. Apply human development theory, learning and motivational	Candidate exceeded the element by demonstrating the ability to: a. Thoughtfully assist school personnel in understanding and applying best practices for student learning to meet the unique and diverse needs of all students. Evidence of modeling and coaching were consistently demonstrated. b. Routinely plan and apply human development theory,

	and motivational theories, and concern for diversity to the learning process. c. Understand and apply appropriate research strategies to promote an environment for improved student achievement.	theories, and concern for diversity to the learning process. c. Understand and apply appropriate research strategies to promote an environment for improved student achievement.	learning and motivational theories, and concern for diversity to the learning process. Monitoring and assessing plans were consistently part of the process. c. Foster a "professional learning community" within which the faculty used appropriate research strategies to create an environment for improved student achievement through experimentation and "risk-taking." The connection between "best practices" and enhanced student achievement was consistently established.
2.4 Design Comprehensive Professional Growth Plans	Candidate did not demonstrate the ability to: a. Design and implement effective professional development practices based on reflective practice and research on student learning consistent with the school's vision. b. Use multiple strategies and techniques to develop comprehensive professional growth plans with teachers and other school personnel. c. Develop and implement	Candidate demonstrated the ability to: a. Design and implement effective professional development practices based on reflective practice and research on student learning consistent with the school's vision. b. Use multiple strategies and techniques to develop comprehensive professional growth plans with teachers and other school personnel. c. Develop and implement personal professional growth plans that reflect a commitment to life-long learning.	Candidate exceeded the element by demonstrating the ability to: a. Consistently and collaboratively design and implement effective professional development practices based on reflective practice and research on student learning consistent with the school's vision. There was clear evidence of choice and addressing the needs of teachers. b. Creatively use multiple strategies and techniques to develop comprehensive professional growth plans with teachers and other school personnel in a supportive, non-threatening manner. There was clear evidence of a commitment to sustained, on-going, and job-embedded professional growth opportunities. c. Collaboratively develop and implement personal professional growth plans that reflect a commitment to life-long learning and account for the unique talents and needs of the

	personal professional growth plans that reflect a commitment to life-long		individual. There was clear evidence of plans that addressed the needs of individuals as well as school priorities.
3.1 Manage the Organization	Candidate did not demonstrate the ability to: a. Optimize the learning environment for all students by applying appropriate models and principles of organizational development and management. b. Develop plans of action for focusing on effective organization and management of fiscal, human, and material resources. c. Manage time effectively and deploy financial and human resources in ways that promote student achievement.	Candidate demonstrated the ability to: a. Apply appropriate models and principles of organizational development and management, including research and data driven decision-making. b. Develop "action plans' for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction. c. Manage time effectively and deploy financial and human resources. The connection to student achievement was not always evident.	Candidate demonstrated the ability to: a. Consistently 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 equity, effectiveness, and efficiency. b. Develop "action plans' aligned with the school's vision for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum and instruction. Provisions for on-going monitoring and evaluation are included. c. Manage time effectively and deploy financial and human resources in ways that promote student achievement. There are explicit links between management practices and organizational effectiveness.
3.2 Manage Operations	Candidate did not demonstrate the ability to: a. Involve staff in conducting operations and setting priorities. b. Develop	Candidate demonstrated the ability to: a. Involve staff in conducting operations and setting priorities using a variety of strategies and	Candidate demonstrated the ability to: a. Involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve

	communication plans for staff that includes opportunities for staff to develop their family and community collaboration skills. c. Apply legal principles to promote educational equity and provide safe, effective, and efficient facility.	resources to build consensus, communicate, and resolve conflicts. b.Develop communication plans for staff that includes opportunities for staff to develop their family and community collaboration skills. c.Apply legal principles to promote educational equity and provide a safe, effective, and efficient facility.	conflicts in order to align resources with the organizational vision. b. Develop communication plans for staff that includes opportunities for staff to develop their family and community collaboration skills. Appropriate resources including supportive training opportunities were incorporated into the plan. c. Consistently apply legal principles to promote educational equity and provide a safe, effective, and efficient facility in order to support the school's vision. Plans for on-going monitoring and evaluation are evident.
3.3 Manage Resources	The candidate did not demonstrate the ability to: a. Use problem-solving skills and knowledge of strategic, long-range planning in the effective, legal, and equitable use of fiscal, human, and material resource allocation focused on teaching and learning. b. Seek and obtain new resources to facilitate learning. c. Apply and assess current	The candidate demonstrated the ability to: a. Occasionally use problem-solving skills and knowledge of strategic, long-range planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation focused on teaching and learning. b. Examine the feasibility of acquiring new resources. c. Occasionally apply and assess current technologies for	The candidate demonstrated the ability to: a. Consistently and routinely use problem-solving skills and knowledge of strategic, long-range planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation focused on teaching and learning. b. Creatively and in a pro-active manner seek and obtain new resources. c. Effectively and consistently apply and assess current technologies for school management, business procedures, and scheduling in order to support the effective and

	technologies for school management, business procedures, and scheduling.	school management, business procedures, and scheduling in order to support the effective and efficient running of the school's operations.	efficient running of the school's operations. There was evidence of thoughtful application of "best practice" technological resources.
4.1 Collaborate with Families and Other Community Members.	The candidate did not demonstrate the ability to: (a, b, c) Bring together, involve and collaborate with family and community members to positively affect student learning. (d, e) Create various methods of outreach and frameworks for school, family, business, community, government, and higher education partnerships. (f) Involve families and other stakeholders in school decision-making. (g, h) Develop a comprehensive program of community relations including working with the media and collaborating with community agencies to integrate health, social, and other	The candidate demonstrated the ability to: (a, b, c) Bring together, involve, and collaborate with family and community members to positively affect student learning. (d, e) Apply various strategies to create frameworks and various methods of outreach to establish school, family, business, community, government, and higher education partnerships. (f) Involve families and other stakeholders in substantive school decision-making processes. (g, h) Develop components of a program of community relations including working with the media and collaborating with community agencies.	The candidate demonstrated the ability to: (a, b, c) Use research-based knowledge of issues and trends, bring together, involve and collaborate with family and community members to positively affect student learning. There was evidence of innovative practices to involve community and family members in the school's functioning. (d, e) Apply an understanding of community relations models, marketing strategies and processes, data-based decision-making, and communications theory to create frameworks and various methods of outreach to establish school, family, business, community, government, and higher education partnerships. There is evidence of on-going partnerships. (f) Actively and routinely involve families and other stakeholders in substantive school decision-making processes, reflecting an understanding that schools are an integral part of the larger community. (g, h) Develop a comprehensive program of community relations including working with the media and collaborating with community

	services.		agencies to integrate health, social, and other services. There is evidence of input and feedback from community groups.
4.2 (a, b, c, d) Respond to Community Interests and Need	Candidate did not demonstrate the ability to actively interact with the community. Candidate made little effort to understand, accommodate, and capitalize on the diversity of the school and community in order to meet the diverse needs of all students.	The candidate demonstrated the ability to positively interact with various community members. Candidate exhibited a commitment to understand, accommodate, and capitalize on the diversity of the school and community in order to meet the diverse needs of all students, including students with special and exceptional needs.	The candidate exceeded the element by demonstrating an exceptional commitment to understand, accommodate, and capitalize on the diversity of the school and community in order to meet the diverse needs of all students, including students with special and exceptional needs. There was evidence of effort to reach out to diverse groups in the school community including traditionally under-served populations and include them in school activities. The candidate took a proactive stance in interacting with community groups and eliciting their interests and needs.
4.3 Mobilize Community Resources	Candidate did not demonstrate the ability to: a. Use community resources to support student achievement and achieve school goals. b. Use school resources to serve the community. c. Use public resources and funds as new resources to address emerging student problems.	Candidate demonstrated the ability to: a. Use community resources to support student achievement and achieve school goals. b. Use school resources to address issues of community/school concern. c. Use public resources and funds appropriately and effectively as new resources to address emerging student problems	Candidate demonstrated the ability to: a. Creatively use community resources to support student achievement and achieve school goals. Evidence of accountability for the use of community resources was available. b. Assess community needs and creatively use school resources to address issues of community/school concern. There was clear evidence of the school servicing the needs of the community. c. Creatively use public resources and funds appropriately and effectively as new resources to address emerging student problems. Accountability systems were in place to monitor the use of

			public resources and funds.
5.1 Acts with Integrity	Candidate did not demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.	The candidate's actions demonstrated a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.	The candidate exceeded the element by consistently acting in ways that demonstrated a respect for the rights of others with regard to confidentiality and dignity and consistently engaged in honest interactions. High standards of integrity were modeled by the candidate.
5.2 Acts Fairly	The candidate did not demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in interactions with others.	The candidate demonstrated the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in interactions with others.	The candidate exceeded this element by demonstrating the ability to thoughtfully and creatively combine impartiality, sensitivity to student diversity, and ethical considerations in interactions with others. The candidate openly discussed with all stakeholders the concept of "fairness."
5.3 Acts Ethically	The candidate did not demonstrate the ability to make and explain decisions based upon ethical and legal principles.	The candidate demonstrated the ability to make and explain decisions based upon ethical and legal principles.	The candidate exceeded this element by demonstrating an exceptional and consistent ability to make and explain decisions based upon ethical and legal principles. Ethical behavior was consistently and repeatedly a topic of discussion with all stakeholders.
6.1 Understand the Larger Context	Candidate did not demonstrate the ability to: a. Act as an informed consumer of educational theory and concepts appropriate to school context and apply research methods. b. Explain how the legal and political systems have shaped a school and community,	Candidate demonstrated the ability to: a. Act as an informed consumer of educational theory and concepts appropriate to school context and apply research methods. b. Explain how the legal and political systems have shaped a school and community, as well as the opportunities available to children	Candidate exceeded the element by demonstrating the ability to: a. Act as a thoughtful, analytical, and informed consumer of educational theory and concepts appropriate to school context and systematically apply research methods. The candidate consistently communicated theory and "best practices" in easy to understand language to all stakeholders. b. Clearly and thoughtfully explain how the legal and political systems have shaped a school and community, as well as the opportunities available to

	as well as the opportunities available to children and families. c. Analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning. d. Understand the policies, laws, and regulations by local, state, and federal authorities that affect the school. e. Describe the economic factors shaping the community and its effect on the school. f. Analyze and describe the cultural diversity in the community. g. Describe community norms and values and how they relate to the role of the school in promoting social justice. h. Explain various theories of change and conflict resolution and the application of these models.	and families. c. Analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning. d. Understand the policies, laws, and regulations by local, state, and federal authorities that affect the school. e. Describe the economic factors shaping the community and its effect on the school. f. Analyze and describe the cultural diversity in the community. g. Describe community norms and values and how they relate to the role of the school in promoting social justice. h. Explain various theories of change and conflict resolution and the application of these models.	children and families. The candidate used multiple forums to communicate this with all stakeholders. c. Carefully analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning and communicate this to the community. Actions were taken by the candidate to assist disadvantaged populations. d. Understand the policies, laws, and regulations by local, state, and federal authorities that affect the school and communicate this to the community. The candidate demonstrated the ability to use this information to best serve the school and community. e. Describe the economic factors shaping the community and its effect on the school and relate it to student achievement. The candidate demonstrated the ability to gather data and resources and use this information to project into the future in order to best serve the needs of the school and community. f. Analyze and describe the cultural diversity in the community and use this in planning for the success of all students. The candidate demonstrated the ability to use the community's diversity in positive easy. g. Describe community norms and values and how they relate to the role of the school in promoting social justice. The candidate consistently placed

			social justice issues on the "agenda" in order to foster dialogue and model the importance of these issues. h. Clearly and succinctly explain various theories of change and conflict resolution and the application of these models. The candidate consistently acted in ways that demonstrated his leadership as an agent of change.
6.2 Respond to the Larger Context	The candidate did not demonstrate the ability to communicate with the members of the school community concerning trends, issues, and potential changes in the environment in which the school operates.	The candidate demonstrated the ability to communicate with the members of the school community concerning trends, issues, and potential changes in the environment in which the school operates.	The candidate exceeded this element by demonstrating an exceptional ability to effectively communicate with the members of the school community concerning trends, issues, and potential changes in the environment in which the school operates. This included maintaining an on-going dialogue with diverse community groups and keeping all stakeholders apprised of issues and trends affecting the school community in a timely manner.
6.3 Influence the Larger Context	The candidate did not demonstrate the ability to: a. Engage members of the school community in advocating for adoption of improved policies and laws. b. Apply his/her understanding of the larger political, social, economic, legal and cultural context to develop	The candidate demonstrated the ability to: a. Engage members of the school community in advocating for adoption of improved policies and laws. b. Apply his/her understanding of the larger political, social, economic, legal and cultural context to develop activities and policies that benefit students and families.	The candidate exceeded the element by demonstrating the ability to: a. Consistently and creatively engage members of the school community in advocating for adoption of improved policies and laws. b. Apply his/her understanding of the larger political, social, economic, legal and cultural context to creatively develop sustainable activities and policies that benefit students and families. Evidence off this could be found in long-range planning documents. c. Proactively and consistently advocate for policies and programs that promote equitable learning opportunities

	activities and policies that benefit students and families. c. Advocate for policies and programs that promote equitable learning opportunities for all students.	c. Advocate for policies and programs that promote equitable learning opportunities for all students.	for all students.
7.0 Internship 7.1 Substantial 7.2 Sustained 7.3 Standards-based 7.4 Real Settings 7.5 Planned and Guided Cooperatively 7.6 Credit	Candidate did not successfully complete the internship experience. Candidate lacked the ability to accept responsibility for leading, facilitating, and making decisions typical of those made by educational leaders.	Candidate successfully participated in a structured, sustained, standards-based internship experience in authentic settings (for a minimum of 150 hours) under the mentorship of a certificated administrator. Candidate demonstrated the ability to accept responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. Candidate earned graduate credit for the internship experience.	Candidate exceeded the element by participating in a highly professional manner in a structured, sustained, standards-based internship experience in authentic settings (for a minimum of 150 hours) under the mentorship of a certificated administrator. Candidate exceeded expectations in terms of assuming the role of an effective educational leader in all elements of the standards. Candidate demonstrated the ability to accept responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. Candidate earned graduate credit for the internship experience.