

**Section IV- Evidence for Meetings the Standards  
Assessment 4, Clinical field Survey**

**Assessment 4  
*Clinical Field Evaluation***

**1a. A brief description of the assessment and its use in the program.**

The *Clinical Field Evaluation* is used at Level 3 in EDAD 6895-Internship. Both the candidate and mentor discuss the 25 items and complete one survey as a pre-internship activity. This discussion informs the candidate's Internship Plan. Near the conclusion of the Internship, the mentor and candidate complete separately a post-assessment using this same 25-item instrument. This provides a summative assessment of the candidate's preparation as well as sets the direction for the candidate's future professional development plan. It is the data from the mentor's final assessment that is included here. Due to a data management error in Spring 2019 and a lack of responses during Spring 2020's COVID outbreak, those cohorts are not represented here. The data included comes from the Spring 2018 and Spring 2017 cohorts. This assessment is being administered to the Spring 2021 cohort in April 2021 and updated data will be available for this year shortly afterwards.

**1b. A description of how this assessment specifically aligns with the standards it is cited for in Section III.**

The Clinical Field Evaluation lists desired outcomes for educational leaders aligned with ELCC Standards 1-6. Since this assessment is administered during the students' internship semester, it includes all ELCC Standards and elements EXCEPT for Standard 7 (which is not complete at the time of administration). Standard 7 is assessed in the graduate survey which is administered 12 months post-graduation.

**1c. A brief analysis of the data findings.**

Overall, 18 internship mentors completed our Clinical Field Assessment, this was out of a total of 19 possible alumni for a response rate of 95%. This gives some confidence in the reliability of this survey data. In terms of results, each alumnus was rated themselves at least "acceptable" on all 25 items measured here. Our mentor principals, all effective practicing administrators- bring a wealth of experience, and practitioners' eyes to the performance of our candidates. In general, we concluded that our interns are performing their school-based tasks at a level acceptable for a beginning administrator. A more detailed analysis of the findings is below.

**1d. An interpretation of how that data provides evidence for meeting standards.**

Strengths: 1.1, 1.2, 1.4, 2.4, 4.1, 4.3

An overall programmatic strength is ELCC Standard 1. Our candidates have demonstrated strengths in applying knowledge "that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision." Administered at the close of the program, the

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Clinical Field Assessment illustrates that candidates have met targets for designing and supporting a collaborative process for developing and implementing a school vision; developing plans to steward school visions; creating and collaboratively developing implementation plans for school-based strategic and tactical goals; developing a school plan to monitor program development and implementation of school goals; and constructing an evaluation process to assess the effectiveness of plans and programs.

Data analysis further illustrates that candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school-level environment. Particularly, candidates have mastered their use of technologies for improved classroom instruction and school improvement, including the use of performance management systems used to evaluate data results for accountability standards.

Another area of overall strength is ELCC Standard 4, which shows that our candidates have the content knowledge and skills to promote “the success of every student by collaborating with faculty and community members” (National Policy Board for Educational Administration, 2011, p. 16). Programmatic strengths include fostering skills that teach candidates how to develop knowledge of the needs of students, parents or caregivers; communicating information about the school within the community, and then involving families and caregivers in the decision-making process at the school. However, improvements could be made in the areas of developing effective relationships with community partners and involving them in decision making processes.

Weakness: 3.2, 6.2, 4.4

Areas of weakness are ELCC 3.2, ELCC 4.4 and ELCC 6.2. In order to improve candidates’ understanding and effective use of human, fiscal, and technological resources to manage school operations, the program will create and expand assignments that develop multi-year fiscal plans and annual budgets that are aligned to their school’s priorities and goals, analyze school budgets and financial status, and project long-term resource needs of their school. Budgeting units in EDAD 6845 (School Community), EDAD 6875 (School Improvement), and EDAD 6816 (School-Based Management) will be revised to reflect this area of need.

Another programmatic weakness is ELCC 6.2: “Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment” (National Policy Board for Educational Administration, 2011, p. 22). To address this, the program is incorporating assignments where candidates design and implement a workshop for parents and a professional development for teachers/paraprofessionals about policies, laws, regulations, and procedures. The program will incorporate these assignments and discussion of political organizing strategies in EDAD 6840 (Organization and Governance of K12 Schools).

Reference

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National Policy Board for Educational Administration. (2011). *Educational leadership program recognition standards: Building level*. Retrieved from <http://npbea.org/wp-content/uploads/2018/01/ELCC-Building-Level-Standards-2011.pdf>

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**2e. Directions to Candidate**

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Directions to Candidate**

Candidate Directions: This instrument is designed as a post-internship assessment to be completed by your internship mentor. It covers ELCC Standards 1-6. At the conclusion of the Internship, mentor principals assess the candidate’s level of performance of the outcomes of the leader roles. Results of this post-assessment serve as an evaluation of a leader’s practice within the school setting and should inform the candidate’s future professional development as a leader.

Mentor Directions: In order to complete the following evaluation of your principal mentee, it will be helpful to review their performance over the internship year in the following 2011 ELCC Standard elements:

<b>ELCC Standard</b>
1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school. (ELCC 1.1; PLS#1, #4)
1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals. (ELCC 1.2; PLS#2, #3)
1.3 Candidates understand and can promote continual and sustainable school improvement. (ELCC 1.3; PLS #2, #3)
1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders. (ELCC 1.4; PLS#1, #2)
2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (ELCC 2.1; PLS#2, #4)
2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. (ELCC 2.2; PLS #1, #2, #3)
2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff. (ELCC 2.3; PLS#3)
2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment. (ELCC 2.4; PLS#1, #3)
ELCC 3.1: Promotes the allocation of resources to support school’s vision and to ensure successful teaching and learning. (ELCC 3.1; PLS #1, #2)
ELCC 3.2: Helps to create a social, physical, and emotional environment that promotes the school vision and addresses unsafe and unhealthy conditions to ensure a safe and orderly environment for teaching and learning (ELCC 3.2, PLS #1, #2, #4)
3.3 Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school. (ELCC 3.3; PLS #1, #2, #3)
3.4 Candidates understand and can develop school capacity for distributed leadership. (ELCC 3.4; PLS#1, #2, #3)
3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning. (ELCC 3.5, PLS#1, #2)
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 educational environment. (ELCC 4.1; PLS#2)
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. (ELCC 4.2, PLS#1)
4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. (ELCC 4.3, PLS#3)
4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners. (ELCC 4.4; PLS#1, #2, #3)
5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success. (ELCC 5.1; PLS #1, #2)
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. (ELCC 5.2; PLS#2)
5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school. (ELCC 5.3; PLS#1, #2)
5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. (ELCC 5.4; PLS#1, #2)
5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling. (ELCC 5.5; PLS#1, #2)

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6.1 Candidates understand and can advocate for school students, families, and caregivers. (ELCC 6.1; PLS #2, #3)
6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment. (ELCC 6.2; PLS #1, #2)

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**2f. Scoring Guide (survey instrument)**

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<p><i>Clinical Field Assessment Recording Sheet for Responses</i></p> <p><b>Candidate:</b> _____ <b>OR</b> <b>Mentor:</b> _____</p>			
<b>ELCC Standard</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school. (ELCC 1.1; PLS#1, #4)	Candidate <b>has not demonstrated</b> the skills and dispositions to collaboratively articulate and steward a school mission with internal and external constituencies.	Candidate <b>has the skills and dispositions</b> to collaboratively articulate and steward a school mission with internal and external constituencies.	Candidate <b>has experience</b> collaboratively articulating and stewarding a school mission with internal and external constituencies.
1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals. (ELCC 1.2; PLS#2, #3)	Candidate <b>has not demonstrated</b> the skills and dispositions to work collaboratively to effectively design, implement, and evaluate school-level plans which take into account student assessment and other performance data.	Candidate <b>has the skills and dispositions</b> to work collaboratively to effectively design, implement, and evaluate school-level plans which take into account student assessment and other performance data.	Candidate <b>has worked collaboratively</b> to design, implement, and evaluate school-level plans which take into account student assessment and other performance data.
1.3 Candidates understand and can promote continual and sustainable school improvement. (ELCC 1.3; PLS #2, #3)	Candidate <b>has not demonstrated</b> the skills and dispositions to help design a school-level transformational change plan and a comprehensive professional development program to support it.	Candidate <b>has the skills and dispositions</b> to help design a school-level transformational change plan and a comprehensive professional development program to support it.	Candidate <b>has worked effectively</b> to help design a school-level transformational change plan and a comprehensive professional development program to support it.
1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders. (ELCC 1.4; PLS#1, #2)	Candidate <b>has not demonstrated</b> the skills and dispositions to develop, monitor, and evaluate the effectiveness of school plans, programs, and goals.	Candidate <b>has the skills and dispositions</b> to develop, monitor, and evaluate the effectiveness of school plans, programs, and goals.	Candidate <b>has worked effectively</b> to develop, monitor, and evaluate the effectiveness of school plans, programs, and goals.
2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (ELCC 2.1; PLS#2, #4)	Candidate <b>has not demonstrated</b> the skills or dispositions to develop, monitor, and evaluate the effectiveness of school plans, programs, and goals.	Candidate <b>has demonstrated the skills and dispositions</b> to develop, monitor, and evaluate the effectiveness of school plans, programs, and goals.	Candidate <b>has worked effectively</b> to incorporate cultural competence and diversity into school programs, curriculum, and instructional practice.
2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. (ELCC 2.2; PLS #1, #2, #3)	Candidate <b>has not demonstrated</b> the skills or dispositions to work collaboratively to develop and evaluate curriculum and instructional practices that are based on evidence-centered research.	Candidate <b>has demonstrated the skills and dispositions</b> to work collaboratively to develop and evaluate curriculum and instructional practices that are based on evidence-centered research.	Candidate <b>has worked collaboratively</b> to develop and evaluate curriculum and instructional practices that are based on evidence-centered research.
2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff. (ELCC 2.3; PLS#3)	Candidate <b>has not demonstrated</b> the skills or dispositions to improve instructional practice in the school by designing high-quality professional growth	Candidate <b>has demonstrated the skills and dispositions</b> to improve instructional practice in the school by designing high-quality professional growth plans that reflect the national	Candidate <b>has worked effectively</b> to improve instructional practice in the school by designing high-quality professional growth plans that reflect the national

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	plans that reflect the national professional development standards.	professional development standards.	professional development standards.
2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment. (ELCC 2.4; PLS#1, #3)	Candidate <b>has not demonstrated</b> the skills or dispositions to integrate appropriate instructional strategies, technologies, and/or performance management systems into the practice of colleagues.	Candidate <b>has demonstrated the skills and dispositions</b> to integrate appropriate instructional strategies, technologies, and/or performance management systems into the practice of colleagues.	Candidate <b>has worked effectively</b> to integrate appropriate instructional strategies, technologies, and/or performance management systems into the practice of colleagues.
ELCC 3.1: Promotes the allocation of resources to support school's vision and to ensure successful teaching and learning. (ELCC 3.1; PLS #1, #2)	Candidate <b>has not demonstrated</b> the skills to analyze or develop school processes or operations and prioritize strategic and operational challenges for the school.	Candidate <b>has demonstrated the skills</b> to analyze and develop school processes and operations and prioritize strategic and operational challenges for the school.	Candidate <b>has worked effectively</b> to analyze and develop school processes and operations and prioritize strategic and operational challenges for the school.
ELCC 3.2: Helps to create a social, physical, and emotional environment that promotes the school vision and addresses unsafe and unhealthy conditions to ensure a safe and orderly environment for teaching and learning (ELCC 3.2, PLS #1, #2, #4)	Candidate <b>has not demonstrated</b> the skills to analyze and develop multi-year fiscal plans, annual operating budgets, and resource need projections for the school.	Candidate <b>has demonstrated the skills</b> to analyze and develop multi-year fiscal plans, annual operating budgets, and resource need projections for the school.	Candidate <b>has worked effectively</b> to analyze and develop multi-year fiscal plans, annual operating budgets, and resource need projections for the school.
3.3 Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school. (ELCC 3.3; PLS #1, #2, #3)	Candidate <b>has not demonstrated</b> the skills to develop and/or revise student discipline and facility management policies which provide staff, students, and visitors, with a safe and secure school environment.	Candidate <b>has demonstrated the skills</b> to effectively develop and/or revised student discipline and facility management policies which provide staff, students, and visitors, with a safe and secure school environment.	Candidate <b>has effectively developed</b> and/or revised student discipline and facility management policies which provide staff, students, and visitors, with a safe and secure school environment.
3.4 Candidates understand and can develop school capacity for distributed leadership. (ELCC 3.4; PLS#1, #2, #3)	Candidate <b>has not demonstrated</b> the skills or dispositions to identify leadership capabilities of staff, model distributed leadership skills, or involve staff in decision making.	Candidate <b>has demonstrated the skills and dispositions</b> to identify leadership capabilities of staff, model distributed leadership skills, and involve staff in decision making.	Candidate <b>has effectively worked</b> to identify leadership capabilities of staff, model distributed leadership skills, and involve staff in decision making.
3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.	Candidate <b>has not demonstrated</b> the skills to develop/revise the school master schedule and develop policies that maximize teacher instructional time and student learning.	Candidate <b>has demonstrated the skills</b> to develop/revise the school master schedule and develop policies that maximize teacher instructional time and student learning.	Candidate <b>has effectively worked</b> to develop/revise the school master schedule and develop policies that maximize teacher instructional time and student learning.
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 educational environment. (ELCC 4.1; PLS#2)	Candidate <b>has not demonstrated</b> the skills or dispositions to effectively communicate information about the school within the community.	Candidate <b>has demonstrated the skills and dispositions</b> to effectively communicate information about the school within the community.	Candidate <b>has effectively communicated</b> information about the school within the community.
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.	Candidate <b>has not demonstrated</b> the skills and dispositions to effectively identify and use diverse community resources to improve school programs.	Candidate <b>has demonstrated the skills and dispositions</b> to effectively identify and use diverse community resources to improve school programs.	Candidates <b>have effectively identified and used</b> diverse community resources to improve school programs.
4.3 Candidates understand and can respond to community	Candidate <b>has not demonstrated</b> the skills or	Candidate <b>has demonstrated the skills and dispositions</b> to	Candidate <b>has sought out and effectively used</b> knowledge of

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interests and needs by building and sustaining positive school relationships with families and caregivers. (ELCC 4.3; CK#1; PLS#3)	dispositions to seek out and effectively use knowledge of students, families and caregivers to improve decision-making processes at the school.	seek out and effectively use knowledge of students, families and caregivers to improve decision-making processes at the school.	students, families and caregivers to improve decision-making processes at the school.
4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners. (ELCC 4.4; PLS#1, #2, #3)	Candidate <b>has not demonstrated</b> the skills or dispositions to conduct needs assessments of community partners, develop relationships with them, and appropriately involve them in school decision-making.	Candidate <b>has demonstrated the skills and dispositions</b> to conduct needs assessments of community partners, develop relationships with them, and appropriately involve them in school decision-making.	Candidate <b>has worked effectively</b> to conduct needs assessments of community partners, develop relationships with them, and appropriately involve them in school decision-making.
5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success. (ELCC 5.1; PLS #1, #2)	Candidate <b>sometimes</b> acts with integrity and fairness in supporting school policies and has not demonstrated the skills needed to create an infrastructure for monitoring and ensuring equitable practices.	Candidate <b>typically</b> acts with integrity and fairness in supporting school policies and has the skills needed to create an infrastructure for monitoring and ensuring equitable practices.	Candidate <b>always acts with integrity and fairness</b> in supporting school policies and has worked to create an infrastructure for monitoring and ensuring equitable practices.
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. (ELCC 5.2; PLS#2)	The candidate <b>has not demonstrated the skills and dispositions</b> to analyze leadership decisions in terms of established ethical practices.	The candidate <b>has demonstrated the skills and dispositions</b> to analyze leadership decisions in terms of established ethical practices.	The candidate <b>has demonstrated the ability</b> to analyze leadership decisions in terms of established ethical practices.
5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school. (ELCC 5.3; PLS#1, #2)	Candidate <b>has not demonstrated the skills or dispositions</b> to implement school policies or use communication skills that display a commitment to democracy, equity, and diversity.	Candidate <b>has demonstrated the skills and dispositions</b> to implement school policies and use communication skills that display a commitment to democracy, equity, and diversity.	Candidate <b>has effectively implemented</b> school policies and used communication skills that display a commitment to democracy, equity, and diversity.
5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. (ELCC 5.4; PLS#1, #2)	Candidate <b>has not demonstrated the skills or dispositions</b> to effectively make school decisions that resolve educational dilemmas and prevent moral and legal challenges.	Candidate <b>has demonstrated the skills and dispositions</b> to make school decisions that resolve educational dilemmas and prevent moral and legal challenges.	Candidate <b>has worked to effectively</b> make school decisions that resolve educational dilemmas and prevent moral and legal challenges.
5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling. (ELCC 5.5; PLS#1, #2)	Candidate <b>has not demonstrated the skills or dispositions</b> to uphold core values in the face of adversity and has avoided the review and critique of school policies that do not support social justice, equity, confidentiality, acceptance, and respect.	Candidate <b>has demonstrated the skills and dispositions</b> to uphold core values in the face of adversity and has reviewed and critiqued school policies that do not support social justice, equity, confidentiality, acceptance, and respect.	Candidate <b>has worked effectively</b> to uphold core values in the face of adversity and has reviewed and critiqued school policies that do not support social justice, equity, confidentiality, acceptance, and respect.
6.1 Candidates understand and can advocate for school students, families, and caregivers. (ELCC 6.1; PLS #2, #3)	Candidate <b>has not demonstrated the skills and dispositions</b> to advocate based on an analysis of the complex causes of poverty and other disadvantages and serve as a spokesperson for students and families within the school.	Candidate <b>has demonstrated the skills and dispositions</b> to advocate based on an analysis of the complex causes of poverty and other disadvantages and serve as a spokesperson for students and families within the school.	Candidate <b>has worked to advocate</b> based on an analysis of the complex causes of poverty and other disadvantages and have successfully served as a spokesperson for students and families within the school.
6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment. (ELCC 6.2; PLS #1, #2)	Candidate <b>has not demonstrated the skills and dispositions</b> to communicate policies and laws to appropriate stakeholders nor to advocate for school policies that promote student success.	Candidate <b>has demonstrated the skills and dispositions</b> to communicate policies and laws to appropriate stakeholders as well as to advocate for school policies that promote student success.	Candidate <b>has worked effectively</b> to communicate policies and laws to appropriate stakeholders as well as advocated for school policies that promote student success.

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6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. .	Candidate <b>has not demonstrated the skills and dispositions to</b> anticipate emerging trends affecting the school and adjust leadership strategies accordingly.	Candidate <b>has demonstrated the skills and dispositions to</b> anticipate emerging trends affecting the school and adjust leadership strategies accordingly.	Candidate <b>has worked effectively</b> to anticipate emerging trends affecting the school and adjusted leadership strategies accordingly.
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**2g. Data Table**

<b>ELCC Standard</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school. (ELCC 1.1; PLS#1, #4)	Spring 2018 0(%) 0  Spring 2017 0(%)	Spring 2018 2 (50%)  Spring 2017 0(%)	Spring 2018 2(50%)  Spring 2017 14(100%)
1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals. (ELCC 1.2; PLS#2, #3)	Spring 2018 0(%)  Spring 2017 0(%)	Spring 2018 1(25%)  Spring 2017 1(7.1%)	Spring 2018 3(75%)  Spring 2017 13(92.9%)
1.3 Candidates understand and can promote continual and sustainable school improvement. (ELCC 1.3; PLS #2, #3)	Fall 2018 0(%)  Spring 2017 0(%)	Spring 2018 2(50%)  Spring 2017 4(28.6%)	Spring 2018 2(50%)  Spring 2017 10(71.4%)
1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders. (ELCC 1.4; PLS#1, #2)	Spring 2018 0(%)  Spring 2017 0(%)	Spring 2018 1(25%)  Spring 2017 1(7.1%)	Spring 2018 3(75%)  Spring 2017 13(92.9%)
2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (ELCC 2.1; PLS#2, #4)	Spring 2018 0(%)  Spring 2017 0(%)	Spring 2018 2(50%)  Spring 2017 0(%)	Fall 2018 2(50%)  Spring 2017 14(100%)
2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. (ELCC 2.2; PLS #1, #2, #3)	Spring 2018 0(%)  Spring 2017 0(%)	Spring 2018 2(50%)  Spring 2017 0(%)	Spring 2018 2(50%)  Spring 2017 14(100%)
2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff. (ELCC 2.3; PLS#3)	Spring 2018 0(%)  Spring 2017 0(%)	Spring 2018 2(50%)  FALL 2017 3(21.4%)	Spring 2018 2(50%)  FALL 2017 11(78.6%)
2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment. (ELCC 2.4; PLS#1, #3)	Spring 2018 0(%)  Spring 2017 0(%)	Spring 2018 0(%)  FALL 2017 1(7.1%)	Spring 2018 4(100%)  FALL 2017 13(92.9%)

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ELCC 3.1: Promotes the allocation of resources to support school’s vision and to ensure successful teaching and learning. (ELCC 3.1; PLS #1, #2)	Spring 2018 0(%)	Spring 2018 1(25%)	Spring 2018 3(75%)
	Spring 2017 0(%)	Spring 2017 1(7.1%)	Spring 2017 13(92.9%)
ELCC 3.2: Helps to create a social, physical, and emotional environment that promotes the school vision and addresses unsafe and unhealthy conditions to ensure a safe and orderly environment for teaching and learning (ELCC 3.2, PLS #1, #2, #4)	Spring 2018 0(0%)	Spring 2018 4(100%)	Spring 2018 0(%)
	Spring 2017 0(%)	Spring 2017 3(21.4%)	Spring 2017 11(78.6%)
3.3 Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school. (ELCC 3.3; PLS #1, #2, #3)	Spring 2018 0(%)	Spring 2018 4(67.7%)	Spring 2018 2(33.3%)
	Spring 2017 0(%)	Spring 2017 1(7.1%)	Spring 2017 13(92.9%)
3.4 Candidates understand and can develop school capacity for distributed leadership. (ELCC 3.4; PLS#1, #2, #3)	Spring 2018 0(%)	Spring 2018 2(50%)	Spring 2018 2(50%)
	Spring 2017 0(%)	Spring 2017 2(14.3%)	Spring 2017 12(85.7%)
3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.	Spring 2018 0(%)	Spring 2018 3(75%)	Sp2018 1(25%)
	Spring 2017 0(%)	Spring 2017 2(14.3%)	Sp2017 12(85.7%)
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 educational environment. (ELCC 4.1; PLS#2)	Spring 2018 0(%)	Spring 2018 1(75%)	Spring 2018 3(75%)
	Spring 2017 0(%)	Spring 2017 0(%)	Sp2017 14(100%)
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.	Spring 2018 0(%)	Spring 2018 2(50%)	Spring 2018 2(50%)
	Spring 2017 0(%)	Spring 2017 1(7.1%)	Spring 2017 13(92.9%)
4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. (ELCC 4.3; CK#1; PLS#3)	Spring 2018 0(%)	Spring 2018 1(20%)	Fall 2018 4(80%)
	Sp2017 0(%)	Sp2017 1(7.1%)	Sp2017 13(92.9%)
4.4 Candidates understand and can respond to community interests and	Sp2018 0(%)	Spring 2018 1(25%)	Spring 2018 3(75%)

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needs by building and sustaining productive school relationships with community partners. (ELCC 4.4; PLS#1, #2, #3)	Sp2017 0(%)	Sp2017 5(35.7%)	Sp2017 9(64.7%)
5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success. (ELCC 5.1; PLS #1, #2)	Fall 2018 0(%)  FALL 2017 0(%)	Spring 2018 1(25%)  Sp2017 1(7.1%)	Spring 2018 3(75%)  Sp2017 13(92.9%)
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. (ELCC 5.2; PLS#2)	Spring 2018 0(%)  Spring 2017 0(%)	Spring 2018 2(59%)  Spring 2017 1(7.1%)	Spring2018 2(50%)  Sp2017 13(92.9%)
5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school. (ELCC 5.3; PLS#1, #2)	Spring 2018 0(%)  Sp2017 0(%)	Spring 2018 2(50%)  Sp2017 1(7.1%)	Fall 2018 2(50%)  Sp2017 13(92.9%)
5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. (ELCC 5.4; PLS#1, #2)	Spring 2018 0(%)  Sp2017 0(%)	Sp2018 1(25%)  Sp2017 2(14.3%)	Sp2018 3(75%)  Sp2017 12(85.7%)
5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling. (ELCC 5.5; PLS#1, #2)	Sp2018 0(%)  Sp2017 0(%)	Sp2018 2(50%)  Sp2017 0(%)	Sp2018 2(50%)  Sp2017 14(100%)
6.1 Candidates understand and can advocate for school students, families, and caregivers. (ELCC 6.1; PLS #2, #3)	Sp2018 0(%)  Sp2017 0(%)	Sp2018 0(%)  Sp2017 3(21.4%)	Sp2018 4(100%)  Sp2017 11(78.6%)
6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment. (ELCC 6.2; PLS #1, #2)	Sp2018 0(%)  Sp2017 0(%)	Sp2018 2(50%)  Sp2017 5(35.7%)	Sp2018 2(50%)  Sp2017 9(64.3%)
6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. .	Spring2018 0(%)  Spring 2017 0(%)	Spring 2018 2(50%)  Spring 2017 1(7.1%)	Sp2018 2(50%)  Sp2017 13(92.9%)